

Decision of the FIBAA Accreditation and Certification Committee



20th Meeting on November 26, 2025

PROGRAMME ACCREDITATION

Project Number:	24/081
Higher Education Institution:	Ho Chi Minh City University of Foreign Languages – Information Technology
Location:	Ho Chi Minh City, Vietnam
Study programme:	1. Bachelor of Chinese Language Studies/ Bachelor of Arts 2. Bachelor of International Relations/ Bachelor of Arts
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 programmes are accredited with one condition for both study programmes.

Condition:

Bachelor of Chinese Language Studies

Condition 1 (see chapter 5.1):

- The University implements a student workload evaluation system at the end of each semester which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Bachelor of International Relations

Condition 1 (see chapter 5.1):

- The University implements a student workload evaluation system at the end of each semester which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

➤ Proof of meeting the condition is requested until August 25, 2026

Period of Accreditation: November 26, 2025 – November 25, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Ho Chi Minh City University of
Foreign Languages – Information Technology,
Vietnam

Bachelor/Master programme:

1. Bachelor of Chinese Language Studies
2. Bachelor of International Relations

Qualification awarded on completion:

1. Bachelor of Arts
2. Bachelor of Arts

General information on the study programme

Brief description of the study programme:

Bachelor of Chinese Language Studies (CLS)

The Bachelor of Chinese Language Studies, established in 1997, is a 3.5-year study programme designed to provide students with both foundational and advanced knowledge of Chinese language and culture. It emphasises the development of listening, speaking, reading, and writing skills in Chinese, while offering three career-oriented tracks: Office Skills, Chinese for Commerce, and Chinese-English Bilingual. Students also study a second foreign language—Korean, English, or Japanese—and practice communication with Chinese native lecturers. Elective modules in business, tourism, and Chinese Language Teaching (CLT) methods further shall enrich their learning experience.

Bachelor of International Relation (IR)

The International Relations programme, launched in 2021, follows outcome-based standards and spans 3.5 years, with a maximum of seven years allowed for completion. In the first 1.5 years, students gain general and foundational knowledge of international relations. They then choose one of three sub-majors: Multilateral Diplomacy, Public Relations, or International Communication, the latter added in 2019 to reflect evolving global communication needs. Final-year students complete internships at relevant agencies, organisations, or businesses, and participate in extracurricular activities that connect them with the community and industry. These practical experiences ensure graduates are well-prepared for professional environments.

Type of study programme:

Bachelor programmes

Projected study time and number of ECTS credits / national credits assigned to the study programme:

Both programmes: 3.5 years, 140 (Vietnamese credits)¹, 260 (ECTS credits)

Mode of study:

full-time

Didactic approach:

Both programmes: Mandatory classroom-based learning (80%), Blended-learning (20%)

Double/Joint Degree programme:

no

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

CL: 10 classes, 381 students

IR: 4 classes, 150 students

Programme cycle starts in:

¹ The credit system applied at HUFLIT is the nationally regulated credit system uniformly implemented across Vietnam in accordance with Circular No. 08/2021/TT-BGDĐT dated March 18, 2021, and Circular No. 17/2021/TT-BGDĐT issued by the Ministry of Education and Training.

Autumn semester (September)

Initial start of the programme:

CL: 1997

IR: 2004

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Chinese Language (Bachelor of Art) and the Bachelor of International Relations (Bachelor of Art) was made between FIBAA and Ho Chi Minh City University of Foreign Languages – Information Technology on November 1, 2024. On March 11, 2025, 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 panel². The HEI has agreed with the chosen experts. The panel consisted of:

Assoc. Prof. Dr. Lay Hoon Ang

Universiti Putra Malaysia

Associate Professor

Chinese Studies, Chinese Language Translation, Applied Linguistics

Dr. Nhat Vo Dai

Ho Chi Minh City University of Technology (HCMUT)

Dean of Faculty of Geology and Petroleum Engineering

Chief Manager and Implementer in Strategic

Plan, ISO Quality Management System, Internal

and External Quality Assurance System, Chief Evaluator of Evaluation Team in Internal Quality Accreditation

Prof. Dr. Jonathan William Kuyper

University of Oslo

Professor of Political Science and International Relations

International Relations, Political Science, Global Governance, Democratic Theory, Globalisation

Niklas Johannes Heine

Technical University of Dresden

Student: Bachelor Degree in International Relations

Yew Choy Meng

Ines Enterprise / Transmedia Asia Sdn. Bhd.

Principal Consultant

Language Service Provider, English to Chinese Certified Translation, Written Translation, Oral Interpretation, Certified Translation,

International Conferences, Court Interpretation

FIBAA project manager:

Dr. Rebekka Welker

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on September 16-17,

² The panel is presented in alphabetical order.

2025 at the HEI's premises in Ho Chi Minh City, Vietnam. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 5, 2025. The statement on the report was given up on November 8, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor of Chinese Language Studies and the Bachelor of International Relations offered by Ho Chi Minh City University of Foreign Languages – Information Technology, Vietnam fulfil with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2025 and finishing on November 25, 2030, under one condition. The programmes are 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.

Accreditation with conditions

The panel members identified need for improvement regarding the following aspect:³ Quality assurance and quality development with respect to contents, processes and outcomes due to a lack of asking relevant workload questions on a regular basis. They recommend the accreditation on conditions of meeting the following requirements:

- **Condition 1 (see chapter 5.1):**
- **The University implements a student workload evaluation system at the end of each semester which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.**

Proof of meeting this condition is to be submitted by August 25, 2026.

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body for both programmes (criterion 3.4.2), Interdisciplinary thinking for IR (3.1.4) and Foreign language contents (criterion 3.4.4) for CLS – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members recommend:

Both programmes

- taking measures to promote internationality in a goal-oriented way (see chapter 3.4.2)

The CLS programme

- developing a structured concept and implementing targeted actions to improve students' English proficiency across the programme (see chapter 3.4.4)

The IR programme

- starting with integrating interdisciplinary content into the IR content (see chapter 3.1.4)

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

³ These aspects are asterisk criteria which means that they are essential for the study programme.

Both programmes:

- integrating additional international faculty members into its faculties (see chapter 3.4.3)
- finding solutions to rebalance the lecturer-to-student ratio, ensuring that the recent increase in student numbers does not compromise the quality of education or student support (see chapter 4.1.1)
- appointing at least one Professor/Associate Professor to strengthen its academic leadership and ensure sustainable development of the teaching staff (see chapter 4.1.1)
- focus on expanding and strengthening their global partnerships (see chapter 4.3.1)
- establishing clear links with employers and documenting how practical elements contribute to employability (see chapter 5.2.3)

International Relations:

- adding courses in research design and data analyses (see chapter 3.1.6)
- increasing the number of courses in English to attract more international students (see chapter 3.4.4)

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 several criteria in which the programmes exceed the quality requirements:

Both programmes

- Logic and conceptual coherence (Chapter 3.1.1)
- Logic and plausibility of the didactical concept (Chapter 3.3.1)

CLS programme

- Integration of theory and practice (Chapter 3.1.3)

IR programme

- Objectives of the study programme (Chapter 1.1)
- Multidisciplinary competences and skills (Chapter 3.5)

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

LIST OF ABBREVIATIONS

ACBSP	Accreditation Council for Business Schools and Programmes
BA	Bachelor of Arts
CEFR	Common European Framework of Reference for Languages
CLO	Course Learning Outcome
CP	Credit Point
ECTS	European Credit Transfer and Accumulation System
CLS	Chinese Language Studies
CLT	Chinese Language Teaching
FFL	Faculty of Foreign Languages
GPA	Grade Point Average
HE	Higher education
HEI	Higher education institution
HUFLIT	Ho Chi Minh City University of Foreign Languages - Information Technology
HSK	"Hànyǔ Shuǐpíng Kǎoshì" (汉语水平考试), Chinese Language Proficiency Test
LMS	Learning Management System
MA	Master of Arts
MOET	Ministry of Education and Training
OAA	Office of Academic Affairs
OETQA	Office of Educational Testing and Quality Assurance
PhD	Doctor of Philosophy
PLO	Programme Learning Outcome
PO	Programme Objective
PROC	People's Republic of China
TOCFL	Test of Chinese as a Foreign Language "華語文能力測驗" (Huáyǔ Wén Nénglì Cèyàn)
VQF	Vietnam Qualification Framework

Figure 1: Structure of the Chinese Language Curriculum	32
Figure 2: Diagram of Reading-Writing Skill Development Module Sequence and Supplementary Theory Modules	45
Figure 3: Diagram of Interdisciplinary Elective Module Groups.....	48
Figure 4: Diagram of the CLS Curriculum Progression	54
Figure 5: International Competence of Faculty	64
Figure 6: HUFLIT's Quality Assurance Model.....	90
Figure 7: Internal Quality Assurance Model	91
Figure 9: Categories of Student Surveys	92

Information

Information on the Institution

HUFLIT is the first semi-public university in the southern region of Vietnam, established by the Prime Minister's Decision No. 616/TTg on October 26, 1994. The predecessor of the University was the Private Saigon Foreign Languages and Informatics Professional Secondary School, established by the approval Chairman of the People's Committee of Ho Chi Minh City under Decision No. 871/QĐ-UB on June 2, 1992. In 2015, the University was permitted to transition from a semi-public institution to a private institution according to the Prime Minister's Decision No. 1757/QĐ-TTg on October 15, 2015.

Currently, HUFLIT has nine faculties, eleven functional departments, three centres, one library, and one institute. The total number of staff, lecturers, and employees at the University are 629, including 532 lecturers (with one professor, six associate professors, 60 doctors, 428 masters, and 37 bachelors) and 97 administrative, specialist, and clerical staff. All the lecturers who specialise in different fields of study have been trained both domestically and internationally, possess intermediate to advanced foreign language skills (English, Chinese, Japanese, or Korean), have research capabilities, and have contributed significant research in academic fields.

The University offers 20 undergraduate programmes and three postgraduate programmes:

- 20 undergraduate programmes: English Language Studies, Chinese Language Studies, Information Technology, E-commerce, Business Administration, International Business, Logistics and Supply Chain Management, Oriental Studies, Korean Language Studies, Tourism and Travel Service Management, Hotel Management, Finance-Banking, Accounting, Auditing, International Relations, Public Relations, Law, Economic Law, Japanese Language Studies, Artificial Intelligence.
- 03 postgraduate programmes: Information Technology, Business Administration, English Language Studies.

Mission, Vision, Core values

Mission: HUFLIT's mission is to educate people with lifelong learning capabilities to become global citizens who can adapt and devote themselves to an ever-changing society. They can develop by themselves, especially foreign languages, and information technology, through practical experiences.

Vision: HUFLIT aims to bring to society dynamic, creative, conscientious, and visionary people who know how to love and appreciate life, renew themselves, and achieve happiness and freedom based on knowledge and morality.

Core values: Solidarity - Cooperation - Discipline - Quality - Growth

1. Solidarity: Solidarity to harness internal strength and achieve sustainable development.
2. Cooperation: Cooperation to harness collective strength and intelligence, enhance connectivity and integration, and serve the community.
3. Discipline: Discipline is the key to maintaining internal order and helping the collective achieve its established goals.
4. Quality: Quality is the key factor in determining the existence, development and positioning of HUFLIT's academic brand.
5. Growth: Always maintain a growth mindset through continuous learning, creative innovation, self-development, and organisational development.

Long-term values: Breakthrough – Freedom – Resilience

Cultural values: Kindness – Lifelong Learning

Motto: Integrity – Cooperation – Responsibility

Educational Philosophy: Pursuit of happiness and freedom in accordance with morality and wisdom.

The Faculty of Foreign Languages at HUFLIT has been a cornerstone of the University since its founding in 1992. As one of HUFLIT's pioneering faculties, it has played an important role in shaping the institution's reputation for over 30 years. The faculty offers comprehensive programmes in English and Chinese language studies, combining linguistics, culture, and civilisation with practical communication skills for academic and professional environments. Many lecturers hold advanced degrees from both Vietnam and abroad. The faculty emphasises innovation in education, integrating AI-powered tools and digital platforms to enhance learning. Its mission extends beyond academics, encouraging students to apply their language skills in community projects and global contexts, preparing them for diverse careers in education, business, media, healthcare, and more.

The Chinese Language Studies programme, established in 1997 under the code 7220204, offers a comprehensive 3.5-year training course designed to equip students with both foundational and advanced knowledge of the Chinese language and culture. With a current enrolment of approximately 400 students and a dedicated team of 16 teaching staff, the programme awards 140 Vietnamese credits upon completion.

The Faculty of International Relations & Communication was established in 2004 and has undergone 20 years of operation. Currently, the Faculty includes two main majors: International Relations (since 2004) and Public Relations (since 2023) with more than 1,000 full-time students. The current employment at the Faculty of International Relations includes 38 faculty members, lecturers and specialists to meet the needs of educating and organising support activities, with five doctors, 31 masters and two bachelors.

The 2021 International Relations programme was created based on the learning outcome standards, with 3.5 years of official study period and a maximum of seven years allowed for students to complete the programme according to the regulations for university level. Compared to 2019, the International Relations programme has been updated, adding a new small major, International Communication, to meet the development of domestic and international communication activities.

Further development of the programme, statistical data and evaluation results

Chinese Language Studies (CLS)

Study Programmes: Chinese Language Studies

		2015-2019	2016-2020	2017-2021	2018-2022	2019-2023
# Study Places offered by HEI		50	40	40	40	35
# Applicants	Σ	134	155	149	150	268
	f	121	141	134	123	223
	m	13	14	15	27	45
Application rate		2,68	3,875	3,725	3,75	7,65714286
# First-Year Students (accepted applicants)	Σ	42	45	48	42	51
	f	39	40	40	36	47
	m	3	5	8	6	4
Rate of female students		92,86%	88,89%	83,33%	85,71%	92,16%
# Foreign Students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		0,84	1,125	1,2	1,05	1,45714286
# Graduates	Σ	36	31	30	21	18
	f	35	29	26	19	17
	m	1	2	4	2	1
Success rate (students who finished their studies)		85,71%	68,89%	62,50%	50,00%	35,29%
Dropout rate (students who dropped their studies)		14,29%	8,89%	6,25%	4,76%	3,92%
Average duration of study		4,36	4,26	4,17	4,07	4
Average grade of final degree		7,44	7,11	7,24	7,48	7,81

Study Programmes: Chinese Language Studies								
		2015-2019	2016-2020	2017-2021	2018-2022	2019-2023	2024-2027	2025-2028
# Study Places offered by HEI		50	40	40	40	35	400	900
# Applicants	Σ	134	155	149	150	268	4059	2295
	f	121	141	134	123	223	3656	2049
	m	13	14	15	27	45	403	246

Application rate		2,68	3,875	3,725	3,75	7,65714 29	1015%	255%	
# First-Year Students (accepted applicants)	Σ	42	45	48	42	51	410	925	
	f	39	40	40	36	47	375	835	
	m	3	5	8	6	4	35	90	
Rate of female students		92,86%	88,89%	83,33%	85,71%	92,16%	90,38%	90.27%	
# Foreign Students	Σ	0	0	0	0	0	0	0	
	f	0	0	0	0	0	0	0	
	m	0	0	0	0	0	0	0	
Rate of foreign students		0	0	0	0	0	0	0	
Percentage of occupied study places		0,84	1,125	1,2	1,05	1,45714 29	0	0	
# Graduates	Σ	36	31	30	21	18	0	0	
	f	35	29	26	19	17	0	0	
	m	1	2	4	2	1	Not yet	Not yet	
Success rate (students who finished their studies)		85,71%	68,89%	62,50%	50,00%	35,29%	2.77%	0%	
Dropout rate (students who dropped their studies)		14,29%	8,89%	6,25%	4,76%	3,92%	Not yet	Not yet	
Average duration of study		4,36	4,26	4,17	4,07	4			
Average grade of final degree		7,44	7,11	7,24	7,48	7,81			

--	--	--	--	--	--	--	--	--	--

The Chinese Language programme shows a decrease in offered study places between 2015 and 2019, from 50 to 35. However, the admitted students increased at the same time from 42 to 51 first-year students for these cohorts. The application number stayed consistent around 130-150 between 2015 and 2018 and jumped to 269 in 2019. The rate of female students lies consistently between 83 and 92%. The drop-out rate for the graduated cohort of 2015 is around 14%. The average duration of study is slightly more than four years, and the average grade of final degree is 7.11-7.8.

Prior to 2018, the CLS study program was reviewed and adjusted every four years. Currently, in accordance with new regulations issued by the Vietnam Ministry of Education and Training, the faculty conducts a review and update of the curriculum every two years. Recent updates were implemented in 2019, 2021, 2023, and 2025, based on feedback collected through surveys from key stakeholders, including employers, alumni, students, and lecturers.

International Relations (IR)

The International Relations programme has undergone periodic programme adjustment every four years. Currently, following the regulations of the Vietnam Ministry of Education and Training, the faculty reviews and updates the study programme every two years. The most recent updates are in 2019, 2021 and 2023. All updates are based on the survey results from the faculty and alumni, new regulations promulgated by the Ministry of Education and Training, the University's strategic goals, the development trend in the field of study, as well as labour market needs. The International Relations programme at HUFLIT focuses on applied training to meet the labour demands in the field of foreign affairs and external communication in both the public and private sectors.

		2021-2024	2022-2025	2023-2026	2024-2027	2025-2028
# Study Places offered by HEI		237	375	395	375	150
# Applicants						
	Σ	5324	5176	2384	1301	250
	f	4472	4140	1989	1080	116
	m	852	1036	395	221	25
Application rate		2246.41%	1380.27%	603.54%	346.93%	166.67%
# First-Year Students (accepted applicants)						
	Σ	242	386	254	90	89
	f	206	343	215	75	75
	m	36	43	39	15	14
Rate of female students		85,15%	85,79%	84.65%	83.33%	84.27%
# Foreign Students						
	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
# Graduates (3.5 years)						
	Σ	115				
	f	102				
	m	13				
Success rate (students who finished their studies)		47.52%	Not yet	Not yet	Not yet	Not yet
Dropout rate (students who dropped their studies)		7.02%	5.44%	6.69%	3.3%	Not yet
Number of students in each sub-major						Not yet
Multilateral-Diplomacy		33	61	83	33	
Public Relations		167	227			
International Communications		25	77	154	54	

The data shows that the enrolment target for the International Relations programme in recent years has ranged from 200-250 students/academic year, depending on the quota allowed annually by the Ministry of Education and Training. The admission rate ranges from around 80% - 105%. The rate of students graduating is about 70-80%, with the average time to graduate usually lasting more than four years. This is mainly because third-year students tend

to continue working after the internship or due to personal reasons (studying abroad, working for family, getting married, not taking foreign language and computer certification exams, etc.). The average graduation grade of students majoring in International Relations is >7, showing that most students meet the programme requirements at a good level. Regarding the rate of students graduating late (more than four years), the main reason for this is that they have not met the requirement for English certificates, or third-year students participate in part-time jobs and prolong the official study period.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Chinese Language Studies (CLS)

The undergraduate programme in CLS aims to educate high school graduates who wish to study Chinese intensively for professional use in various fields according to societal needs.

Graduates of the programme will have the knowledge and skills to use Chinese language in professional contexts such as business and commerce, with the added ability to use English as a second language when working in agencies and companies that require such skills. The students will also be trained in professional ethics, community service spirit, and essential social skills to adapt to professional and social development.

Graduate Profiles

Graduates of the CLS programme are prepared for diverse career paths in fields where Chinese language skills are essential, including administrative roles in the service sector, commercial positions in business and customer relations, translation and media work in journalism, teaching and support roles in educational institutions, as well as interdisciplinary positions that combine Chinese with other languages such as English, French, Japanese, or Korean, depending on employer needs.

General Objectives of CLS

The B.A. programme in Chinese Language Studies aims to meet the human resource demand with graduates who possess knowledge of Chinese linguistics, foreign language ability and professional skills in career-related fields. It simultaneously fosters professional ethics and community spirit, trains necessary social skills adapted to the development of career, the society, and the economy in the process of international integration.

The Programme Learning Objectives (PLO) of CLS:

Knowledge

- PLO1: Understand basic knowledge about culture, politics, society, and law to address issues arising in professional activities.
- PLO2: Master essential knowledge of the Chinese language, specialised knowledge and related issues to apply according to the field of study.

Skills

- PLO3: Use Chinese effectively in social communication, office communication, and written transactions.
- PLO4: Use another foreign language in everyday social communication.
- PLO5: Apply specialised knowledge in work such as office administration, business, commerce using Chinese and English.
 - PLO5.1 Manage an office and perform secretarial skills properly and scientifically.
 - PLO5.2 Use Chinese effectively in business and service activities effectively.
 - PLO5.3 Use English effectively in social communication and common administrative written transactions.
- PLO6: Analyse and solve situations arising in professional activities.

- PLO7: Use office software and exploit internet services effectively in study and work.

Autonomy and Responsibility

- PLO8: Able to work independently or in team.
- PLO9: Organise effective learning, working activities and develop lifelong learning abilities.
- PLO10: Demonstrate a sense of responsibility, professional ethics, respect organisation discipline, and embody community spirit.

The objectives of the training programme are compatible with the requirements of the Vietnamese Qualifications Framework (VQF) with the foreign language level that language students need to achieve being C1 (according to the Common European Framework of Reference for Languages), Level five HSK (Chinese Proficiency Test for non-native speakers of Chinese managed by the Hanban, Ministry of Education of the People's Republic of China), or TOCFL (Test of Chinese as a Foreign Language, standardised for learners of Chinese as a Second Language).

The objectives of the training programme are approved and reflected in the Programme Description provided to stakeholders on the school's website and directly communicated to first-year students during the orientation programme by the programme management and operations team. The objectives are reviewed every two years based on feedback from stakeholders through annual surveys and labour market demand forecasts from the Ho Chi Minh City Labor Market and Employment Information Forecast Center.⁴ and from students' enrolment aspirations. The objectives are also ensured to be in accordance with standards of the field and aligned with the progress of educational technology.

The programme has six specific objectives concerning knowledge, skills, and attitudes:

- PO1: Provide students with social, cultural, political knowledge as foundation together with Chinese linguistics, culture and civilization, and Chinese for specific purposes in some fields such as business, commerce, office administration, and tourism.
- PO2: Equip students with professional knowledge in office administration, business and commerce, and English language as concentrations.
- PO3: Train and develop language skills so that students can use Chinese fluently in professional and social communication and another foreign language on a daily basis.
- PO4: Train and develop professional skills so that students can work effectively in such fields as office administration, business and commerce.
- PO5: Foster students' learning skills and learner autonomy effectively to actively widen their knowledge, enhance Chinese competence, and professional skills.
- PO6: Prepare students with essential social skills, foster their positive attitudes and perceptions towards their study, career, and community spirit.

The PO's of CLS adhere to the level 6 of the National Qualifications Framework (NQF) by MOET.

International Relations (IR)

⁴ The Center for Forecasting Manpower Needs and Labor Market Information of Ho Chi Minh City is a government-affiliated organisation that analyses labour market trends and forecasts workforce demands. It provides data and insights to support education planning, career guidance, and policy-making, helping align training programs with the evolving needs of the economy. (see <https://www.dubaonhanluchcmc.gov.vn/trang-chu.html>, last accessed on October 9, 2025).

The International Relations study programme is designed with six Programme Objectives (POs) and ten Programme Learning Outcomes (PLOs) to meet level 6 for university training by the Vietnam National Qualifications Framework.

Graduate profiles

International Relations graduates can pursue a career in different positions such as: (1) departments of foreign affairs, communications, organizational development, and public relations at domestic and international companies and corporations; (2) government agencies, foreign affairs departments; embassies and consulates of other countries; international organizations and non-governmental organizations; (3) companies in event organization, media, television production, editorial office, television centres, etc

Concretely, they can pursue careers such as:

- Public Sector and Diplomacy: Foreign Affairs Officer, Public Affairs Officer, Consular Assistant, International Cooperation Specialist, Policy Analyst, NGO Project Coordinator.
- Corporate and Business Sector: International Business Development Officer, Corporate Communications Specialist, External Relations Executive, Organizational Development Officer.
- Media and Communication: Media Relations Specialist, Television Content Coordinator, Broadcast Producer, Journalist, Editor, Global Communications Consultant.
- Event and Creative Industries: Event Coordinator, Marketing and Promotion Executive, Media Production Assistant, Public Relations Officer.
- Graduates also have the opportunity to continue their academic pathway as Research Assistants or Graduate Students in International Relations, Diplomacy, Global Communication, or related disciplines.

Programme Learning Outcomes of International Relations

Knowledge

- PLO 1: Have basic knowledge about the cultural, social, economic, and political characteristics of countries and regions in the world.
- PLO 2: Have theoretical and practical knowledge of diplomacy, journalism and communications corresponding to the training major.
- PLO 3: Have basic knowledge of informatics, planning, organisation and management of professional activities.

Skills

- PLO 4: Solve the problem and display personal opinion in tasks.
- PLO 5: Cooperate and build harmony in teamwork; be able to work independently and self-improve.
- PLO 6: Debate, criticise and communicate information as well as solutions to colleagues and teammates.
- PLO 7: Execute English and basic technological software to fulfil tasks.

Autonomy and Responsibility

- PLO 8: Obey Vietnam's legal and ethical values; have the responsibility to the organisation and the community.
- PLO 9: Relate and share working values with friends and colleagues; respect differences.

- PLO 10: Be willing to receive and learn knowledge to meet the tasks, and pursue knowledge for life.

The International Relations study programme is aimed at people whose interests of study and occupation are related to foreign affairs, external communication, as well as international exchange and cooperation in the fields of economics, trade, politics, diplomacy, and media. International Relations graduates can pursue a career in different positions such as: (1) departments of foreign affairs, communications, organisational development, and public relations at domestic and international companies and corporations; (2) government agencies, foreign affairs departments; embassies and consulates of other countries; international organisations and non-governmental organisations; (3) companies in event organisation, media, television production, editorial office, television centres, etc.

The programme has six specific objectives concerning knowledge, skills, and attitudes:

PO 1: Have knowledge of Vietnam's culture and society, as well as the culture, society, economy and politics of neighbouring countries and around the world.

PO 2: Have knowledge of Vietnam's foreign policy, as well as the foreign policies of neighbouring countries and world powers; be able to apply diplomatic thinking to solve practical problems.

PO 3: Be able to research and apply diplomatic and international relations theories to explain, analyse and comment on international events.

PO 4: Have knowledge and skills to organise foreign affairs activities, domestic and international events; be able to plan, build and organise public relations and community relations projects.

PO 5: Be able to plan and produce media products, organise media projects for agencies, businesses, and media outlets.

PO 6: Be able to use English in communicating and searching for information to support work. The PO's of IR adhere to the level 6 of the National Qualifications Framework (NQF) by MOET.

Appraisal:

The qualification objectives of both programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. HUFLIT demonstrated a strong commitment to student development through its extensive extracurricular offerings. (see e.g. Information on the institution). They take into account the requirements of the national qualification framework.

The Bachelor in International Relations stands out for its well-defined and forward-looking qualification objectives. During the visitation, it became evident that the programme management regularly updates both the programme objectives and learning outcomes in response to evolving market demands and developments in the field of international relations. The panel commends the IR programme for its systematic alignment of qualification objectives with the specific needs of its target audience. These objectives are thoroughly documented, continuously reviewed for relevance and accuracy, and adapted as necessary to remain current.

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

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

Chinese Language Studies

The training programme includes blocks of foreign language knowledge and specialised knowledge taught in Chinese from basic to advanced levels to help students practice and perfect their language skills according to international standards.

The training programme has been benchmarked against similar programmes at domestic and international universities such as Ton Duc Thang University in Ho Chi Minh City, University of Economics and Finance in Ho Chi Minh City, Tianjin Normal University in China, and Qingdao University in China. The programme is similar to those of the mentioned universities as they all teach Chinese as a foreign language, with language skills accounting for 51.92% of the training programme. The difference is that international schools focus on teaching Chinese to foreigners, while HUFLIT focuses on two goals: Chinese language skills and another professional field such as business, commerce, and office administration. They intend to enhance learners' employability in the global job market with this approach. Textbooks are selected from Chinese publishers or licensed by Vietnamese publishers. The levels of language skills are reflected in the content of the textbooks. Upon completion of the training programme, students must obtain an international certificate demonstrating their ability to use Chinese at level five HSK or TOCFL to graduate. Most graduates have found employment in foreign or joint venture companies.

The teaching staff have expertise in foreign language teaching, trained at renowned universities domestically and internationally, with experience teaching Chinese to various learners. The staff regularly participate in professional workshops and training held in Vietnam or abroad.

Students participate in learning and extracurricular activities inside and outside the classroom, where they must always use the foreign language to express ideas in speaking or writing. Students learn with Chinese native lecturers online and in person, participate in academic activities such as the Chinese Bridge Contest, and take short-term study programmes abroad such as Wuhan University in China (for two months).

International Relations

The International Relations study programme orients students to be able to work in a multinational environment, which is consistent with HUFLIT's strategic goal of using foreign language and information technology to increase productivity, competitiveness and employment opportunities for students after graduation. More than 50% of specialised subjects in the study programme are taught in English or bilingual English and Vietnamese. In addition, students need to complete a foreign language certificate to ensure the ability to use a foreign language (English) for work. This is a mandatory requirement for students to be eligible to graduate with a bachelor's degree in International Relations.

The International Relations study programme is compared with domestic programmes such as Ho Chi Minh City University of Social Sciences and Humanities, Hanoi Diplomatic Academy,

and foreign programmes such as The Australian National University and Hong Kong Baptist University in order to stay up-to-date with international trends, while ensuring that students can participate in exchange programmes or study at higher levels abroad. Moreover, the International Relations study programme is highly interdisciplinary based on the initially determined goals, which allows students to switch flexibly to appropriate higher study programmes after graduation.

About 50% of the lecturers responsible for teaching in the study programme graduated from English-based international master programmes or international affiliated programmes in Vietnam. These lecturers meet the requirements for specialised subjects in English according to the subject list. In addition, each semester, about 10% of the study programme is conducted by guest lecturers who have practical working experience in international business environments.

Every year, the Faculty of International Relations regularly organises seminars by Consuls General, representatives of consulates of other countries, or experts working inside and outside Vietnam. The seminars are conducted in 100% English, with the aim to expand and update current knowledge related to the training field, while also creating exchange opportunities between lecturers, students and Consulates, and experts from different countries that have long-term cooperation with Vietnam.

The Faculty of International Relations also organises English Speaking Contest 2022 and 2023 for students from universities within Competitive Block 21 (Group of seven universities in HCMC), with the topics “Disaster: Natural or Human-made” in 2022 and “National Identity: Integrate or Dissolve” in 2023. This is a fruitful platform for university students interested in the fields of international integration to exchange knowledge while promoting students to update their insights in an international and diverse environment regularly. It also helps students enhance a sense of national identity in the context of global integration. Students of the International Relations Faculty represented HUFLIT in the competition, winning first prize for two consecutive years.

According to the surveys from the past three years, students who graduated from the International Relations programme find employment in units with international elements account for 20 to 50%, mainly in the fields commercial business as well as media and television. In addition, the data on student internships shows that 30 to 50% of students partake in intern positions with international elements.

The Faculty of International Relations coordinates with the Department of External Relations to implement student exchange programmes with international universities. However, in the last five years, this rate has not been high, with only one student from the faculty exchanging in Spain and one Japanese student exchanging in HUFLIT’s International Relations programme.

Appraisal:

The panel states that the design of both programmes appropriately takes into account the required international aspects, with respect, too, to its graduates’ employability. Both programmes have international elements. First of all, learning a foreign language in itself, is an international orientation of the study programme, because by learning a foreign language, you also learn a foreign culture. Additionally, the teaching staff of CLS have been trained at renowned universities domestically and internationally, with experience teaching Chinese to various learners.

As previously mentioned, over half of the specialised modules of the IR programme are delivered in the IR programme are in English or in a bilingual format combining English and

Vietnamese. Additionally, approximately 50% of the teaching staff involved in the IR programme hold degrees from English-medium international master's programmes or from internationally affiliated institutions within Vietnam. Moreover, around 10% of the programme is taught by guest lecturers who bring valuable practical experience from international business contexts. As mentioned in Chapter 0.2, students are required to participate in internships at agencies, organisations, and businesses in their final year. Approximately 30 to 50% of students participate in internship placements featuring at least international aspects.

	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

1.3.1 Positioning of the study programme on the educational market

Chinese Language Studies

Research on the education and labour markets in Vietnam shows a need for a workforce proficient in languages such as Chinese and English to serve various industries and promote the market economy in Ho Chi Minh City and neighbouring provinces.

According to statistics on the enrolment and actual admission of the Chinese Language programme over the past five years, the HUFLIT Chinese Language training programme has a certain position in the educational market and is increasingly chosen by students, as shown by the increasing number of applicants and admissions each year and thanks in part to competitive tuition fees, students are able to study foreign languages and specialise in their chosen field simultaneously.

In addition to providing knowledge and training students to use Chinese proficiently, the training programme also focuses on teaching career-oriented modules in a foreign language. This enables students to use the language in social communication, office communication, understanding specialised documents, and handling related situations.

The training programme meets part of the nation's educational socialisation goal, training undergraduate students according to national standards, contributing to providing high-quality human resources with professional expertise and foreign language proficiency for the market economy.

According to the 2024 Admission Handbook,⁵ there are 22 universities in southern Vietnam offering Chinese Language programmes. Comparing the content of similar programmes at other universities in Ho Chi Minh City, HUFLIT's programme provides 77 out of 140 Vietnamese credits (55.00%) for language skills and 27 out of 140 Vietnamese credits (19.3%) for career orientation in fields such as business, commerce, office administration, tourism, etc., taught in Chinese, giving it a greater advantage over similar programmes.

International Relations

The International Relations study programme was established in 2004 when International Relations had not been widely taught in the southern provinces. Graduates from those first

⁵ Thanh Nien Newspaper, Dong Nai Publishing House, March 2024, last accessed on June 14, 2024.

classes mainly succeed in the fields of communications and business. This is because the labour market of the southern provinces and Ho Chi Minh City is strong in economic and trade activities. Therefore, the need for human resources in fields related to trade and communications with international elements is increasing rapidly along with regional economic development.

In Ho Chi Minh City, there are currently about six notable academic institutions for International Relations, namely Ho Chi Minh City University of Social Sciences and Humanities, Hong Bang International University, University of Economics and Finance (UEF), Ho Chi Minh City University of Technology (HUTECH), and Nguyen Tat Thanh University, with different orientations that mainly focus on the fields of economic-political cooperation and multinational cultural integration. Meanwhile, HUFLIT's International Relations programme orients itself to focus on public diplomacy and foreign affairs skills in media and public relations. Based on the surveys conducted at businesses on the quality of graduates and updated career trends according to labour market reports, the study programme was divided into two small majors: Politics - Diplomacy and Public Relations. By 2021, the programme was adjusted to three small majors: Multilateral Diplomacy, Public Relations and International Communications.

The study programme equips students with knowledge and skills in communication and public relations on the basis of international relations. This shall give students a huge competitive advantage in the diverse and dynamic working environment of the southern provinces. Specifically, English proficiency, political and diplomatic knowledge, as well as journalism and international communication skills, help graduates be adaptable to many job positions, significantly increasing career opportunities. Surveys and statistics show that more than 90% of graduates are employed within one year and 90% of employers are satisfied with students from the International Relations programme.

An orientation towards external communication is a highlight in the HUFLIT International Relations study programme, which is different from programmes oriented towards politics and governmental diplomacy in other universities in the southern region, as well as the top universities in International Relations in the Northern provinces. With positive results from previous graduated classes, the admission rate of the International Relations programme is relatively stable and tends to increase over the years.

1.3.2 Positioning of the study programme on the job market for graduates („Employability“)

Chinese Language Studies

Graduates from the Chinese Language training programme can find suitable jobs in state enterprises, private enterprises, self-employment, and foreign enterprises in such professional fields as business, office administration, and translation and interpretation, etc. The average employment rate for graduates is as follows: state enterprises 0.00%, private enterprises 30.42%, self-employment 3.45%, and foreign enterprises 66.13%. Survey results show that graduates are favoured by employers requiring skilled foreign language personnel alongside professional expertise.

Feedback from employers and alumni indicates that the graduates from the programme have jobs and can apply their training in their work. There is also feedback suggesting that students need additional knowledge, professional skills, and soft skills such as management skills, teamwork skills, problem-solving skills, and the ability to handle pressure. This feedback is considered and used to adjust and improve the teaching programme: reducing theoretical content, increasing practical language skills, adding project-based presentations, enhancing extracurricular activities, and gaining hands-on experience from internship at a company.

International Relations

The International Relations study programme is divided into six subject groups (modules), including:

1. courses related to Vietnamese economy, culture and society;
2. courses related to information technology and law;
3. English skills courses;
4. courses related to diplomacy and international relations;
5. courses related to management and communication;
6. courses related to writing and journalism skills.

These modules equip students with basic to advanced knowledge in the field of external communication, providing students with many job opportunities in the labour market.

Surveys from the past three years show that the rate of graduates having jobs within one year after graduation reached more than 90%, with those working in the private sector accounts for about 50-70%, state agencies about 5%, and agencies with foreign elements about 25-50%. Among them, about 20-30% of graduates continue to work at the place where they had interned. This shows the compatibility between programme objectives, programme quality and the ability to meet the demand of the labour market.

One of the important reasons why graduates of the HUFLIT International Relations programme can adapt well to the demands of the labour market is the high applicability of the study programme itself. In addition to the knowledge learned in class, students are trained in practical work through various activities and projects throughout their time in university. The study programme requires students to participate in and organise practical extracurricular activities to be qualified for graduation. The activities of different scales, including talk shows, teambuilding, arts, sports, workshops, etc., help students experience practical working skills such as planning, time management, event management, negotiation, business communication, script writing, event operation, etc. At the same time, these activities are valuable opportunities for students to work directly with teams, agencies and businesses, and staff inside and outside the university.

In addition, HUFLIT's Department of External Relations regularly organises activities to connect with businesses and organisations, such as talk shows, workshops, job fairs, business conferences, and memorandum of understanding (MOU) signing ceremonies to strengthen connections and allow students to have early access to job opportunities throughout their studies.

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

Chinese Language Studies

The training programme contributes to HUFLIT's mission of training individuals capable of lifelong learning, adapting, and contributing positively to society, with a focus on foreign language and IT skills. The programme leverages the strengths in foreign language training of the school and the Faculty of Foreign Languages, combining language proficiency with professional application. The increasing number of applicants shows that the trained workforce partially meets employer and labour market needs in Ho Chi Minh City and neighbouring provinces.

The implementation of the school's development goals for the 2021-2025 period and vision to 2030, aim to continuously "improve training quality, diversify training fields and forms, and ensure employment for students during and after graduation; continue to adjust training

programmes for international integration to meet actual business needs; focus and promote strengths in teaching professional subjects in foreign languages".⁶

International Relations

"HUFLIT's mission is to train those with lifelong learning capability to become global citizens who can adapt and actively contribute to an ever-changing society, with a sense of self-development, especially in foreign languages and information technology, through practical experiences". This Mission is paired with the Educational Philosophy: "The pursuit of happiness and freedom is based on morality and wisdom", and the 2030 vision "HUFLIT aims to serve the society with dynamic, creative, dedicated and visionary people, who know how to love and appreciate life, capable of improving oneself, and achieve happiness and freedom through wisdom and morality". On that basis, the Faculty of International Relations determines its programme objectives (POs) and programme learning outcomes (PLOs) to be align with the strategic goals of the University. In particular, three factors that have been clearly defined in HUFLIT's educational philosophy, mission and vision are emphasised: knowledge and professional skills; the ability to use foreign languages and information technology; as well as work ethics and responsibility to the community.

Appraisal:

The reasons given for the positioning in the educational market of both study programmes are plausible presented. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly explained. The study programmes are convincingly integrated into HUFLIT's overall strategic concept. The study programmes' qualification goals are in line with HUFLIT'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		

⁶ The citation is also extracted from the long-term vision and mission of HEI as stated in the Strategic Plan of Ho Chi Minh City University of Foreign Languages and Information Technology for the period 2021–2025 and vision toward 2030, pages 21–22, which clearly outlines HEI's development objectives for the specific period 2021-2025.

2. Admission

Admission requirements (Asterisk Criterion)

HUFLIT enrolls once a year nationwide for high school graduates in Vietnam through various methods:

1. high school graduation exam results;
2. high school transcript scores;
3. results of the Vietnam National University Ho Chi Minh City competency assessment exam;

Direct admission according to MOET regulations:

4. For the CLS, the admission combinations are D01 (Literature, Mathematics, English); A01 (Mathematics, Physics, English); D04 (Literature, Mathematics, Chinese); D14 (Literature, History, English).⁷
5. For the International Relations programme, the admission modules are D01 (Literature, Mathematics, English); A01 (Mathematics, Physics, English); D14 (Literature, History, English), D15 (Literature, Geography, English). English is multiplied by two to meet the programme objectives of studying English-based specialised subjects and improving English skills for students after graduation

Counselling for prospective students

HUFLIT's admission consulting work is managed by the Department of Student Admission, which has various activities throughout the academic year to advise on admission methods, career prospects, and student activities, as well as guide candidates through the application process. Most participants are high school students (mainly twelfth-grade students), parents and teachers from many high schools in Ho Chi Minh City, as well as the Southeast and Southwest regions. These activities include:

- direct consultation at admission fairs organised by the Ministry of Education and Training and Press agencies,
- HUFLIT provides direct admission consulting at 200–300 high schools annually in Ho Chi Minh City and nearby provinces. The Faculty of International Relations and the Faculty of Foreign Languages participate in these admission consulting activities at high schools.
- The University connects with 40–50 high schools each academic year by organising scholarship awards, music and art events, and English contests.
- HUFLIT hosts 10–15 livestream sessions per year on its fan page to offer online admission consultations for various programme categories.
- The Campus Tour programme welcomes students from high schools to visit HUFLIT's facilities, with 4–6 tours organised annually.
- Career consulting is offered through five annual orientation programmes covering topics like career advice, adolescence psychology, trending jobs, and time management.
- These activities aim to strengthen relationships with high schools and support students in making informed decisions about their future.

⁷ Admission website interface in Vietnamese: <https://huflit.edu.vn/en/student-admissions/>, last accessed on October 15, 2025.

- HUFLIT's outreach initiatives combine both in-person and online methods to ensure broad and effective engagement with prospective students.
- consulting and answering candidates' questions through hotlines (switchboard, Zalo, hotline, email etc.),

Candidates can find all information about HUFLIT admission and admission consultation on the University's official website and Facebook page.⁸

Selection procedure (if relevant)

The school determines admission criteria and targets based on training goals and programme learning outcomes. These criteria and targets are clear and suitable for the programme to select quality candidates that meet the school's development goals. Annually, the Admissions Council approves the admissions plan, which specifies the criteria for selecting candidates based on:

1. Analysis of previous years' admissions results. Annual admissions results are summarised, evaluated, and reported to the MOET.
2. Analysis of market demand for trained fields.
3. Regulations and guidelines from the MOET.

Admission process:

Step 1: Candidates register for admission at (<http://tuyensinh.huflit.edu.vn>) and prepare documents including: Admission registration form, graduation certificate/temporary graduation certificate, high school transcript/competency assessment exam results, priority documents (if any).

Step 2: The Admissions Office guides, receives, and checks candidates' documents. If incomplete, candidates are instructed to supplement.

Step 3: The Finance and Planning Office collects the admission fee after the Admissions Office accepts the documents.

Step 4: After receiving documents, the Admissions Office cross-checks and verifies the scores, information, and priority areas. If accurate, the Admissions Office confirms on the software; if not, candidates are contacted for corrections.

Step 5: After each admission round, the Admissions Office hands over data to the Admissions Council.

Step 6: Based on the annual MOET regulations, the Admissions Council conducts admission according to regulations.

Step 7: Announce admission results and guide enrolment procedures

Ensuring foreign language proficiency (Asterisk Criterion)

Chinese Language Studies

For CLS, students are equipped with language knowledge from beginner level. After each semester, language skill exams such as listening, speaking, reading, and writing determine students' language proficiency. The language level is gradually raised each semester. Besides classroom activities, students can improve language skills through extracurricular activities, the Chinese Language Club, and free online courses on the TARI (HUFLIT) website. Graduates must have a Chinese language certificate equivalent to HSK5 to be eligible for graduation.

⁸ <https://www.facebook.com/tuyensinh.huflit>, last accessed on October 15, 2025.

International Relations

The International Relations programme requires candidates to have an advantage in English proficiency, so the English grades are multiplied by two in the admission subject modules. After enrolment, students spend two semesters studying foundational English, and the next two semesters studying English skills such as public speaking, debate, presentation, advanced reading and writing, etc. before starting specialised subjects in English. After completing the study programme, students are required to have an English certificate equivalent to IELTS 5.5 according to international standards as a condition for graduation.

English requirements for graduation are widely announced to students via information channels on <https://portal.huflit.edu.vn/>. At the same time, students are reminded of the requirements at the beginning of each academic year in meetings between the University/Faculty and students.

Transparency and documentation of admission procedure and decision (Asterisk Criterion)

Annual admission information for all study programmes is widely announced on the official website⁹. Candidates choose a programme and register for admission at HUFLIT (for admission based on academic scores and competency assessment) and at the Ministry's information system (for admission based on high school graduation exam results). The data is transferred to universities, and HUFLIT announces admission results based on the number of targets allocated to each programme in each academic year. The HUFLIT Admission Council officially decides on the admission results and scores before announcing to candidates. Admission results are announced publicly on the media and at HUFLIT's official website.¹⁰ Candidates receive notification of admission and complete enrolment procedures according to instructions.

Appraisal:

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

Applicants can directly turn to a student counselling service, or to the career orientation programmes at HUFLIT, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and HUFLIT and the faculties is provided by defined office hours, by telephone and via e-mail. The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

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

⁹ <https://huflit.edu.vn/tuyen-sinh/>; https://huflit.edu.vn/wp-content/uploads/2024/04/Brochure-Huflit_100424.pdf, last accessed on October 15, 2025.

¹⁰ <https://huflit.edu.vn/tuyen-sinh/>, last accessed on October 15, 2025.

		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

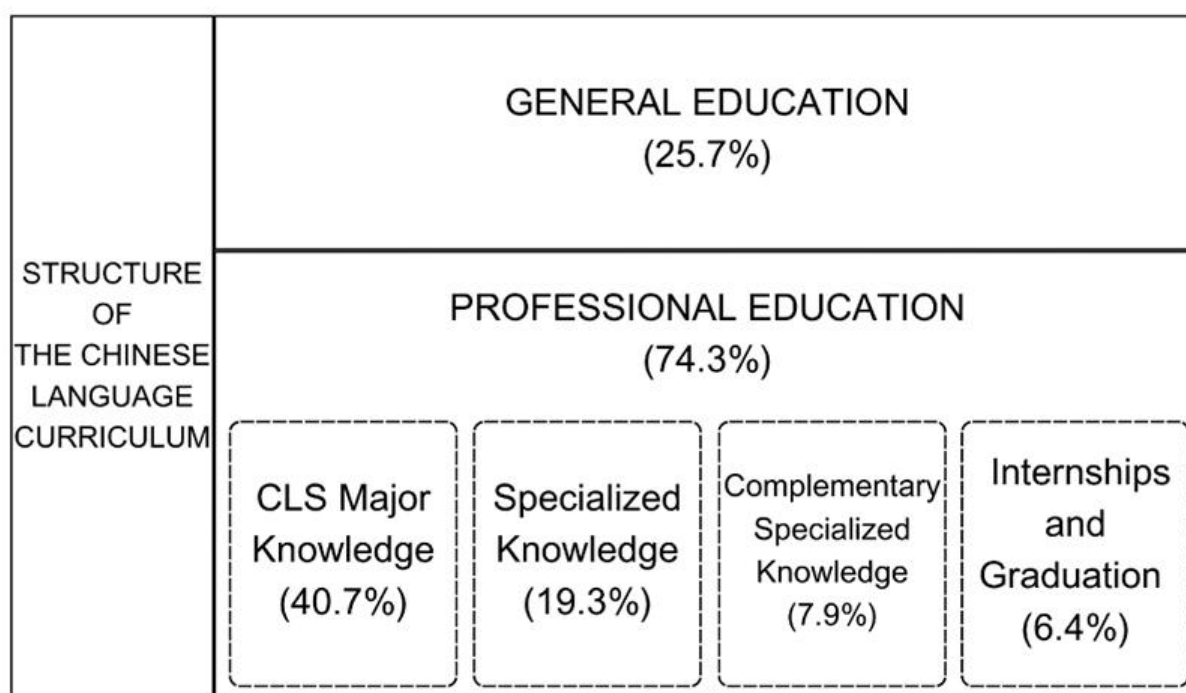
3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Chinese Language Studies

The curriculum of the CLS at HUFLIT comprises 140 Vietnamese credits (equivalent to 260 ECTS credit hours), excluding modules in Physical Education and National Defence Education. The figure below illustrates the structure of the programme, which includes General Education (25.7%) and Professional Education (74.3%), divided into Sectoral Knowledge (40.7%), Specialised Knowledge (19.3%), Complementary Specialised Knowledge (7.9%), Practical Internship, and Graduation (6.4%).

Figure 1: Structure of the Chinese Language Curriculum



(2) Chinese Language Studies

1. Semester	Course Name	ECTS
	Compulsory	
	Chinese Listening 1	2.72
	Chinese Speaking 1	4.08
	Chinese Reading–Writing 1	5.44
	Introduction to Chinese Language Studies	2.72
	Second Foreign Language (<i>select one SFL</i>): (English 1/French 1/Japanese 1/Korean 1)	4.08
	Foundation of the Vietnamese Culture	2.72
	Introduction to Viet Nam Constitutional Law	2.72
	Introduction to Linguistics	2.72
	Electives (No)	
	Total ECTS in the 1. semester:	27.2

2. Semester	Compulsory Chinese Listening 2 Chinese Speaking 2 Chinese Reading–Writing 2 Office Computer Skills 1 (MOS Word & Excel) Second Foreign Language (English 2/French 2/Japanese 2/Korean 2) Philosophy of Marxism and Leninism Electives (select one) Introduction to Psychology Practical Vietnamese in Use Creativity Methodology	2.72 4.08 5.44 4.08 4.08 4.08 2.72
	Total ECTS in the 2. semester:	27.2
3. Semester	Compulsory Chinese Listening 3 Chinese Speaking 3 Chinese Reading – Writing 3 Second Foreign Language (English 3/French 3/Japanese 3/Korean 3) Chinese Grammar Chinese Panorama Chinese Newspaper Reading Political Economics of Marxism ad Leninism Physical Training 1 Electives (No)	2.72 4.08 5.44 4.08 4.08 4.08 4.08 2.72 60 periods
	Total ECTS in the 3. semester:	31.28
4. Semester	Compulsory Chinese Listening & Note-taking Chinese Presentation Skills Chinese Reading – Writing 4 Chinese Lexicology – Semantics Composing Administrative Documents in Chinese Chinese ↔ Vietnamese Translation Physical Training 2 Career orientation courses (<i>Choose a course relevant to the career orientation you have registered</i>) • Office Administration: Office Management • Business Chinese: Introduction to Business • Bilingual Chinese – English: English Phonetics	4.08 4.08 4.08 4.08 4.08 4.08 90 periods 4.08
	Total ECTS in the 4. semester:	28.56
5. Semester	Compulsory Scientific Socialism Electives (select three) Linguistics – Civilization – Literature - Introduction to Ancient Chinese - Introduction to Chinese Literature - Introduction to Chinese History - Introduction to Chinese Culture Management – Business – Commercial - Public Relations - Festivity Protocols - Media Skills in Companies - Office Management	2.72 9.52

	Electives (No)	
	Total ECTS in the 9. semester:	4.08

The curriculum is developed based on feedback from stakeholders (employers, alumni, students, lecturers) through surveys, aligned with the Higher Education Law, regulations of the Ministry of Education & Training, and the University. The modules consist of various courses designed to focus on providing knowledge and skills specific to the respective industry and specialisation. As follows:

1. Sectoral Knowledge in Chinese Language (57 Vietnamese credits, 40.7%): These courses teach specialised knowledge taught in Chinese (27 credits, 19.3%), as well as complementary professional knowledge taught in Chinese. They are designed to achieve the programme's objectives of proficient language use, professional competence, self-learning development, and fulfilling the learning outcomes of foreign language proficiency, practical language skills, and essential social skills.
2. CLS Major Knowledge (57 Vietnamese credits, 40.7%): This part includes modules from elementary to advanced Chinese, enhancing listening, speaking, reading, and writing skills. Students also study Chinese civilization-literature, language structure, and development through theoretical language modules. These modules are interspersed with general education courses.
3. Specialised Knowledge (27 Vietnamese credits, 19.3%): These modules provide in-depth specialised knowledge in Chinese, improving professional language skills and equipping students with professional competencies to enhance their job market competitiveness post-graduation.
4. Complementary Specialised Knowledge (11 Vietnamese credits, 7.9%): Optional modules enhancing language knowledge, work skills, and providing more employment opportunities by allowing students to take additional specialised modules offered by the faculty or other departments within the University.
5. Graduation Knowledge (06 Vietnamese credits, 4.3%) with two forms:
 - a. Graduation Thesis (KLTN): Students can register and be approved to undertake it;
 - b. Graduation Modules: Students can register for two graduation modules as stipulated by the curriculum
6. Graduation Internship (03 Vietnamese credits, 2.1%): Students apply acquired knowledge and skills in a 270-hour internship at a school, agency, company, or business unit. They spend full-time on practical experience and are evaluated by the enterprise and through internship reports.

Throughout the learning process, students are at the centre, guided by lecturers on learning methodologies in and out of the classroom. This is meant to enhance interaction in using foreign languages, applying knowledge, and personal experiences in learning, accepting challenges, and striving towards positive thinking. Soft skills like teamwork, presentation, problem-solving, and critical thinking are accumulated through academic and extracurricular activities. The programme structure is logical, spread over ten semesters¹¹ (3.5 years), with

¹¹ Although HUFLIT uses the term "semester" to describe its academic periods, the structure more closely resembles a trimester system, as there are three semesters in one academic year—with the summer semester being shorter than the other two. This explains, why the regular study time of the programmes CLS and IR are 3.5 years.

language practice and specialised modules complementing each other, helping students achieve CLOs and contributing to PLOs.

International Relation

1. Semester	Course Name	ECTS
	Compulsory English Communication Skill 1 English Reading and Writing Skill 1 Fundamentals of Laws in Vietnam Introduction to International Relations Vietnamese Cultural Basis History of World Civilization Teamwork skills Electives (None)	4.08 4.08 2.72 2.72 2.72 4.08 2.72
	Total ECTS in the 1. semester:	23.12 (17)
2. Semester	Compulsory English Communication Skill 2 English Reading And Writing Skill 2 External Public Relations History of International Relations Perceiving and Writing Practice of Vietnamese Computer Skills Electives (select one) Introduction to Sociology Introduction to Psychology	4.08 4.08 2.72 4.08 2.72 4.08 2.72
	Total ECTS in the 2. semester:	24.48 (18)
3. Semester	Compulsory Public Speaking English For Office Skills Contemporary Vietnamese Foreign Policy Marxist - Leninist Philosophy Graphic Design & Photo Editing Electives (None)	4.08 4.08 4.08 4.08 4.08
	Total ECTS in the 3. semester:	20.4 (15)
4. Semester	MD: Multilateral Diplomacy Compulsory Marxist - Leninist Political Economy Advanced English Reading - Writing Skills English Debating Skills International Relations Theory Introduction to Politics Electives (select one) Integration and Cultural Conflict Communication Culture Vietnamese Foreign Culture PR: Public Relations Compulsory	2.72 4.08 4.08 4.08 2.72 2.72 2.72

	Event Management Articles Writing and Editing Skills Electives (select two) Vietnam and International Integration Issues Formulation of Business Contracts Public Relations Writing Spokesperson Skill	
	Total ECTS in the 5. semester:	20.4 (15)
6. Semester	MD: Multilateral Diplomacy Compulsory History of the Communist Party of Vietnam 2.72 European Union Foreign Policy 4.08 Public International Law 2.72 Articles Writing and Editing Skills 4.08 Electives (select two) 6.8 Crisis And Conflict Management International Negotiations Spokesperson Skill Organization Development & Community Relations PR: Public Relations Compulsory History of the Communist Party of Vietnam 2.72 Advertising 2.72 Brand Building and Development 4.08 Media Content Writing Skill 4.08 Research Methodology 4.08 Electives (select one) 2.72 Media Law Intellectual Property Law 2.72 IC: International Communications Compulsory History of the Communist Party of Vietnam 2.72 Global Issues in Contemporary International Relations 4.08 Research Methodology Public International Law 2.72 Media Production Process Electives (select one) Media Law Intellectual Property Law	
	Total ECTS in the 6. semester:	20.4 (15)
7. Semester	MD: Multilateral Diplomacy Compulsory Ideology of Ho Chi Minh 2.72 Research Methodology 4.08 Diplomatic Protocol 4.08 Global Issues in Contemporary International Relations 4.08 Electives (select two) 5.44	

	Electives (select two) Techniques of Photography – Cinematography Interpreting Skill Integrated Marketing Communication Media Content Writing Skill	
	Total ECTS in the 9. semester:	20.4 (15)
	Compulsory Extracurricular activities- community relations <i>(Students participate activities throughout 9 semesters)</i>	0

The goal of the International Relations programme is to produce graduates with a comprehensive knowledge system, including basic knowledge of economics, politics, and culture of different countries and regions, as well as specialised knowledge of diplomatic relations, public relations and international communications. In addition, the programme also offers various media skills that an external communicator needs to work in a practical and multicultural environment. This is reflected in the six programme objectives (POs), which are concretised into ten programme learning outcomes (PLOs) implemented in the course learning outcome of each subject (see chapter 1.1).

The International Relations study programme includes 140 Vietnamese credits, divided into nine semesters, with the official study period of 3.5 years, and students are allowed to complete it within seven years according to regulations. During the official study period, students spend 1.5 years for general subjects and foundational knowledge; students can then choose to specialise in one of three sub-majors: Multilateral Diplomacy, Public Relations and International Communications. After completing the subjects, students are required to intern at organisations, companies or businesses for twelve weeks (three months) full-time. Extracurricular activities throughout the official study period are a mandatory condition for graduation.

In order to fulfil Programme Learning Outcomes, the subjects are divided into the following knowledge groups:

1. General Knowledge in Vietnamese Economy, Culture and Society: helps students gain general knowledge of the national economy, culture, and society; and stand on the Vietnamese national stance when participating in external communication and foreign affairs activities, as well as solving related issues.
2. Knowledge in Informatics and Law: information technology helps students be able to use basic computer skills to meet daily work requirements; meanwhile, foundational knowledge of Vietnamese and international law helps students solve issues related to multinational communication and foreign affairs legally.
3. English Proficiency: interdisciplinary thinking in English is demonstrated by that students not only use basic to advanced English in their work but also gain social, cultural and economic understandings of English-speaking countries to solve practical problems such as communication, negotiation, debate, etc. to improve work efficiency.
4. Knowledge in Diplomacy and International Relations: interdisciplinary thinking is reflected in the diversity of perspectives and the acceptance of students' multi-dimensional opinions in resolving international or multinational disputes/conflicts.
5. Knowledge in Management and Communication: equips students with management skills, as well as planning and handling communication risks in multinational foreign affairs.

6. Journalism and Writing Skills: provides learners with skills in writing and handling journalistic information, as well as connecting with the media to improve the effectiveness of foreign affairs activities. These are extremely necessary skills for those working in foreign affairs and external communications

These six groups of subjects (*both required and elective*) distributed throughout nine semesters help students achieve the programme learning outcomes. In addition, students are required to complete extracurricular activities during the official study period, including participating in professional activities such as talk shows, workshops, and seminars; cultural and artistic activities; physical training and sports activities; as well as volunteer activities. Students shall also act as direct organisers of the above activities to implement the skills learned in class, such as negotiation, planning and operating media events, external communication skills, time management, etc. Also, during the three-month mandatory internship at companies, businesses or organisations, students are trained and evaluated on their actual working capacity against real-life requirements of the labour market before starting to work officially.

Both programmes

According to Article 16 of Regulation No. 08/2021/TT-BGDĐT on Undergraduate Education in Vietnam, students are allowed to transfer between majors or campuses based on their personal preferences, provided they meet the conditions set by their educational institution.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Chinese Language Studies

The programme aims to provide students with knowledge of the Chinese language and related aspects such as vocabulary, grammar, pronunciation, and skills in using Chinese (Listening-Speaking-Reading-Writing), as well as the structure and development of Chinese in terms of phonetics, phonology, morphology, syntax, and the peculiarities of the language in theoretical terms. The degree title and programme name for the CLS are in accordance with the Level IV Education and Training Classification of Higher Education as stipulated in Circular No. 24/2017/TT-BGDĐT.¹²

The modules are designed to align with HUFLIT's brand, which has been established for nearly 30 years in foreign language training, ensuring quality and prestige. The programme is periodically reviewed and adjusted according to the guidelines and regulations of the MOET and relevant documents on curriculum adjustment issued by HUFLIT.

International Relations

International Relations (7310206) is included in the list of university-level study programmes according to Circular No. 24/2017/TT-BGDĐT and Circular 09/2022/TT-BGDĐT of the Vietnam Ministry of Education and Training.

3.1.3 Integration of theory and practice (Asterisk Criterion)

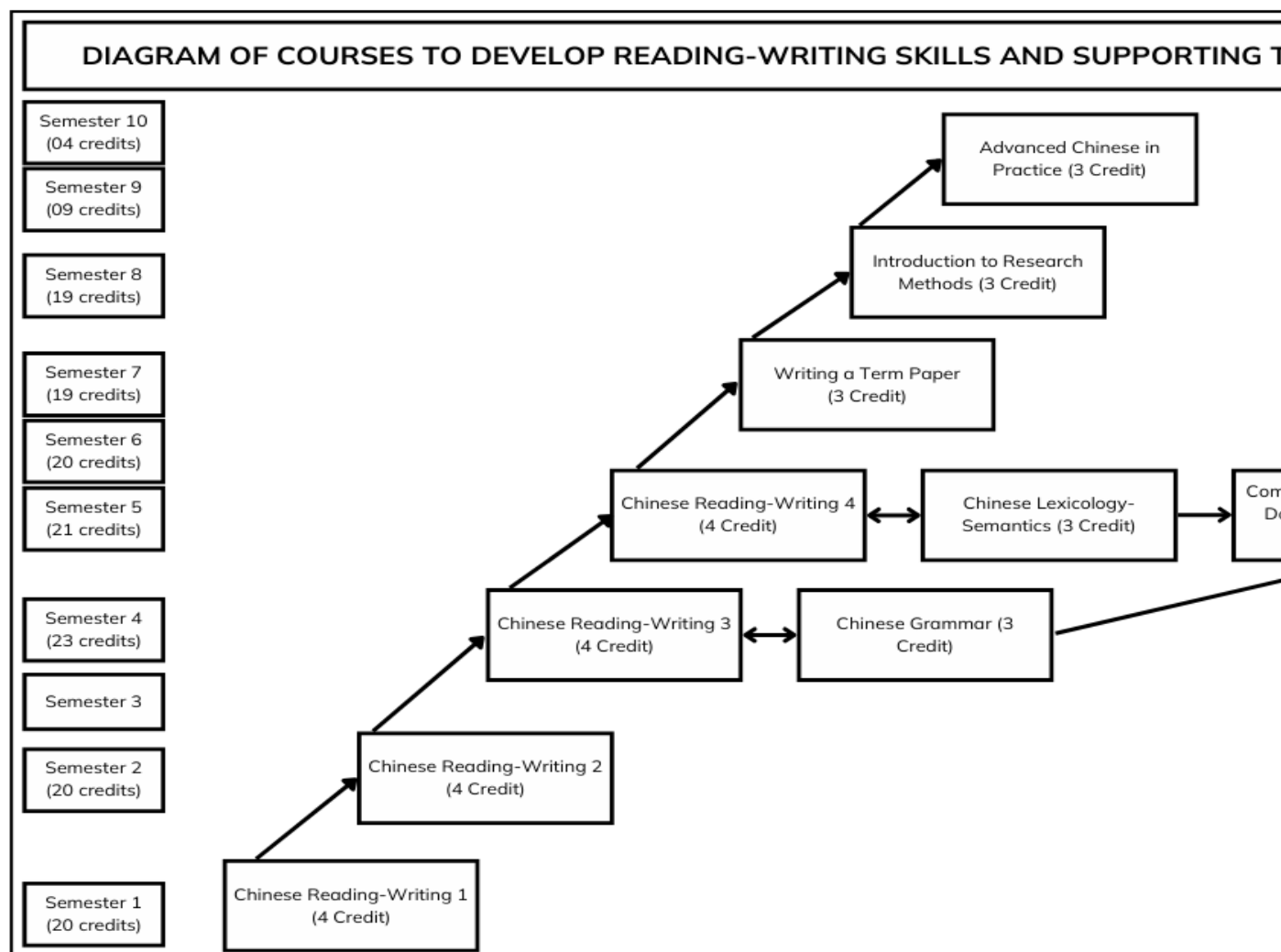
Chinese Language Studies

¹² The major code is a continuous string of seven digits, where from left to right, the first digit specifies the education level code; the second and third digits specify the field of training code; the fourth and fifth digits specify the group of disciplines code; and the last two digits specify the discipline code.

The CLS programme strongly emphasises practical orientation. The programme integrates theoretical and practical content in modules through appropriate textbook selection, the application of active teaching-learning methods, and the use of suitable assessment methods for each module to help students accumulate foundational knowledge while honing language and professional skills. Eleven modules of the Professional Education Knowledge are Theory Modules and 48 of them are modules, which combine theory and practice.

Theory module content builds the foundation for practice modules. Theory and practice combined content reinforces foundational knowledge and is practiced through learning activities, as detailed in each module's syllabus

Figure 2: Diagram of Reading-Writing Skill Development Module Sequence and Supplementary Theory Modules



For instance, Reading-Writing skills from elementary to advanced levels are developed through a sequence of seven modules. Students receive theoretical content on reading comprehension methods, sentence writing, paragraph writing, essay writing, small research steps, and writing research reports. Students apply theory in reading comprehension and writing exercises, combining personal ideas and accumulated opinions through discussion and debate to present their academic products. Throughout the reading-writing skill development process, foundational knowledge of Chinese grammar and vocabulary-semantic is provided through modules like Chinese Grammar, Chinese Vocabulary, and Semantics. Students simultaneously apply language knowledge and skills to draft administrative documents in Chinese.

Learning activities require interaction between lecturers and students, such as discussions and presentations, ensuring meaningful and impactful learning experiences for student development. Lecturers spend 50% of teaching time on theory, imparting knowledge and skills, and the remaining 50% on student participation in practical activities, discussions, and presentations. Lecturers are requested to share their personal experiences regarding study skills and work skills, both within and outside their field, which they have previously engaged in, by which students are able to apply knowledge and skills from lessons, complete tasks, solve problems, and work in groups alongside acquiring new knowledge.

Students engage in learning activities, community activities to practice language skills, and gain specialised knowledge through observation, presentations, self-reflection, teamwork, problem identification, and proposing solutions.

In the final semester, students undertake a 15-week practical internship to gain real-world work experience by applying knowledge and skills to professional interactions, completing real tasks, and solving work-related problems. In some cases, this provides more job opportunities before graduation. Students' performance is evaluated by workplace supervisors and internship instructors at HUFLIT. After completing the practical internship, students must complete an internship dossier, including an internship diary confirmed by the host unit, an internship evaluation form from the enterprise, and an internship report. The internship score consists of two components: a written report (50%) and the workplace supervisor's evaluation of the intern's performance (50%).

International Relations

The International Relations study programme is oriented toward applied training, so the practicality of each subject, as well as the overall study programme, is emphasised. In general knowledge or foundational subjects, the lecturer in charge will flexibly organise practical activities appropriate to the subject, such as group discussions, video recording, in-class case studies, assignments, etc. For English subjects, practical skills are the main focus. For example, in English Debate Skill, students practice debating specific topics in class; or in Reading and Writing Skills subjects, students have to write regularly with assigned topics. For specialised subjects, different practical plans will be implemented depending on the nature of the subject to ensure the highest level of efficiency and applicability in achieving the learning outcomes. For example, in International Negotiation, students will encounter real-life and hypothetical situations, as well as participate in handling them according to the theoretical process. In Event Management, students will be instructed to develop event plans according to actual situations. In Articles Writing and Editing Skills, students will practice journalistic writing with topics about past and current events.

Besides, in the overall study programme, students are required to carry out extracurricular activities, which are called 4-8-4 activities. In particular, students need to participate in activities inside and outside the university related to their professional fields, namely culture and society, physical education and sports, volunteering and community, international exchange, etc. They must also organise four activities during the official study period. This creates an opportunity for students to interact in real-life situations, and gain more knowledge and experience in social activities while forming a good sense in professionalism. Through self-organised activities, students will implement the knowledge and skills learned in class like negotiation, event planning and management, budgeting, human resources and time management, as well as building relationships with companies and businesses.

3.1.4 Interdisciplinary thinking

Chinese Language Studies

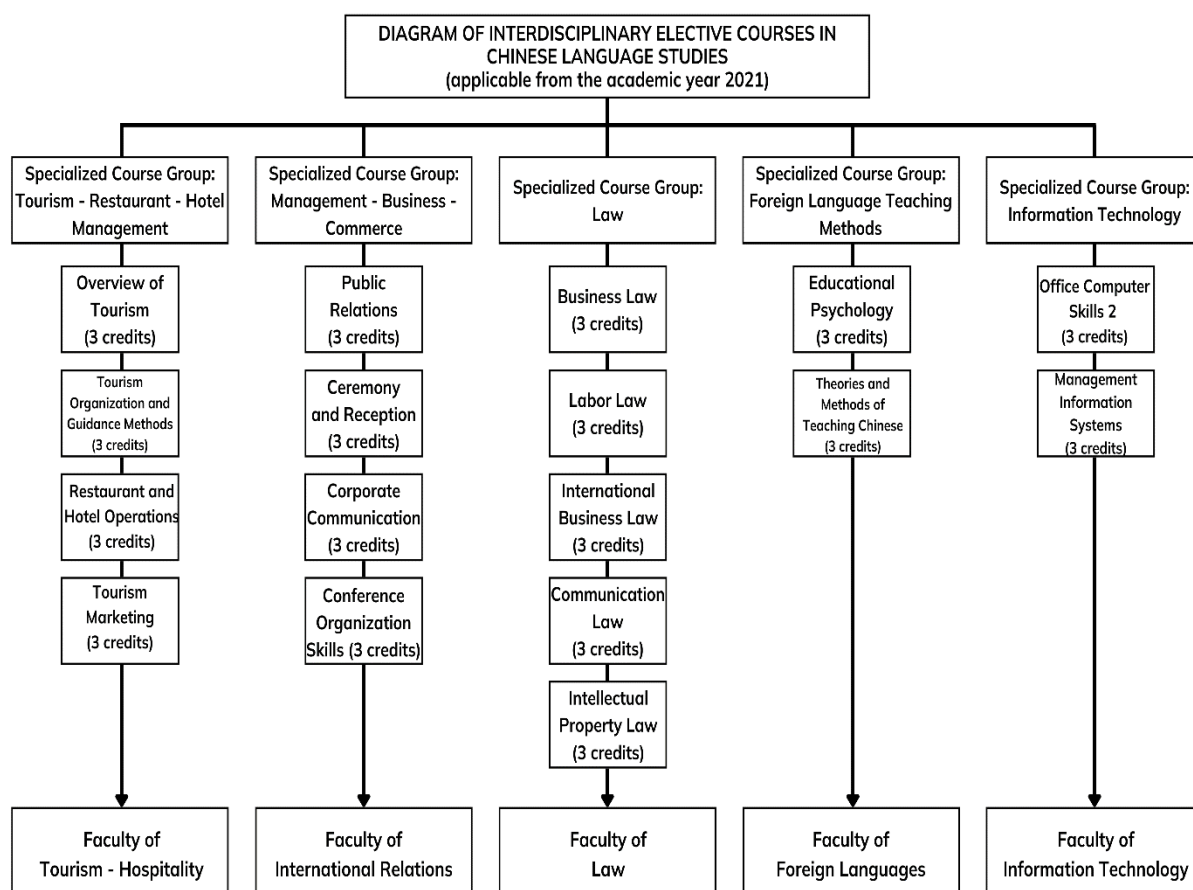
Besides sectoral and specialised knowledge, other knowledge modules in the CLS curriculum aim to broaden students' knowledge, develop interdisciplinary thinking, and facilitate additional specialisation or advanced studies. Students study general knowledge modules such as Marxist-Leninist Philosophy, Introduction to Vietnamese Law, General Psychology, Introduction to Linguistics, Vietnamese Cultural Foundations, Chinese Studies, Chinese History, Chinese Literature, Chinese Culture, Creative Methodology, and Informatics. Additionally, students choose a second foreign language (English, Japanese, Korean, or French) and can take additional specialised modules from other faculties at HUFLIT, such as:

- Tourism-Hospitality Management
- Management-Business-Commerce
- Law
- Foreign Language Teaching Methodology
- Information Technology

Students register for elective specialised modules taught by other faculties. They can also participate in free courses on the TARI HUFLIT website¹³ to enhance their expertise in areas of interest.

¹³ The TARI website of HUFLIT is the official platform of the Training and Applied Research Institute. It offers practical, career-oriented courses and workshops focused on language proficiency, professional skills, research methods, and digital tools for students and professionals. See <https://tari.huflit.edu.vn/?redirect=0&lang=en>, last accessed on October 16, 2025.

Figure 3: Diagram of Interdisciplinary Elective Module Groups



International Relations

The International Relations study programme determines that graduates must be able to adapt to a multicultural and international environment, so the subjects clearly define interdisciplinary thinking. The subjects in the study programme are divided into six knowledge groups including:

3.1.5 Ethical aspects

Chinese Language Studies

The CLS curriculum emphasises ethical values outlined in HUFLIT's educational philosophy: "Pursuing happiness and freedom based on ethics and intellect," and the University's vision of training human resources to "serve society with dynamic, creative, compassionate, and insightful individuals; who cherish and appreciate life; have the ability to renew themselves; and achieve happiness and freedom through intellect and ethics." HUFLIT's cultural values also highlight kindness and a learning spirit. HUFLIT's core values are conveyed to students from the beginning of their educational journey. Students are equipped with knowledge about laws, national cultural values, discipline regulations, and community service spirit. Students' positive attitudes, discipline, compliance with regulations, participation in social activities, and spirit of sharing and helping are assessed and recognised through discipline points during their study at the University. The programme expects discipline, seriousness, honesty in exams, compliance with school and faculty regulations, and policies for each module. Translation, Writing, and Scientific Research Methods modules require students to respect authors' ideas, prohibit plagiarism, and clearly cite sources.

International Relations

The International Relations study programme builds an ethical and legal foundation for students from general to specialised knowledge. Specifically, students learn about Vietnamese cultural and moral values in Vietnamese Culture, while learning about the legality and ethics of economics and social behaviours in Fundamentals of Laws in Vietnam. For specialised subjects, ethical and legal values are transmitted through various subjects such as: subjects in culture and information (Communication Culture, Integration and Cultural Conflict, Organisation Development and Community Relations, Media Relations, International Communication, etc.); subjects in foreign policies and international issues (U.S – European Union - Chinese Foreign Policy, Globalisation, International Economic Relations, etc.); subjects in external communication and event planning (Event Management, International Events Analysis, Protocol and Etiquette, Diplomatic Protocol, Crisis and Conflict Management, etc.); subjects in documentation and law (Intellectual Property Law, Media Law, Public Relations Writing, etc.). In each subject, skills and work ethics, as well as moral values and the compliance with national and international laws are integrated.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Chinese Language Studies

To equip students with essential skills like self-directed learning, lifelong learning, higher-order thinking, and help them achieve career and personal goals, the programme requires students to register for modules providing research knowledge and skills such as Essay Writing, Scientific Research Methods, Introduction to Business, Administrative Document Drafting, Office Administration, and Graduation Internship. Through these modules, students develop skills in information reading, analysis, evaluation, criticism, problem-solving, and research report writing for small research projects. Students are encouraged to participate in various research activities at different levels.

To broaden students' perspectives on research methods and update knowledge from empirical research, the programme offers supplementary activities such as inviting students to attend special topic reports, research guidance, student and faculty science seminars, and international conferences held at HUFLIT. These activities enable students to interact and learn from speakers and guests.

International Relations

In the programme, Research Methodology is a mandatory subject for all majors. In this subject, students will learn two main research methods: Primary Research and Secondary Research. Students are required to complete an outline of academic research and present the final report on their chosen research topic. Students are also allowed to participate in the annual Student Scientific Research Conference at the faculty and Eureka Student Scientific Research Award organised by the Youth Union, as well as register for scientific research projects at the University. In addition, the Faculty of International Relations organises a competition called “Global Conference: I am the Speaker” to create an opportunity for students who are passionate about research but have not studied Research Methodology to explore and experience formal academic research under the professional guidance of lecturers. The fourth-year students can register for a graduation final thesis and research paper, with the thesis presentation conducted in 100% English.

3.1.7 Examination and final thesis (Asterisk Criterion)

Chinese Language Studies

The training programme has proposed assessment methods for students' knowledge, skills, and autonomy in the programme description. The department and lecturers select appropriate

assessment methods and forms for each module to help students achieve the CLOs. Each module's assessment methods are designed to measure students' achievements against expected learning outcomes and are mapped to the PLOs. 50% of the total module score is allocated for class participation, learning activities, completing major assignments, and continuous assessments. Lecturers monitor students' progress and adjust teaching methods, while students recognise their progress and adjust their learning methods for better results. 50% of the module score is allocated for final exams, individual or group project presentations, oral exams, or essays.

The final exam for each course is designed based on the course level, ensuring that it accurately assesses students' knowledge and skills across various courses, from elementary to advanced levels. For example, the Reading and Writing one course (equivalent to HSK 1), Reading and Writing two (equivalent to HSK 2), and Reading and Writing three (equivalent to HSK 3) have corresponding final exams.

The final examination of two graduation modules or the graduation thesis are the two forms of programme completion assessment. Students can choose to register for graduation modules or undertake a graduation thesis. For graduation modules, students take a final exam for the language practice module and complete an essay for the specialised module. For the graduation thesis, students follow the Faculty's regulations, the Graduation Thesis Regulation No. 1539/QĐ-ĐNT dated 30/11/2022 of the University. Students who meet the conditions specified in Article 4 of the regulation choose a research topic and are guided by lecturers throughout the research process. After completing the thesis, students present their research results and practical implications to an examination council. As a third option, students have also the possibility of conducting a graduation project (see chapter 3.3.1).

International Relations

All subjects in the study programme apply an evaluation system of 40% process score and 60% final score. The forms of examination and assessment are diverse depending on the subject's learning outcomes, including: attendance, groupworks, individual assignment, presentations, essays, report writing, etc.

Examination and assessment methods will be based on the course learning outcomes of the subject to ensure the achievement of programme objectives. At the beginning of each semester, lecturers teaching the same subject will meet to decide, adjust and update (if any) the teaching contents following the syllabus, as well as examination and assessment methods appropriate to the subject. A subject's examination and assessment methods will be announced by the lecturer to students. At the end of the semester, all students in the same subject will take the same exam organised by the University, and the exam format is publicly announced to students online. The final exam topics and questions are set by the lecturers based on the course learning outcomes of the subject, with the exam format agreed upon by all lecturers in charge of that subject at the beginning of the semester. Then the Deputy Head selects and approves the shared exam questions for each subject. At the end of each semester, lecturers announce process scores to students in class. After receiving the final exam results, students are allowed to apply for a re-marking of their exam papers in accordance with the regulations. The students' process and final scores are updated on portal.edu.hufit.vn.

Fourth-year students with an average final score of good or higher, earned all credits in specialised subjects, have good English skills and accumulated 85% of credits required for graduation are eligible to register for the final thesis. The final graduation thesis format and evaluation process are carried out according to the general regulations of the University. For the Faculty of International Relations, students write their thesis in English, cite in APA

standards, as well as present and defend the thesis before the Thesis Committee in English. Students registering to do a thesis in the final semester will be guided by a lecturer with expertise appropriate to the student's thesis topic.

Both programmes

During the visitation, it became evident that both programmes actively integrate AI tools into their assessment methods. Lecturers explained that students were explicitly instructed to use AI to support the completion of homework and academic tasks, with the aim of fostering digital literacy and practical engagement with emerging technologies. Students are expected to maintain transparency in their workflow by documenting prompts, AI-generated content, and their own contributions to ensure academic integrity and responsible use of technology.

Appraisal:

The panel applauds HUFLIT for the logic and conceptual coherence of the two study programmes. The curricula of both programmes adequately and consistently reflect the qualification objectives of the study programmes as well as their strategic orientations. The contents of the modules and courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Additionally, they reflect the strategic orientation of the two study programmes. The areas of specialisation (sub-majors) enable students to acquire additional competences and skills. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

The degrees and programme names correspond to the contents of the curricula and the programme objectives.

The panel applauds the CLS programme for interrelating theory and practice systematically throughout the curriculum. For instance, the application of active teaching-learning methods was seen as very well integrated into the courses of the programme. Furthermore, students were taught practical application in real-world contexts, such as office communication, documentation, and professional interactions. The content of the programme showed a strong and consistent connection between theoretical discourse and practical application with Workplace-Oriented Language Training. The panel evaluated this as an efficient way to develop the students' qualification profile. The IR programme presented examples on how theoretical questions are explained by means of practical examples. Therefore, CLS exceeds, and IR meets the criterion.

For the Chinese Language Studies, there is evidence that the programme qualifies for interdisciplinary thinking. However, even though the IR programme listed six different areas,¹⁴ in which they saw themselves as training interdisciplinary thinking, the panel did not see this as sufficient. However, to truly benefit from interdisciplinarity, students must engage in meaningful exchange between neighbouring disciplines; understanding their methods, perspectives, and relevance. This enables them to draw on these fields effectively in their own research and problem-solving. Students should use methods of other discipline to benefit their scientific practice. Therefore, the criterion is not met in the eyes of the panel for IR. The panel **recommends** starting with integrating interdisciplinary content into the IR content.

¹⁴ General Knowledge in Vietnamese Economy, Culture and Society, Knowledge in Informatics and Law, English Proficiency, Knowledge in Diplomacy and International Relations, Knowledge in Management and Communication, Journalism and Writing Skills.

Ethical implications are appropriately communicated in both programmes. The panel saw in the course of the visitation that students acquire methodological competences and are enabled to do scientific work on the required level. However, the panel saw room for improvement and **recommends** adding courses in research design and data analyses.

All exams, as they are defined for the modules and 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. However, in the course of the visitation it became evident that both programmes integrate AI tools into the assessment methods. During the visitation, lecturers explained that they explicitly instructed students to use AI tools to support the completion of their homework and academic tasks. This initiative aimed to encourage digital literacy and practical engagement with emerging technologies. Students maintain transparency in their workflow—detailing the prompts used, the AI-generated content, and their own contributions. This procedure ensures academic integrity and promotes responsible, reflective use of technology.

Therefore, the panel applauds the programmes for applying AI into the assessment methods.

	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)		CLS	IR		
3.1.4 Interdisciplinary thinking			CLS	IR	
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)

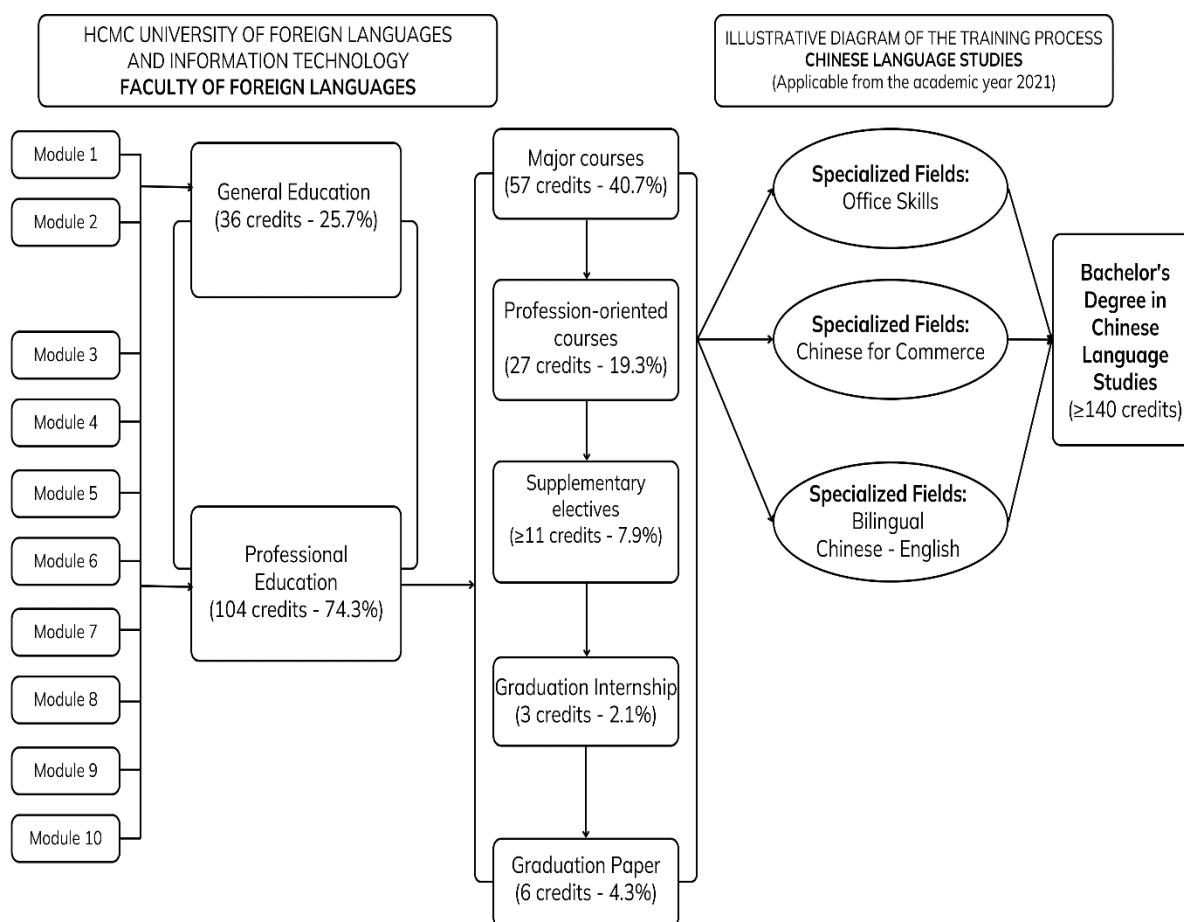
Projected study time	3,5 years
Number of credits (Vietnamese credits and ECTS credits)	140 Vietnamese credits, 260 ECTS credits
Workload per credit	1 Vietnamese credit = 15 sessions x 50 minutes + 30 hours of self-learning = 42,5 hours (1 credit equivalent to 1.36 credit in the European Credit Transfer and Accumulation System ETSC)

Number of modules/courses	IR: 42/43 compulsory and 11/12 elective subjects (depends on sub-major) CLS: 49 compulsory subjects and 04/06 elective subjects.
Time required for processing the final thesis/project and awarded credits	IR: About six months to complete the final graduation thesis (in the last semester) CLS: five / six months to complete the final graduation thesis after thesis is approved
Number of contact hours	Both programmes: 1.400 hours in classroom and 350 hours LMS online learning

Both programmes are divided into two blocks: General Education and Professional Education, with component modules shown in the figure below.

The study programmes include 140 Vietnamese credits, divided into nine academic semesters and one internship period. The official study period is expected to be completed in 3.5 years, and students are allowed to study up to seven years according to regulations. Each year, students study three semesters and accumulate from 14 to 16 Vietnamese credits. Each semester lasts for twelve weeks, including 80% of in-class study and 20% of online learning activities on the Moodle system. Only first-year students study two semesters, with each range from 17 to 18 Vietnamese credits. Students in the final semester study for twelve Vietnamese credits (or study for six Vietnamese credits and complete a 6-credit graduation thesis). Students are required to do a mandatory twelve-week internship at appropriate companies and businesses. The internship is equivalent to a three-credit course (see the study programme diagram). The modules in the programme are implemented in parallel, allowing students to accumulate various knowledge contents simultaneously. Modules are arranged by level, logical knowledge development, or from basic to advanced (See also chapter 3.1.1).

Figure 4: Diagram of the CLS Curriculum Progression



3.2.2 Study and exam regulations (Asterisk Criterion)

The study programme is announced to students on portal.huflit.edu.vn. Students can look up class schedules, exam schedules, and transcripts, as well as register for courses using the personal account provided. Students receive academic and extracurricular activity advice through the University's Helpdesk portal.¹⁵

HUFLIT operates all undergraduate programmes according to the regulations of Vietnam Ministry of Education and Training, while updating the University's regulations on learning, examinations, evaluation and graduation. Students are required to register for courses at the beginning of each semester according to the study programme and the tentative class schedule published on portal.edu.huflit.vn.

Students participate in course assessments in class and final exams according to the general exam schedule issued by the Department of Examination and Quality Assurance. After the semester ends, students receive a transcript for the completed credits.

Students are allowed to register for less or more credits per semester depending on their personal schedule, but they must ensure to complete all required credits within the allowed study time. The exam schedule is announced on portal.huflit.edu.vn. Students participate in the final exam according to the University's exam period, while complying with the University's

¹⁵ <https://help.huflit.edu.vn>, last accessed on October 21, 2025.

regulations. To ensure the quality of academic programmes, the University has policies in place for evaluating exam content both before and after exams to confirm that it meets the course standards.

The legally binding study and exam regulations contain all necessary rules and procedures are published online.¹⁶ Each study programme has its own specific handbook.¹⁷

Students who violate the examination regulations will be subject to disciplinary actions as stipulated in the Regulations on Student Affairs for Full-time Students of Ho Chi Minh City University of Foreign Languages and Information Technology, issued under Decision No. 1083/QĐ-ĐNT dated September 6, 2022.

Students participating in exchange programmes will have their grades and credits converted to equivalent ones in accordance with regulations.

Both programmes are required to obtain either a MOS (Microsoft Office Specialist) certificate in Word and Excel, or an Advanced Informatics Technology certificate.¹⁸

Chinese Language Studies

CLS students meeting the following criteria are eligible for a Bachelor's degree and a complete academic transcript (attached photocopy), as specified in Article 15 of HUFLIT's Credit-Based University-level Training Regulation:

1. Successfully complete 140 Vietnamese credits specified in the curriculum.
2. Achieve a minimum cumulative GPA of 2.00 for the entire programme. According to HUFLIT's Credit-Based University-level Training Regulation No. 476/QĐ-ĐNT, dated December 30, 2021.
3. Obtain a National Defence Education certificate.
4. Complete Physical Education courses.
5. Obtain a Chinese language proficiency certificate at HSK Level 5, equivalent to C1 (CEFR).

.2.3 Feasibility of study workload (Asterisk Criterion)

According to Article 9 of HUFLIT's Credit-Based University-level Training Regulation on Study Registration Organisation, students must register for "Not less than 2/3 of the average workload per semester according to the standard study plan; Not exceeding 3/2 of the average workload per semester according to the standard study plan." The average study workload for a semester at HUFLIT is approximately 16 Vietnamese credits (or 21.76 ECTS credits). Compared to other domestic and international universities, the study workload at HUFLIT is feasible and ensures students complete their selected programmes in a timely manner.

¹⁶

https://sotay.huflit.edu.vn/index_en.html?_gl=1*4jllhe*_ga*OTY3MzIzMjkwLjE3NTY4NjY3ODg.*_ga_WRP3MQ217F*cZ3NjA0ODg0NzIkbzI5JGcxJHQxNzYwNDg4NDczJG01OSRsMCRoMA, last accessed on October 16, 2025.

¹⁷ For CLS: <https://huflit.edu.vn/en/tin-tuc/chinese-language-studies-the-gateway-connecting-genz-to-a-billion-person-empire/>, and <https://heyzine.com/flip-book/185c81eef7.html#page/7>. For IR: <https://huflit.edu.vn/en/tin-tuc/huflit-international-relations-major-connecting-to-the-world-leading-the-future/>, last accessed on October 16, 2025

¹⁸ For IR, see the student's handbook on page 5.

Students are allowed to choose and schedule their own classes based on the general schedule, with five to seven subjects each semester. The subject can last for two in-class sessions (100 minutes) for 2-credit subjects and three in-class sessions (150 minutes) for 3-credit subject. Each Vietnamese credit corresponds to 60 hours of self-study. The training programme spans 3.5 to seven years, depending on the student's pace and credit completion. Students who fail a subject are allowed to re-register and retake the course to ensure academic progress. The faculty has a team of specialists and academic advisors to support and advice students in extracurricular activities, the study programme, and the subjects suitable to students' abilities. Every year, HUFLIT conducts a survey on graduates' workload of the whole programme. The collected feedback is analysed, archived, and used to support the periodic improvement of the University's training programmes.

International Relations

Surveys on soon-to-be graduates in the last three years (2020, 2021, 2022) show that students rated 4/5 for reasonable study time. According to statistics, the rate of students graduating on time is 76-89% before 2021. From 2022, however, this rate decreased to less than 50%. According to the University's survey, the main reasons for this are that the Covid-19 pandemic affected the study progress, and more third-year students continue to work after their internships, prolonging the graduating period. There are a few cases where personal reasons, such as studying abroad, working for the family, getting married, not taking foreign language or computer certificates, etc., are involved.

3.2.4 Equality of opportunity

HUFLIT ensures equal access to HE for students from diverse backgrounds. HUFLIT has specific scholarship policies for disabled students, single-parent students, students with siblings studying at the University, and children of University employees. Annually, HUFLIT awards scholarships and provides appropriate support to each target group. To date, HUFLIT has awarded the following types of scholarships to students.

- HUFLIT Academic Encouragement Scholarship: For new students who are school valedictorians, department valedictorians; provincial/city-level excellent students or holders of international language certificates as prescribed; Graduates with distinction or higher; Current students with HUFLIT Talent Scholarships and HUFLIT Effort Scholarships.
- HUFLIT Policy Scholarship: For students with special circumstances (serious illness, orphans, children of war invalids, martyrs, extremely difficult family circumstances); children or siblings of full-time staff, lecturers, and employees of the University; students with siblings studying at the University; disabled students.
- Sponsored Scholarship: Awarded by organisations and individuals inside or outside the University under specific conditions.

To support students' continued education, HUFLIT allows tuition payment per semester and offers tuition extension policies multiple times a year to alleviate financial pressure on students and their families. HUFLIT considers support for students facing accidents or difficulties during exams or studies on a case-by-case basis, such as partial tuition refunds for students experiencing family emergencies, rescheduling exams for students involved in traffic accidents or suffering from illnesses with a doctor's note.

HUFLIT does not discriminate based on gender, age, ethnicity, religion, or region, ensuring fair treatment and equal educational opportunities. HUFLIT adheres to admission policies or priority regimes prescribed by the Ministry of Education and Training. Candidates receive

additional priority points based on their region or priority group. Regional priority is based on candidates' high school location, with additional points ranging from 0.25 to 0.75 depending on the area (urban, rural, mountainous, and difficult areas). Priority groups are based on specific circumstances as prescribed by the Ministry of Education and Training (ethnic minorities, children of war invalids-martyrs, candidates with disabilities, demobilised soldiers, candidates with special cases sent for education), with additional points ranging from one to two points depending on the group.

Appraisal:

The structure of both programmes supports the smooth implementation of the curricula and helps students to reach the defined learning outcomes. The programmes consist of modules and courses and assign credits per module and course on the basis of the necessary student workload. Practical components exist and they are designed and integrated in such a way that credits can be acquired (see also chapter 3.1.3). The module and course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated. The recognition of periods of practical work is also clearly defined. The University provided a binding document stipulating that the final grade is accompanied by an ECTS grading table. The wording of the PLO's are consistently used.

The feasibility of the study programmes' workload is ensured by a suitable design of the curricula, 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. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate, even though no specific workload related question is asked (see condition chapter 5.1).

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions throughout the programme and examinations in form of awards, scholarships and appropriate support. Students in special circumstances, such as ethnic minorities, children of war invalids-martyrs, candidates with disabilities, demobilised soldiers, candidates with special cases sent for education, are particularly assisted.

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

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

Chinese Language Studies

The CLS curriculum is developed with a learner-centred approach, promoting active learning to comprehensively develop learners' abilities and qualities, meeting the demands of the digital age and international integration. It also aligns with the school's development strategy of digital transformation in education, enhancing teaching quality, and creating a modern, flexible, and equitable learning environment. Instructors organise various learning activities to engage students, develop their thinking abilities, and access and exploit multiple learning resources. Students are encouraged to actively seek knowledge, self-study, learn in groups, participate in discussions, debates, presentations, and experiential activities.

During the learning process, students acquire not only knowledge but also professional skills, life skills, and appropriate ethical qualities. When preparing for teaching, lecturers explore and select appropriate teaching-learning strategies and assessment methods, providing students with this information in the first week of teaching. Lecturers also guide students on participating in learning activities on the HLMS (Moodle) system. The use of HLMS allows students to manage their learning progress in registered courses, interact with all learning materials, prepare for lessons, required and supplementary readings, videos, etc., and participate in discussion forums, answer questions, submit assignments, and complete other learning activities outside the classroom conveniently. This platform also facilitates interactions between lecturers-students and student-student inside and outside the classroom, significantly contributing to the learners' learning experience.

Furthermore, students have the opportunity to conduct and present projects in a specialised module and undertake practical internships at a company or enterprise, completing an internship report where they demonstrate skills in analysis, evaluation, problem-solving, and proposing appropriate solutions when necessary.

The graduation project and graduation paper are two methods used to assess the completion of a student's academic programme. Students may choose to complete either a graduation project or a thesis. For the graduation project, students must pass final exams for language practice courses and complete essays for specialised courses. For the thesis, students must adhere to the faculty's regulations, which currently stipulate that a student must achieve an average grade of 7.0 in one of the following courses: Term Paper Writing or Research Methodology¹⁹. Students who meet the requirements outlined in Article 4 of these regulations are eligible to select a research topic and will be supervised by a faculty member throughout the research process. Upon completion of the thesis, students will present their research findings and their practical significance to a thesis committee.

Like in the IR programme, "Mandatory classroom-based learning (80%) and Blended-learning (20%)" are applied for CLS programme. The dominant classroom-based component ensures intensive language exposure, immediate feedback, and direct interaction between students and lecturers — all of which are essential for developing Chinese language skills. Teaching takes place in pairs or small groups to allow active participation, communicative practice, and formative assessment.

The blended-learning (20%) component is integrated to enhance learner autonomy and digital competence. Online learning activities are delivered through the university's Learning Management System (LMS) – HUFLIT Moodle, where students can access learning sources (study guides, PDF/PPT lectures, extracted reading materials), interactive exercises, MCQ

¹⁹ See Thesis Regulations No. 1539/QD-ĐNT dated November 30, 2022.

tests, True-False tests, written tests, term papers, online quizzes, videos/recordings presentation from students, discussion forums, and digital reading materials. These activities complement classroom sessions, reinforce key topics, and provide flexibility for self-paced learning.

International Relations

The study programme applies various teaching and learning methods, allowing lecturers and students to flexibly apply and maximise the efficiency and creativity of both lecturers and students for each subject, while still ensuring general consistency and conformity with the course learning outcomes.

Teaching and learning methods are divided into four main groups:

1. 70% of lecturing (by the lecturer) and 30% of guiding students through presentations, group discussions or individual assignments. This method is applicable to general or highly theoretical subjects such as Vietnamese Culture, Fundamentals of Law in Vietnam, Introduction to Psychology, International Relations Theory, Introduction to Politics, History of World Civilization, History of International Relations, etc.
2. 30% of lecturing (by the lecturer) and 70% of guiding students to complete projects, plans, reports, etc. This method is applicable to highly practical subjects such as Event Management, Advertising, Brand Building and Development, PR Project Management, Research Methodology, Market Research, etc.
3. 30% of lecturing (by the lecturer), 30% of case study and 40% of students' groupworks (discussion, presentation, problem solving, etc.). This method is applicable to subjects involving problem solving skill such as International Negotiation, Crisis and Conflict Management, Geopolitics, Security and Conflicts in International Relations; Media Relations, U.S Foreign Policy, Chinese Foreign Policy, etc.
4. 30% of lecturing (by the lecturer) and 70% of guiding students practice in class. This method is applicable to subjects in writing skills such as Article Writing and Editing Skills, Media Content Writing Skill, Business Correspondence, Formulation of Business Contracts, Public Relations Writing, etc.

Both programmes

HUFLIT's E-learning project in early 2019 promoted the use of the HLMS system and the development of online courses. After the COVID-19 pandemic, the University has continued online teaching and learning by organising training sessions to equip lecturers with appropriate knowledge and tools to create virtual classrooms, enriching and diversifying teaching and learning activities alongside traditional face-to-face classes. The University also has guided students on online learning through platforms like Google Meet, Zoom, MS Teams.

To ensure consistency and quality, the University has issued online learning guidelines and regulations in line with updated policies for lecturers. Online teaching on the HLMS system is regulated per stage but does not exceed 30% of total teaching hours. Currently, HUFLIT students can participate in learning and interact on online forums such as Forum, HLMS (including Moodle, MS Teams, Zoom, Google Meet, Forum, Chat, BigBlueButton, Feedback, Workshop).

3.3.2 Course materials (Asterisk Criterion)

Chinese Language Studies

Course materials are clearly listed in the course syllabi, including detailed outlines, textbooks, reference materials, and related learning websites introduced by the department, to be advised

on topic selection, teaching methods, and appropriate assessment by the lecturer. These materials, particularly textbooks, are regularly updated with new editions from domestic and international publishers. For courses with slowly updated materials, lecturers supplement content with digital materials or recent reports analysing and discussing contemporary issues for students to practice and reflect on. Materials, both required and supplementary, are digitised and categorised in the University's library for easy access by all lecturers and students.²⁰ In addition to digitised catalogue, HUFLIT Library provides access to over 62 online databases for students, lecturers, and staff (see chapter 4.4.2).

International Relations

The course materials for the International Relations study programme are archived at the university library, which include: books and other course materials according to the subject's syllabus, extended reference materials, specialised journals and online databases. In addition, in each course, the lecturer provides or introduces to students various resources that directly support the lesson or assignment. At the beginning of each semester, lecturers are required to review and update their course materials, ensuring alignment with the subject syllabus. These materials are then submitted to the sections and faculty for approval. The review process focuses on the relevance and up-to-date of the materials, ensuring they meet academic and industry standards. Following approval, the updated course materials are sent to the library to supplement resources for students.

3.3.3 Guest lecturers

Chinese Language Studies

Students in the CLS have opportunities to learn from guest lecturers such as Chinese native speakers, lecturers from reputable public and private universities in Ho Chi Minh City, entrepreneurs, and lecturers from other HUFLIT programmes. Guest lecturers are experienced professionals in Chinese language teaching and research and have practical experience in fields such as education, business-commerce, public relations, tourism-hospitality, law, etc., aligned with the programme's learning objectives. Additionally, numerous reputable speakers are regularly invited to participate in special topic reports, training sessions, discussions, and workshops to update students on practical professional knowledge related to their training content. Topics for these activities are proposed by faculties through student needs surveys and employer feedback on knowledge and skills needed to supplement students. Speakers addressed a diverse range of topics including Business-Commerce, Public Relations, Tourism-Hospitality, Law and Translation. Highlights included sessions such as Understanding Chinese Corporate Culture for Quick Adaptation to Work Environment or New Concepts in Chinese-English Translation and Interpretation.

International Relations

In scientific research conferences for students and lecturers organised by the Faculty of International Relations, the faculty regularly invites lecturers and experts in the field of International Relations from different educational institutions such as Ho Chi Minh City University of Social Sciences and Humanities (USSH), Ho Chi Minh City University of

²⁰ <https://huflit.edu.vn/tin-tuc/huflit-ky-ket-voi-isc%C2%B2-ho-chi-minh-chapter-mo-dau-hop-tac-chat-luong-trong-linh-vuc-an-ninh-thong-tin/>, last accessed on October 16, 2025.

Economics and Finance (UEF), and Ho Chi Minh City Department of Foreign Affairs to exchange and discuss academic and professional issues.

The study programme is supported by two groups of guest lecturers: lecturers from other universities and lecturers from businesses and companies. The Faculty of International Relations ensures that around 10-15% of the subjects each semester are in the charge of guest lecturers to diversify the choices for students, while creating opportunities for professional exchange between lecturers of the faculty and other universities. In addition, guest lecturers from businesses and companies help students access practical working experience, while helping lecturers of the faculty update the most recent practical skills during professional exchanges. Guest lecturers from businesses and companies who teach at the Faculty of International Relations usually have three years or more working experience in specialised fields such as journalism, foreign affairs, as well as communications and events. This equips students the practical skills appropriate for the working conditions at various businesses. All guest lecturers meet the requirements for academic qualifications and professional working experience according to the general regulations on university lecturers. At the same time, lecturers at the Faculty of International Relations also participate in developing study programmes, as well as attend councils evaluating academic research and theses for students from other universities

3.3.4 Lecturing tutors

Chinese Language Studies

The University has issued Decision No. 1941/QĐ-ĐNT dated 19/12/2023 on regulations for teaching assistant positions for undergraduate students. However, so far, the CLS programme does not recruit and train student assistants.

International Relations

From the 2023 - 2024 academic year, the University has regulations on the tutoring assistant regime for students, that offers teaching assistant positions for third and fourth-year students with excellent academic performance and have already studied the subject that the students will assist. Students selected as teaching assistants will receive salary according to regulations and be recognised in the extracurricular activities record. The Faculty of International Relations has recruited students to be teaching assistants for subjects in the English group such as English Debate Skills and Advanced English Reading – Writing Skills. Teaching assistants work under the guidance of the lecturer in charge, taking on tasks such as supporting in-class activities and assisting students in out-of-classroom studying activities as assigned by the lecturer. The initial assessment shows that the tutoring activity is relatively effective and will continue to be implemented in the following semesters.

Appraisal:

The panel applauds both programmes, CLS and IR, for their didactical concepts, which are described, plausible presented, and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as case studies, practical projects, different kinds of engagement with learning materials, participate in discussion forums, answer questions, submit assignments, and complete other learning activities outside the classroom. The student-centred approach encourages students to take an active role in creating the learning process. In the course of the visitation, it became evident, that the didactical methods are systematically derived from the study programme objectives (see

chapter 1.1). The methods used are oriented towards the intended learning outcomes of each module/course, by adjusting the didactical approaches accordingly.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The IR programme employs student assistants, who support the students in the learning process and help them develop competences and skills. The CLS does not assign student assistants.

	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			IR		CLS

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Chinese Language Studies

International and intercultural aspects are reflected in the curriculum content, learning materials, and expected learning outcomes of the programme.

During the programme update and adjustment process, the department has compared HUFLIT's programme with corresponding programmes from domestic and international universities. The curriculum has developed modules related to culture or multiculturalism, such as Chinese Studies, Chinese Culture, Chinese History, Ancient Chinese Language, Chinese Civilization-Culture, British Culture – Civilization, and Business Culture.

Learning materials for language skills modules, language theory modules, and most specialised modules include textbooks and reference materials in Chinese from domestic and international authors and publishers. About 33 out of 47 modules in the curriculum use Chinese-language materials. To meet the foreign language proficiency standards for foreign language students set by the Ministry of Education and Training, graduates from the programme must achieve an international certificate. Students have opportunities for short-term studies at several Chinese universities such as Wuhan University (Wuhan City) and Guangxi Normal University (Guilin City). In these courses, students improve their language skills, learn about local culture, visit large enterprises, and participate in cultural exchange activities with local lecturers and students. These activities enhance students' multicultural understanding, equipping them with knowledge, skills, and positive attitudes for their future professional fields while meeting the requirements for qualified human resources in Vietnam's international integration process.

International Relations

For the International Relations study programme, internationality and intercultural aspects are given attention so that students can have systematic knowledge about diplomatic relations and cross-cultural connections in the integrated context of the global economy. The international and intercultural aspects of the study programme are expressed through the following subject groups:

- Subjects with basic to advanced internationality: History of International Relations, International Relations Theory, Public International Law, International Communication, International Events Analysis, U.S Foreign Policy, E.U Foreign Policy, Global Issues in Contemporary International Relations, International Economic Relations, Contemporary International Politics, International Journalism Skill, etc.
- Subjects in English Proficiency: English Communication Skill, English Reading – Writing Skills, Advanced English Reading – Writing Skills, Public Speaking, English Debating Skill, Translation Skill, Interpretation Skill, etc.
- Subjects with intercultural element: History of World Civilization, Communication Culture, Vietnamese Foreign Culture, Integration and Cultural Conflict, Media Psychology, etc.

In addition, for subjects that use 50% or more English, all textbooks and course materials are in English. Most specialised subjects, depending on the level of English used in teaching, allow students to refer to English textbooks or international online materials. With the above system, students can gain skills and knowledge suitable for an integrated and multinational environment, working in companies and businesses with international elements.

3.4.2 Internationality of the student body

Chinese Language Studies

According to the CLS programme, their curriculum has not yet admitted any international students due to the lack of guidance from the MOET on accepting international students into the programme. Since 2023-2024, the Faculty publishes the programme description in English²¹ on the University's website and will intensify programme introduction to international partners to attract students interested in participating in credit exchange programmes.

International Relations

In the last five years, the ratio of international exchange students has not been high (one Japanese student exchanging in the International Relations programme and one student from the programme exchanging in Spain). This is partly due to the Covid-19 pandemic that prolongs social distancing. The Faculty of International Relations is developing a plan to promote international student exchange in the future.

3.4.3 Internationality of faculty

Chinese Language Studies

The teaching staff for the CLS programme includes Chinese native-speaking guest lecturers, full-time HUFLIT lecturers trained at international universities, and lecturers annually trained through professional development programmes organised by reputable foreign universities.

The faculty includes foreign volunteer lecturers (besides native guest lecturers and full-time lecturers trained at international universities). To promote the acquisition of international competencies and skills and enhance professional expertise for lecturers, HUFLIT provides financial support and time allowances for full-time lecturers in the programme to participate in

²¹ <https://huflit.edu.vn/en/tin-tuc/chinese-language-studies-the-gateway-connecting-genz-to-a-billion-person-empire/>, last accessed on October 16, 2025.

professional training, international scientific conferences, and workshops. HUFLIT prioritises recruiting lecturers with degrees from prestigious universities worldwide and relevant experience related to the curriculum.

Figure 5: International Competence of Faculty

CLS	Full-time Lecturer		Guest Lecturer		Total	
Number of Lecturers	16		20		36	
Lecturers with International Professional Degree	14	87.50%	14	70.00%	28	77.78%
PhD in Teaching Chinese as a Foreign Language, Comparative Literature and Multi-Regional Cultural Studies	1	6.25%			1	2.78%
PhD in Linguistics and Applied Linguistics	1	6.25%			1	2.78%
PhD in Ancient Chinese Literature (Master in International Chinese Education)	1	6.25%			1	2.78%
PhD in International Chinese Education			1	5%	1	2.78%
PhD in Chinese Philology			1	5%	1	2.78%
PhD in Linguistics and Applied Linguistics			3	15%	3	8.33%
Master of Chinese Language and Philology	4	25%	1	5%	5	13.89%
Master in International Chinese Education	2	12.5%	3	15%	5	13.89%
Master in Linguistics and Applied Linguistics	1	6.25%	3	15%	4	11.11%
Master in Teaching Chinese as a Foreign Language	1	6.25%			1	2.78%
Master in Chinese History	1	6.25%			1	2.78%
Master in Tourism Management	2	12.5%			2	5.56%
Master in Journalism			1	5%	1	2.78%
Master in International Trade			1	5%	1	2.78%
Lecturers with International Research Experience	0	0%	0	0%	0	0%
Lecturers with International Management Experience	0	0%	0	0%	0	0%
Lecturers with International Personal Background (Chinese native speakers)	0	0%	1	5.00%	1	2.78%

Currently, four full-time lecturers in the programme are pursuing international doctoral programmes. They will be the core team to enhance the programme's internationalisation and students through module knowledge transfer.

International Relations

50% of lecturers in charge of specialised subjects in the International Relations study programme graduated from foreign universities or affiliated programmes with countries such as Russia, the United Kingdom, China, Taiwan, and Japan. This is an advantage as lecturers have cross-cultural experience and knowledge, apply a variety of teaching and research methods, and help students build a suitable international knowledge base. In addition, lecturers regularly participate in international academic conferences and seminars in Vietnam and abroad, as well as write articles for international journals. These activities contribute to improving professional capacity and academic internationality, providing practical support for the teaching expertise.

3.4.4 Foreign language contents

Chinese Language Studies

The foreign language proficiency of CLS students is developed through language and specialised modules. Thirty-six out of 47 modules (76.59%) are taught in foreign languages. Chinese is used to teach 17 modules (36.17%), and 16 modules are taught in a combination of Chinese and Vietnamese (34.04%). Students admitted to the CLS programme are beginners in the language, starting from the lowest level. State regulations require the students of CLS to take a second foreign language. Students can choose between English, French, Korean, or Japanese. These modules are taught in the foreign language.

Learning materials for language and specialised modules are written in foreign languages, selected and proposed by the department for use in these modules from reputable domestic and international publishers, and regularly updated. Annually, the programme reviews and proposes new textbooks and reference materials for the University to acquire if available.

The lecturers assigned to this programme are well-qualified, having undergone training both domestically and internationally, and possess the appropriate expertise and language skills to teach in the Faculty.

International Relations

In the International Relations study programme, except for political theory and general knowledge subjects, 39/74 foundational and specialised subjects are taught and assessed in English, accounting for 52%. Subjects taught and assessed in Vietnamese account for 48%. Most specialised subjects are required to use English course materials. Students are required to have an international English proficiency certificate equivalent to 5.5 IELTS as a requirement to graduate with a bachelor's degree in international relations. Moreover, the curriculum incorporates a progression from general English to advanced specialised English to equip students with the linguistic tools required for success in their studies and future careers. By the time they complete the programme, students will not only meet the required international English proficiency standard equivalent to 5.5 IELTS but also have the practical ability to utilise English effectively in professional environments. In addition, faculty members teaching in the International Relations programme are required to demonstrate proficiency in English to ensure high-quality instruction and effective communication in English-taught courses. Many of these lecturers have obtained their bachelor's and master's from internationally recognised institutions abroad. This ensures that they possess not only advanced subject knowledge but also the linguistic and pedagogical skills necessary to deliver content effectively in English. Their international academic backgrounds contribute significantly to creating a globalised learning environment and preparing students for the demands of a competitive global job market.

Appraisal:

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

The international composition of the student body does not correspond to the programme concept. The panel therefore **recommends** taking measures to promote internationality in a goal-oriented way.

The international composition of the faculty of both programmes (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The panel encourages the University to further strengthen the international dimension of its teaching staff. While current efforts are acknowledged, the panel **recommends** the two programmes integrating additional international faculty members into its faculties. This would enhance diversity of perspectives, foster intercultural learning, and support the development of globally relevant academic content.

For the IR programme, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. However, the panel **recommends** increasing the number of courses in English to attract more international students.

During the student interview session, it became apparent that students from the CLS programme did not demonstrate a sufficient level of English proficiency. This was particularly notable given that nearly all CLS students at HUFLIT, including those interviewed, have chosen English as their second compulsory language. As a result, the panel concluded that the criterion regarding second language competence is currently not met. The panel encourages HUFLIT to address this issue by identifying effective measures to strengthen English language acquisition. The panel **recommends** the CLS programme developing a structured concept and implementing targeted actions to improve students' English proficiency across the 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			IR	CL	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Chinese Language Studies

The CLS students develop communication and public speaking skills in foreign languages from basic to advanced levels. Modules like Chinese Speaking, Chinese Presentation, Public Speaking, and workplace communication skills modules (Office Communication Skills, Business Communication Skills) help students use diverse vocabulary and sentence structures in Chinese for communication. These modules also provide opportunities for students to discuss, present personal views, and critique others' opinions on issues arising in study, life,

and work. Students can apply language knowledge, cultural-social, economic-political understanding, and body language to enhance communication effectiveness.

In courses like Introduction to Management, Human Resource Management, Conference Organisation Skills, and Corporate Communication, students are equipped with management knowledge, organisational structure understanding, and skills to handle situations, solve problems through class simulations, and present specialised career skills reports organised each semester. Students learn to draft short/long-term plans for themselves or groups, plan and organise meetings, conferences, recruitment activities, and other events in companies.

Active teaching methods are applied to modules enhancing communication, presentation skills, management knowledge, and situational handling skills, such as cooperative learning, discussions, debates, brainstorming, problem-solving, group work, and small projects.

To ensure students acquire multidisciplinary competencies, they receive cultural-social-political knowledge and are encouraged to expand knowledge through elective modules in public relations, business-commerce, communication, tourism-hospitality, law, or according to personal needs.

International Relations

The programme learning outcomes require students to have multidisciplinary competences and skills to meet the demands of the labour market. In addition to specialised subjects in international relations, the study programme is designed to include subjects that meet multidisciplinary competences, namely informatic and legal skills; English proficiency; cross-cultural communication and foreign affairs skills; organising, planning and management skills; as well as journalistic and communication skills.

Table 1: Multidisciplinary competences and skills meet the programme learning outcomes

No.	Multidisciplinary competences and skills	Typical subjects	Programme learning outcomes
1.	Information technology and legal skills	- General Informatics; Photoshop; - Fundamentals of Law in Vietnam; Intellectual Property Law; Media Law.	PLO3 PLO7 PLO8
2.	English proficiency	- English Communication Skill; English Reading & Writing Skills; - Public Speaking; English Office Skills; English Debating Skill; Translation Skill; Interpreting Skill.	PLO5 PLO6 PLO7
3.	Cross-cultural communication and foreign affairs skills	- Integration and Cultural Conflict; International Negotiation; - Communication Culture; Organisation Development and Community Relations; Media Psychology; Vietnamese Foreign Culture.	PLO1 PLO2 PLO4 PLO5 PLO9
4.	Organising, planning and management skills	- Teamwork Skill; Crisis and Conflict Management; Social Media Planning; - Fundamentals of Management; Event Management; Human Resource Management.	PLO3 PLO4 PLO5 PLO9
5.	Journalism and communication skills	- Media Relations; International Journalism Skill; - TV Script Writing Skill; International Events Analysis; Media Content Writing Skill.	PLO5 PLO6 PLO8 PLO9

Students not only practice these skills directly in class through case studies, but they also train them in mandatory extracurricular activities (see chapter 3.1.1).

Appraisal:

The students of the CLS programme 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. The IR programme clearly exceeds the benchmark set by the criterion. The panel commends the programme for its thoughtful integration of curriculum and extracurricular activities aimed at fostering key competencies such as communication, public speaking, collaboration, and conflict resolution – all of which are central to the programme's profile.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

HUFLIT

Overall, HUFLIT graduates from 2018 to 2021 received satisfactory or higher ratings from employers across three factors: Knowledge, Skills, and Attitude. Employers were most impressed with the Attitude and personal qualities of HUFLIT graduates, rating them completely satisfactory on all attitudes (from 4.45 to 4.58 points). This result aligns with the employer survey results for 2018-2020, where HUFLIT graduates' Attitude also received completely satisfactory ratings (from 4.15 and above).

Students can also directly participate in recruitment interviews, as well as learn about different job opportunities through job fairs, HUFLIT career, and recruitment channels publicly announced on the University's website and fan page.²²

Chinese Language Studies

Graduates of the CLS programme can pursue careers in a variety of specialised fields where Chinese language skills are essential. In the administrative and service sectors, they may work as employees, administrative specialists, secretaries, or event organisers. In business and commerce, opportunities include roles such as sales staff, customer service representatives, and department managers. The media and journalism sector offers positions for translators, interpreters, and media professionals. Additionally, in the education sector, CLS graduates can teach Chinese as a second language at educational institutions or work as office specialists in Chinese language training centres. Or they can work in sectors requiring Chinese language skills combined with English/French/Japanese/Korean, based on employer needs.

According to the alumni survey, 100% of programme graduates are employed. Among them, the rate of graduates working in jobs related to their major ranges from 60-70%, with the

²² <https://www.facebook.com/huflitcareerhub>, last accessed on October 21, 2025.

highest rate of graduates working in unrelated fields in 2021 at 33.33%. This indicates that programme graduates can adapt to various employment needs. Alumni apply acquired knowledge and skills to their jobs and need additional management skills, teamwork skills, problem-solving skills, and stress tolerance.

The programme places strong emphasis on developing social skills such as teamwork, self-directed learning, discipline, and responsibility. In addition to classroom learning, students attend career and social skills presentations, academic discussions, and participate in community activities including clubs, sports, cultural events, and volunteer work. These are assessed through the University's conduct point system.

A practical internship module allows students to apply theoretical knowledge in real work settings under supervision. Their performance is evaluated by both company mentors and university advisors. Students submit a final report and feedback is collected from companies to help improve the training programme.

International Relations

After completing the programme, students are guaranteed to have the following knowledge and skills to meet practical working requirements:

- Knowledge in politics, foreign affair and international relations
- Knowledge and skills in journalism and media activities
- Skills in multicultural communication and conflict management
- Skills in using English and informatic tools for work
- Skills in negotiation, as well as event planning and management in real-life scenarios (through the mandatory extracurricular activities)

Students are required to complete a twelve-week full-time internship at companies and businesses. This helps students have early access to job opportunities. Surveys show that the level of satisfaction of recruiting businesses with students majoring in International Relations fluctuates at 4.09 - 4.48/5, in which assessments of skills, knowledge and attitude to meet job requirements are at 3.99 - 4.65/5. This shows the compatibility between the study programme learning outcomes and the real-life professional requirements of employers.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses. This is evident in the integration of theory and practice (see chapter 3.1.3) and through the promotion of communication, public speaking, collaboration, and conflict resolution (see chapter 3.5).

		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

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

	International Relations	Chinese Language Studies
Full-time teaching staff	36	61
Part-time teaching staff incl. visiting/adjunct lecturers	28	11
Total number of teaching staff	64	72
<i>Among them:</i>		
Teaching staff with professional experience	64	72
Teaching staff with international experience	21	39
Number of professors	0	0
Number of associate professors	0	0
Number of assistant professors	0	0
Number of senior lecturers	0	0
Number of lecturers	0	0
PhD holders	7	05
Master degree holders	57	67
Guest lecturers	15	15
Total number of supporting administrative staff	2	4

Chinese Language Studies

The teaching staff (full-time and guest lecturers) implementing the CLS at HUFLIT are recruited to meet academic and professional experience standards. The faculty ensures adequate numbers and reasonable structure, meeting training, scientific research tasks, and compliance with the MOET regulations and the University's development strategy.

Full-time lecturers carry out training, scientific research, and community service according to regulations on lecturers' working regimes and other university-issued regulations. Each lecturer must master the curriculum content, university-level teaching methods, assessment methods, and relevant rules and regulations. Lecturers also participate in developing course

syllabi, designing lectures, conducting research, and engaging in other professional and extracurricular activities. Each lecturer teaches at least five classes per semester.

The regular lecturers of the faculty are responsible for teaching 63% of the courses in the CLS curriculum, while the remaining 37% of the courses in the programme, including courses in Political Theory, Law, General Psychology, Office Informatics, and specialised courses from other faculties within the University, are covered by the University's permanent lecturers and guest lecturers.

Among the 72 lecturers:

- 38 are lecturers of the Chinese Language Studies programme under the Faculty;
- 13 are lecturers from the English Language Studies programme who teach the second foreign language and the Chinese–English Bilingual major;
- 10 are lecturers from other faculties who teach General Education courses.
- 15 guest lecturers (Table 3.7 and Table 3.8 in SER)

International Relations

The faculty in charge of the International Relations study programme includes five PhDs and 31 masters who are tenured lecturers, in which six masters are pursuing PhD programmes in domestic and foreign universities. Tenured lecturers are assigned to teach the following subject groups: general knowledge, English proficiency, politics and diplomacy, public relations, as well as journalism and communication. The number of lecturers meets the regulations of the Ministry of Education and Training, with the ratio of 25 students/teacher. Tenured lecturers at the Faculty of International Relations have professional qualifications and teaching experience appropriate to the subjects, of which 50% of lecturers teaching English and specialised subjects graduated from foreign universities and 80% of lecturers teaching specialised subjects have practical working experience of one year or more. In addition, the programme is supported by a team of tenured lecturers from other faculties within the University and guest lecturers from other universities, companies and businesses. Having guest lecturers from companies and businesses increases the applicability of academic knowledge, update knowledge and practical working skills, as well as build relationships between students and companies and businesses.

Full-time tenured lecturers will perform three main tasks: teaching, academic research and other activities (training, organising events, community activities, admission support, extracurricular activities, etc.) as assigned. Most tenured lecturers can carry out academic research, many of whom regularly participate in international conferences and write articles for domestic and international journals. Most guest lecturers perform teaching tasks in accordance with their expertise and practical working experience.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

HUFLIT

All lecturers at the two Faculties in particular and HUFLIT in general are recruited through a clear and refined process, including meeting requirements for academic qualifications, professional experience, foreign language proficiency, and academic research capacity. The recruitment process is carried out according to the following steps: announcing recruitment²³ information on media platforms (website); receiving applications and interviewing at the faculty level; candidates conducting demo lectures; interviewing at the university level with the Recruitment Council; finalising recruitment decision and transferring admitted lecturers to the assigned unit.

²³ <https://huflit.edu.vn/gioi-thieu-chung/huflit-tuyen-dung/>, last accessed on October 17, 2025.

Chinese Language Studies

The faculty meets academic qualifications for teaching foreign languages, trained at domestic and international universities, with experience teaching Chinese to various learners. Faculty profiles show all lecturers, the majority of whom hold master's degrees related to the CLS programme, mainly in International Chinese Education, Chinese Language and Literature, Ancient Chinese Literature, Tourism Management, Business Management, etc.

The faculty is recruited according to the annual personnel plan, aligned with the programme's training scale, needs, and the Faculty's and University's human resource plan.

To encourage faculty and staff to pursue higher education, the University provides support policies for lecturers pursuing PhDs: a 50% reduction in teaching load for those studying in the relevant field, and a 30% reduction for those studying in related fields, as stated in the faculty working regulations and training regulations. Upon completing their studies, lecturers receive a reward of 50 million VND and a twelve-month early salary increase for obtaining a PhD, and staff receive five million VND for completing a Master's degree. Between 2021 and 2023, the programme recruited one PhD and seven Masters (including five PhD candidates) suitable for their specialisation and university recruitment regulations. There are currently three PhD holders and 13 master's degree holders among the full-time faculty.

Additionally, the University issues decisions on scientific and technological activity time, and participation in conferences to support lecturers with regular opportunities for professional development, such as participating in professional training, academic training, conferences, and workshops domestically and internationally or organised by HUFLIT, continuously updating lecturers' knowledge.

Research activities provide lecturers with opportunities to exchange academic knowledge and teaching experiences, thereby deepening their expertise. Additionally, they allow lecturers to broaden their understanding of various disciplines. Faculty research also serves as the foundation for curriculum improvement and innovation in teaching methods, contributing to enhancing the quality of education to meet the growing demands of society, while simultaneously developing and improving the quality of faculty.

International Relations

According to regulations, lecturers in charge of the International Relations programme must have a master's degree or higher, have pedagogical certificates and appropriate practical experience. Tenured lecturers at the Faculty of International Relations are capable of using English in research and teaching, of which about 50% of lecturers graduated from foreign universities and are capable of teaching specialised subjects in English; while 80% of lecturers have working experience in companies and businesses. In addition, all lecturers regularly participate in domestic and international conferences, perform academic research according to regulations, and improve professional qualifications. Many lecturers regularly attend international conferences and write articles for domestic and international journals. Currently, there are six lecturers who are pursuing PhD programme in the field of International Relations

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

HUFLIT

HUFLIT has issued training regulations,²⁴ specifying details about the training programme and study duration, credit-based training organisation methods, teaching-learning plans and

²⁴ This is based on Circular No. 08/2021/TT-BGDĐT of the Ministry of Education and Training on University-level Training, and Regulation 476/QĐ-ĐNT of HUFLIT.

organisation, student responsibilities in learning, course registration, learning outcome assessment, and graduation qualification, as well as regulations on leave of absence, study discontinuation, major transfer, simultaneous enrolment in two programmes, and student discipline handling. The academic regulations and examination procedures are reviewed and updated in accordance with the Ministry of Education and Training's regulations, following a regular review and adjustment process for the curriculum.

The Ministry of Education and Training requires all lecturers to hold a Pedagogical Proficiency Certificate for University Teaching, regardless of their specialisation. Lecturers are qualified to implement course syllabi using appropriate teaching methods to help students achieve CLOs and PLOs.

The teaching strategy is outlined in the programme's description and the teaching methods suitable for CLOs are specified in each course syllabus, serving as a general guide for lecturers. However, lecturers are encouraged to be creative and diverse in their teaching methods to help students achieve CLOs, provided they adhere to the programme's objectives and university and faculty regulations. Lecturers are trained to implement the curriculum, including teaching methods, assessment methods, such as case studies, projects, presentations, and critiques, to enhance course delivery and student autonomy in achieving PLOs.

All lecturers, including guest lecturers, participate in mandatory online teaching training and receive a basic e-learning teaching certificate issued by HUFLIT. After completing the training, all lecturers are equipped with the necessary knowledge to provide students with quality distance learning experiences comparable to physical classroom instruction.

To better implement staff development activities, the University annually reviews and reports on training and development through annual summary reports, forming the basis for planning and budgeting for the following academic year.

According to legal regulations, the HUFLIT has established a reward policy, specifying criteria for teaching hours, research activities, professional tasks, management tasks, and administrative work for evaluating, classifying, and awarding faculty and staff at the end of the academic year. The Human Resources Department is responsible for reviewing files, arranging evaluation criteria according to regulations, and completing award procedures at the end of the academic year. The evaluation and award process is conducted openly and transparently. Individuals classified and awarded titles such as Excellent Labor or Emulation Soldier are also rewarded for research achievements, such as having over 400 hours of research exceeding the standard teaching load, publishing articles in prestigious scientific journals, with reward amounts specified in the scientific and technological activity funding regulations. Annual evaluation and award results form the basis for staff allocation, training, development, planning, appointment, and dismissal.

Chinese Language Studies

90% of full-time lecturers hold a Master's degree in International Chinese Education or Chinese Language and Literature; 70% have over ten years of teaching experience. Additionally, the Ministry of Education and Training requires all lecturers to hold a Pedagogical Proficiency Certificate for University Teaching, regardless of their specialisation. Lecturers are qualified to implement course syllabi using appropriate teaching methods to help students achieve CLOs and PLOs.

The teaching strategy is outlined in the programme's description and the teaching methods suitable for CLOs are specified in each course syllabus, serving as a general guide for lecturers. However, lecturers are encouraged to be creative and diverse in their teaching methods to help students achieve CLOs, provided they adhere to the programme's objectives

and university and faculty regulations. Lecturers are trained to implement the curriculum, including teaching methods, assessment methods, such as case studies, projects, presentations, and critiques, to enhance course delivery and student autonomy in achieving PLOs.

International Relations

100% of lecturers hold postgraduate degrees. Their academic backgrounds cover International Relations, Political Science, Communication, and other relevant disciplines. Several lecturers have professional experience in diplomacy, journalism, and public administration, which strengthens the practical orientation of the programme. Lecturers in the International Relations programme apply interactive teaching methods specific to the discipline, including case studies, simulations of diplomatic negotiations, debates, and project-based learning, to enhance students' analytical, negotiation, and communication skills. The integration of current research and international events into teaching helps students connect theory with practice and encourages critical thinking on global issues.

4.1.4 Practical business experience of faculty

Chinese Language Studies

One of the priority recruitment criteria for full-time lecturers is professional experience. Programme modules are taught by lecturers experienced in teaching Chinese, translation-interpretation, or who have worked or are working in professional fields related to the programme. With practical experience in their fields, lecturers help students understand theoretical knowledge and its real-world applications. According to survey results on the quality of training for upcoming graduates in the CLS programme after one year, the criterion "Lecturers have practical experience in their professional fields" shows an increasing average score of 4.06, 4.08, 4.14, 4.32, and 4.37. These results indicate that students highly value the programme's ability to prepare them for employment after graduation.

In addition, the programme also has a team of Chinese native-speaking teachers, guest lecturers from specialised programmes, lecturers from reputable public and private universities in Ho Chi Minh City, as well as lecturers who are entrepreneurs and from other training centres within the school. Not only do these teachers have experience in teaching and researching Chinese, but they also have extensive practical experience in various professional fields such as education, business, public relations, tourism, hospitality, law, etc. These lecturers will update students on practical experiences in their professional fields that are relevant to the training content.

International Relations

Lecturers at the Faculty of International Relations has practical experience in various fields, such as communication, education, journalism, management, international cooperation, foreign affairs, etc. at agencies, companies and businesses. This includes experience from part-time and full-time jobs before becoming a lecturer. Such experience actively supports lecturers in teaching suitable subjects, especially those related to practical working skills such as Teamwork Skill, Client Management, Event Management, Spokesperson Skill, Crisis and Conflict Management, Media Psychology, International Negotiation, etc. In addition to tenured lecturers, the faculty regularly invites guest lecturers from companies and businesses for students to practice real-life working skills.

4.1.5 Internal cooperation (Asterisk Criterion)

Chinese Language Studies

According to HUFLIT regulations, lecturers are encouraged to collaborate in all academic activities, including teaching, research, student support, and other university and faculty activities.

The Head of the Department organises regular meetings with department lecturers at the beginning of each semester, where all lecturers discuss course implementation. The lecturers coordinate the review and update of course objectives, learning outcomes, teaching methods, assessment methods, primary textbooks, and reference materials if necessary. Experiences in teaching are shared during professional meetings or via email or Teams. Lecturers teaching similar courses, such as language skills, civilization-culture, or business, often work together to ensure consistency and development in knowledge content, skills, and assessment methods. Suggestions, contributions, and proposals are reflected in the course syllabus and approved by the Head of the Department.

Lecturers are responsible for preparing the final exam content for their courses. The Head of the Department approves and decides on the common exam content for the same course.

Depending on individual preferences, lecturers can collaborate on translation, textbook compilation, or their research projects. Experienced lecturers are willing to support younger colleagues in research groups, sharing and developing research skills and experience among lecturers, aligned with the programme's educational goals.

International Relations

Lecturers at the Faculty of International Relations cooperate in professional and academic activities. Accordingly, before the start of each semester, lecturers teaching the same subject will meet to discuss and agree on the teaching content and assessment methods of that subject. Subjects are divided into four sections (4 subject groups) including: Politics - Diplomacy; Public Relations; International Communication and Specialised English. To ensure teaching consistency, lecturers in charge of the same subject will meet with the Deputy Head of each subject group for approval of the teaching plan, as well as additional plans and adjustments for the subject. In addition, lecturers at the Faculty of International Relations cooperate in activities such as extracurricular and academic research activities, training sessions inside and outside the University, etc.

4.1.6 Student support by the faculty (Asterisk Criterion)

Both programmes

Full-time lecturers perform their duties according to HUFLIT's faculty working regulations. Lecturers support students in academic and extracurricular activities both during and outside class hours.

Course lecturers support individual students in self-study outside of class hours. Lecturers provide homework assignments, group assignments, reference materials (readings, articles, foreign language videos, learning websites) through the HLMS system. To encourage student participation in self-study, lecturers regularly check and assess these assignments. Students accumulate points from these assignments towards their course progress (50% of the course grade). Lecturers also guide students in carrying out academic research at the faculty and university levels.

With administrative and technological support from the Training Department, academic advisors assist students with academic planning as needed. Besides two regular meetings per semester with students, advisors use various communication methods such as phone messages (Zalo, Viber, Messenger), Microsoft Teams for advisor groups, and class-specific Fan pages to notify students about learning activities and respond to urgent questions outside of office hours. Additionally, each lecturer advises about 30 students in extracurricular

activities. Recent surveys in the CLS programme show high student satisfaction with lecturer and advisor support, with ratings for answering their questions (4.94/5) and the usefulness of advisor consultations (4.51). For IR, the survey results in each subject shows that the average level of student satisfaction with lecturers in the student support section is 4/5.

HUFLIT has a diverse source of scholarships for students, including: scholarships for social disadvantage (for students in underprivileged circumstances, with disabilities, or of maimed soldier and martyr's offspring, etc.), academic encouragement scholarships (for talented students, students with excellent academic achievement, etc.) and scholarships sponsored by companies and businesses (LOTTE, Kathy Life, KEB Hana Bank, etc.)

Appraisal:

The structure and number of both faculties correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, HUFLIT admitted a significantly high number of new students in the last academic year, which has negatively impacted the lecturer-to-student ratio. This shift poses challenges to maintaining the quality of teaching, student engagement, and individual support. To ensure that all students continue to receive adequate academic attention and resources, the panel urges to think about a structural adjustment. This could include hiring additional qualified faculty, redistributing teaching loads, or implementing smaller class sizes where feasible. Such measures would help accommodate the growing student body without compromising educational standards. Therefore, the panel **recommends** finding solutions to rebalance the lecturer-to-student ratio, ensuring that the recent increase in student numbers does not compromise the quality of education or student support. Additionally, neither of the two programmes currently includes a Professor or Associate Professor among its faculty members. Professors can provide academic leadership and strengthen the strategic direction within a programme. Their experience in research and teaching helps maintain high academic standards and supports curriculum development. As a result, the evaluation panel recommends both programmes appointing at least one Professor/Associate Professor to strengthen its academic leadership and ensure sustainable development of the teaching staff.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. HUFLIT verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

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

The practical business experience of the faculties corresponds to the requirement of the programme to integrate theory and practice.

The members of both faculties cooperate 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.

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

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

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

Chinese Language Studies

The CLS programme is structured following HUFLIT's system of department heads. The head is appointed based on professional and managerial competence to manage a department within the training programme. A training programme may have more than one department head, depending on the programme's content.

The Head of the Department must meet the standards for university lecturers, have teaching, research experience, and managerial competence, and hold a PhD or higher, appointed and dismissed by the Rector upon the Dean's recommendation. The Head of the Department has duties and powers: developing programme, planning, course content, compiling textbooks and reference materials suitable for the training programme; organising research activities, participating in scientific research in the department's specialised fields; facilitating lecturers in compiling textbooks and teaching materials for courses managed by the department; chairing department meetings at least three times a year with summarised minutes, confirmed by the Dean as a basis for evaluating department activities.

Regarding programme implementation management, the Head of the Department assigns courses to lecturers based on their specialisation and personal experience. The Head of the Department supervises teaching and learning through class observations, professional meetings, assigning lecturers to create and approve final exam content, ensuring compatibility with course content and learning outcomes. The Head of the Department monitors survey results on teaching activity feedback, studies course assessment results, and proposes improvement measures to enhance teaching quality and support for lecturers and students. The Head of the Department coordinates with the Faculty's executive committee and functional departments to organise activities involving all programme lecturers.

The Head of the Department participates in programme evaluation, accreditation activities, and post-accreditation improvements.²⁵

International relations

In comparison to the CLS programme, in the IR programme the dean plays a bigger role in managing the programme. The Dean of the Faculty performs administrative and professional management tasks while the Vice dean and Department Heads, Deputy Heads will perform professional tasks assigned by the Dean. The Dean may or may not be the program director (depending on the major). For example, for the IR, the Dean has a role as the program director, but for CLS, the Dean of the Faculty has expertise in English. All operate under HUFLIT's university-wide framework for programme governance. In the interview session, IR had one Acting Dean and one Vice Dean. The Acting Dean has the same role as the Dean of the Faculty until formal appointment is made. The Deputy Head is responsible for developing the subject syllabus as assigned, orienting contents and teaching methods, proposing updates, recommending lecturers, observing and evaluating teaching quality, approving exam questions and evaluating subject quality as a basis for the Dean to adjust and update the study programme. Lecturers will perform teaching tasks as assigned, create subject syllabus, conduct academic research, improve qualifications, participate in necessary professional activities to improve teaching quality and methods, as well as proctor and mark exams.

The operation of the International Relations study programme is directly managed and supervised by the Department of Education through the University's portal system, including lecturers' teaching schedules and students' learning progress. The Dean is responsible for assigning tasks to academic specialists, coordinating with the University's Department of Education to arrange timetables for students and lecturers; monitor students learning process; Coordinating with the Department of Educational Testing and Quality Assurance to carry out final exams; as well as coordinating with the Department of Inspection - Legal Affairs to manage and control lecturers' teaching progress according to the academic year plan.

4.2.2 Process organisation and administrative support for students and faculty

Both programmes

Students at HUFLIT receive support services in academic activities, student affairs, employment support, psychological counselling, Youth Union - Association activities, academic advisors, medical services, information systems and finance. These services are performed by a system of departments that closely work with each other.

Students and faculty receive support from their Faculty and administrative departments in teaching and learning activities.

Academic works

Student support in admission procedures, providing transcripts, reserving academic results, registering courses, reviewing exams and graduation, etc. are guided by the faculty's academic staff and confirmed by the Department of Education. Transcript provision, course registration, and other related academic notices and instructions are carried out on portal.edu.huflit.vn. For

²⁵ The description of the system of department heads is cited from the Regulation on the Functions and Duties of Units under Ho Chi Minh City University of Foreign Languages and Information Technology, issued together with Decision No. 323/QĐ-ĐNT dated August 31, 2021 by the President of Ho Chi Minh City University of Foreign Languages and Information Technology, Article 22: Functions, Duties, and Rights of Departments under Faculties, pages 29–30.

other matters, students can contact directly at the faculty offices and the Department of Education. Academic advisors' work is carried out directly by faculty advisors through communication channels (email, Zalo, phone, Microsoft Teams) according to the faculty advisor' plan.

Student affairs

Considering for scholarships and rewards, evaluating training scores, Youth Union - Association work, extracurricular activities, resolving complaints and managing ideological work, consulting legal and ethical matters, providing student certifications, etc. are guided by the faculty's student affair staff and confirmed by the Department of Student Affairs. Students are provided with a HUFLIT email account to receive notifications, information and confirmation of related issues. Students can contact by phone, or consult directly at the faculty office and the Department of Student Affairs.

Employment support

The Corporate Relations office, part of the Department of External Relations, is in charge of employment support for students in both full-time and part-time jobs; organising job fairs, career days and recruitment interviews at the University. Students can receive employment consultation and recruitment information at website.²⁶

Psychological counselling

The University publicly discloses information about the staff in charge of psychological counselling in posters on campuses. Students can also ask for direct support at the Department of Student Affairs or fan page.²⁷

Youth Union - Association activities

Information on Youth Union and Student Union activities at the university and faculty levels is publicly announced to students via the fan page.²⁸

Academic and finance information

For lecturers, administrative information is provided through the ACA online administrative system and academic activities through portal.huflit.edu.vn. Lecturers receive direct administrative procedure support at the Faculty of International Relations office and other related offices when needed.

Medical, informatics and facilities support

Students and lecturers receive medical support from the clinics in all campuses, while receiving information technology and facilities support from the IT Center and the Center for Facilities Operations.

Furthermore, the following units support students and lecturers:

- OAA, Student Affairs Department,
- OETQA,
- Legal Affairs Department,

²⁶ See <https://careerhub.huflit.edu.vn/> and fan page: <https://www.facebook.com/huflitcareerhub>, last accessed on October 17, 2025.

²⁷ See <https://www.facebook.com/huflitctsv>, last accessed on October 17, 2025.

²⁸ See <https://www.facebook.com/HUFLITmediagroup> and <https://www.facebook.com/Doan.Hoi.Hoi.QHQT>, last accessed on October 17, 2025.

- International Relations Department,
- Financial Planning Department,
- Facility Management Department,
- Graduate Training - Science and Technology Department
- HR - Administration Department
- Admission Department
- Library
- IT and Data Center
- Media - Event Organisation Center
- Journal Office
- Institute of Training - Applied Research

Currently, the University's administrative system includes eleven departments, three centres, and one library, which support lecturers and students' activities. Every year, HUFLIT conducts surveys on the quality of academic and student support services.

Lecturers and students can directly contact, call, message, or email the HelpDesk system for support and problem resolution related to training activities, student regulations and policies, tuition fees, exams, complaints, health, internship and job placement, and other related issues. The University regularly organises professional training for support staff. Most support staff in functional departments have university degrees or higher.

Additionally, HUFLIT conducts annual surveys to measure student satisfaction with the quality of support services.

Appraisal:

The programme director of each programme (the dean for IR, and the head of Programme for CLS) coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

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

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

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

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

Chinese Language Studies

During the period 2019–2023, the University actively sought collaborations with both domestic and international academic institutions. The University signed MOUs with foreign educational institutions such as Van Tao University, Yuan Ze University, and Ming Chuan University in Taiwan, as well as Cengage Learning.²⁹ In 2024 and 2025, the Center for Language Studies (CLS) signed twelve Memoranda of Understanding (MoUs) and Memoranda of Agreement (MOAs) with universities in Chinese-speaking countries. For student exchange programs, MoUs were established with Southern Taiwan University of Science and Technology (STUST) and the University of Saint Joseph (USJ). Additionally, a MOA was signed with National Formosa University (NFU) to support both a Talent Internship Program and a Student Exchange Programme.

In an effort to diversify the academic programmes and foster connections with peer institutions, the faculty encourages its full-time lecturers to teach at various universities and educational institutions both locally and internationally. This aims to increase learning opportunities, professional exchanges, and teaching experience. Additionally, the Faculty invites lecturers from other universities within the same discipline or those offering suitable courses to contribute to teaching and participate in curriculum development and updates.

International Relations

The Faculty of International Relations has not yet signed MoUs with any domestic or international educational establishments and organisations. In addition, lecturers at the faculty are encouraged to teach at domestic and international universities/research institutes/educational establishments to increase interaction and exchange expertise with lecturers and study programmes outside HUFLIT. Since 2021, the IR programme counts 17 lecturers' academic activities outside HUFLIT, among them Keynote Speakers, a member of Editorial Board, Hufliit Journal of Science, Appraisal Board of Undergraduate Program in International Relations at other universities or giving seminars at foreign universities.

In addition, lecturers and faculty members regularly attend workshops in designing study programmes and international subjects in the field of International Relations for other educational institutions, such as the Diplomatic Academy of Vietnam, and Ho Chi Minh City University of Social Sciences and Humanities in relation to KAV fund (Germany).

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Both programmes

From 2021 to 2023, HUFLIT has signed MoUs with nearly 52 companies and businesses in various fields such as commercial business, banking and finance, information technology, education, tourism and hospitality, press and television, etc. Through the MoUs, many activities have been organised such as business tours, career counselling, job fairs, sponsoring scholarships, etc. for students of the University. Annually, HUFLIT reviews its cooperative activities with MOU business partners from the previous academic year,

²⁹ Cengage Learning is a global education technology company that provides digital learning materials and platforms for students, educators, and institutions across higher education, K–12, and professional training.

proactively communicates with key personnel to discuss collaboration plans, and updates the MOU management list.

Chinese Language Studies

Collaboration with businesses has a significant impact on academic programmes by shaping curriculum adjustments based on industry feedback, offering internships that help students apply essential knowledge and skills in practice, and acting as a bridge between the university and the labour market. This cooperation brings practical benefits to students through corporate scholarship programmes, professional skills training, site visits, and internships.

International Relations

Regarding the Faculty of International Relations, the number of MOUs that the faculty has signed with companies and businesses related to the study programme is still limited. However, the Faculty of International Relations regularly connects with many businesses to effectively implement the study programme through professional and extracurricular activities, as well as internships and recruitment. Students are required to regularly conduct talk shows, workshops, and seminars with many guests from companies and businesses to share professional and practical working skills such as time management, journalism writing, job interview, crisis management, event planning, public speaking, etc. On average, in each academic year, there are about six to ten programmes conducted by students with invited speakers from companies and businesses. In 2023-2024, there have been nearly 40 activities with the participation of businesses organised by students of the International Relations programme.

Besides, students actively search for suitable businesses for internships, with around 150 to 200 businesses accepting interns each year. This activity contributes to creating connections between the faculty and companies/businesses, supporting the surveys and assessments related to the study programme. At the same time, the Faculty of International Relations archives data of companies and businesses for future students to contact for internships or jobs after graduation.

The Faculty maintains regular cooperation and exchange with organisations such as the Ho Chi Minh City Department of Foreign Affairs, Thanh Nien Newspaper, Ho Chi Minh City Television Center, Fulbright University Vietnam, and several Consulates General (USA, India, etc.), which gives students direct exposure to diplomatic practice and the international working environment.

Both programmes

The most known enterprises, with which HUFLIT has signed MoUs are New Horizon Education Joint Stock Company, MISA Joint Stock Company – Ho Chi Minh City Representative Office, Cengage Learning Asia Pte. Ltd., Viet My Education One Member Co., Ltd., Avery Dennison Ris Vietnam Co., Ltd., Thuan Hai Joint Stock Company, Sea Links City Co., Ltd. and A Chau International Language Co., Ltd. These enterprises are used to supply students with internships.

Appraisal:

The scope and nature of cooperation with HEIs, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is pursued and has in same ways an impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. However, the experts gained the impression that existing MoUs do not consistently lead to active collaboration or tangible outcomes. In many cases, partnerships remain formal rather than functional, with limited student exchange, joint research, or curriculum development. Therefore, the panel **recommends** that both programmes focus on expanding and strengthening their global partnerships. They should not only sign new MoUs, but actively fostering meaningful cooperation. This could include regular academic exchanges, co-hosted events, joint teaching initiatives, or collaborative projects that benefit both students and faculty.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of both study programmes. All such activities contribute to the development of the students' qualification and skills. In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

	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

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

HUFLIT

As of December 2023, HUFLIT operates six campuses across various wards and districts in Ho Chi Minh City. These include Ward 13, Ward 12, and Ward 15 in District 10; Tan Xuan Commune in Hoc Mon District; Ward 2 in Tan Binh District; and Ward 9 in District 5. Each location contributes to the university's accessibility and presence across the city, supporting a diverse student population and a range of academic activities. These campuses are modernly constructed with a total floor area of over 50,000 m², of which more than 40,000 m² is directly used for educational activities, creating a dynamic, comfortable learning environment.

There are 39 practical rooms with a total floor area of 3,636 m², used for practical courses in subjects like computers, hospitality, international relations, finance, accounting, languages, and law. These rooms are used by lecturers and students. The University has three auditoriums covering 2,179 m², designated for general university and student activities. They

are used by staff, lecturers, and students. There are 286 classrooms with a combined floor area of 32,125 m², primarily used for teaching and learning by lecturers and students. The campus includes four multimedia rooms totalling 470 m², also used for teaching and learning by lecturers and students. There are two libraries with a total area of 1,934 m², intended for self-study and research by staff, lecturers, and students. HUFLIT provides 29 faculty offices occupying 1,291 m², used for working and serving students by staff, lecturers, and student.

The facilities and IT equipment are regularly repaired and maintained to ensure continuous educational and extracurricular activities throughout the academic year, managed by the Facilities Management Office.

The quality of IT infrastructure is ensured through annual maintenance, updates, and upgrades of software products as required by the University. IT staff are always available at each campus, either on-site or online, to provide timely support for students, faculty, and staff during and outside working hours through a technical support hotline in the classrooms.

Chinese Language Studies

The CLS programme is entitled to utilize the following resources:³⁰

1. Quantity: 25 lecture and teaching rooms (total area: 2,675 m²), four offices for senior lecturers (360 m²), and eight staff offices (308 m²).
2. Quality: All classrooms are required to be clean, well-ventilated, and equipped with standard lighting, ensuring a minimum area of 1.5–2m² per student, with proper sound insulation to support foreign language learning. The learning environment is safe, friendly, and accessible to students with disabilities, featuring elevators, escalators, ramps, and wide doors for barrier-free movement.
3. Media and Application Equipment: university has provided CLS students with access to HeyHi, an intelligent learning platform developed in Singapore that integrates artificial intelligence (AI) technology. The system was piloted in Semester 3 of the 2024–2025 academic year and will be officially implemented in Semester 1 of 2025–2026. In addition, students of the CLS programme are able to practice their listening and speaking skills at Laboratory Room B35 located at the Su Van Hanh Campus. This lab is fully equipped with specialized audio-visual devices, including language-learning headsets, high-quality speakers, a conference camera system, and a flipchart board
4. IT Facilities: The entire teaching and office area is covered by free high-speed Wi-Fi. Each classroom is equipped with a desktop computer connected to the university's intranet, along with power outlets, USB, and HDMI ports. The programme utilizes Learning Management Systems (LMS) such as Moodle and Google Classroom for storing and sharing learning materials efficiently.

International Relations

The International Relations (IR) programme is primarily taught at the Truong Son and Hoc Mon campuses, which provide modern facilities meeting all academic and practical training requirements. In total, the Faculty of International Relations has access to classrooms and laboratories at these locations, all of which are equipped with projectors, microphones, sound systems, writing boards, and free wireless LAN, ensuring a high-quality, digitally enabled learning environment. A notable feature is the Diplomatic Protocol and Etiquette Simulation

³⁰ According to Decision No. 1452/QĐ-ĐNT dated August 21, 2024, on the Organization of Teaching and Allocation of Facilities to the Faculty of Foreign Languages at Ba Gia Campus (No. 52–70 Ba Gia Street, Ward 7, Tan Binh District, Ho Chi Minh City).

Room located at the Hoc Mon campus, designed specifically for diplomatic reception training and event organisation - core experiential components of the IR curriculum. This specialised room allows students to simulate international events and protocol scenarios, strengthening professional skills in public diplomacy, negotiation, and cross-cultural communication. All classrooms and facilities are barrier-free and accessible for students with disabilities. In addition, the IR programme has access to large multipurpose halls and open spaces across the Hoc Mon, and Su Van Hanh campuses, which are suitable for organising academic conferences, cultural events, and extracurricular activities. The number and quality of group rooms are sufficient to accommodate IR students' needs for teamwork and project work.

4.4.2 Access to literature (Asterisk Criterion)

Both programmes

The library³¹ spans 1,934 m², with two locations: the main library on the campus at Ward 13, District 10, and the Hoc Mon campus in HCMC. The library has a seating capacity of 600, including two large reading rooms, one faculty reading room, and two group study rooms. It is fully equipped with library information systems, servers, computers, printers, scanners, photocopiers, security gates, and other equipment. The library's total collection includes 18,324 titles with 47,029 volumes.

Students can use any reading room within the University Library system. The library is open six days a week from Monday to Saturday. The operational hours of the Su Van Hanh Library are Monday to Friday: 08:00 - 20:00, and Saturday: 08:00 - 17:00. The Hoc Mon Library is open from 7:30 - 18:00 from Monday to Friday, and Saturday from 07:30 to 16:00. The library provides rules, regulations, and usage guidelines for students.

Faculty and students can search, reserve, and request the library to transfer materials to the most convenient reading room. They can also return materials at any convenient reading room. Students can access graduation theses, scientific journals, and e-journals that the University subscribes to, such as SpringerLink, ProQuest, IEEE, WIPS Global, and can search materials through the Ho Chi Minh City Department of Science and Technology's scientific document connection system at STINET.³²

Additionally, the library collaborates with other libraries within the same discipline to exchange and share information resources: the libraries of the University of Social Sciences and Humanities, University of Natural Sciences, Open University of Ho Chi Minh City, and Saigon University.

Annually, the library surveys students to gather feedback for continuous improvement. The survey results serve as a basis for improvement plans. The library develops annual plans, material acquisition plans, equipment purchase plans, and library development proposals for the 2018–2023 period. HUFLIT invests funds in acquiring new materials and upgrading library

³¹ Online access is available through the library portal: <http://lib.huflit.edu.vn/>, last accessed on October 19, 2025.

³² HUFLIT's library is a member of STINET (Science and Technology Information Network). This is a digital platform developed by the Department of Science and Technology in Ho Chi Minh City, Vietnam. It connects and shares scientific and technological resources from universities, research institutes, and public libraries. The platform provides free access to hundreds of thousands of documents, supporting researchers, students, and professionals in their academic and innovation efforts. See <https://stinet.gov.vn/>, last accessed on October 19, 2025.

equipment. Furthermore, students can use open access sources like ArXiv,³³ ERIC,³⁴ SSRN³⁵, Sciendo,³⁶ and OpenLearn by the Open University³⁷ and Open Book Publishers³⁸.

Besides, HUFLIT library also connects with other universities' libraries of the same major groups to share and exchange library information resources. They include the libraries of Ho Chi Minh City University of Social Sciences and Humanities, the University of Natural Sciences, Ho Chi Minh City Open University, and Saigon University.

For the CLS major, there are 2,254 titles with 8,057 volumes, including 331 titles and 1,180 volumes aligned with the curriculum

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet 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 is ensured. The literature expressly required for the study programmes is available in the library and also kept up to date.

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

4.5 Additional services

4.5.1 Career counselling and placement service

Both programmes

The **External Relations Office** monitors and oversees the implementation of cooperation documents, relationships with schools, research institutes, and domestic and international organisations per assigned functions and tasks. It coordinates with relevant offices, faculties, and departments to support activities, update cooperation information, exchange programmes, scholarships, and job-internship opportunities through various electronic channels of the University and the Office such as:

International Cooperation Activities:

³³ <https://arxiv.org/>, last accessed on October 19, 2025.

³⁴ <https://eric.ed.gov/>, last accessed on October 19, 2025.

³⁵ Social Science Research Network - <https://www.ssrn.com/index.cfm/en/>, last accessed on October 19, 2025.

³⁶ Sciendo at <https://reference-global.com/?lang=de>, last accessed on October 19, 2025.

³⁷ <https://www.open.edu/openlearn/free-courses/full-catalogue>, last accessed on October 19, 2025.

³⁸ <https://www.openbookpublishers.com/>, last accessed on October 19, 2025.

- Website: <https://huflit.edu.vn/hop-tac-quoc-te/>
- Fan page: <https://www.facebook.com/doingoai.huflit>

Corporate Relations Activities:

- Website: <https://jobhub.huflit.edu.vn/>
- Website HUFLIT: <https://huflit.edu.vn/quan-he-doanh-nghiep/>
- Fan page: <https://www.facebook.com/huflitjobhub>

The **Enterprise Relations section**, part of the Department of External Relations, is responsible for organising career consulting activities, job introduction and student-business connection activities. The activities of the Enterprise Relations section are continuously and regularly updated on the website and fan page.³⁹ Part-time and full-time job vacancies are updated weekly on the website and fan page to provide students with various options, increase opportunities to interact with businesses and find suitable jobs. Talk shows and workshops in sharing skills and working experiences are also held regularly, creating an opportunity for students to meet and interact with businesses. Since 2020, HUFLIT Job Fair has been held at the university level, with the participation of many businesses registering for introductory booths, receiving CVs and interviews, interacting with students as well as sharing experiences. HUFLIT Job Fair 2022 has attracted more than 32 businesses, 3000 students registered, and more than 300 recruitment interviews conducted directly at the fair. Through career orientation activities, HUFLIT collaborates with government agencies and businesses to adjust training programmes to meet societal needs. At the same time, the University organises enterprise conferences to listen to feedback and strengthen business connections towards mutual development commitments. In addition, signing memorandum of understanding (MOU) with businesses and business conferences also take place regularly.

Chinese Language Studies

The University and Faculty of Foreign Languages regularly organise career orientation talk shows, skills workshops for students, and Job Fairs to connect students with businesses, effectively supporting companies in quickly and efficiently communicating internship-recruitment information to students, allowing them to keep pace with the high-quality labour market demands.⁴⁰ The annual Job Fair attracts hundreds of students, demonstrating its success.

The employment rate of HUFLIT graduates, particularly in the Chinese Language major, has been consistently over 80% in the past three years. The career counselling services at HUFLIT have continuously improved, reflected in the increasing average scores of student feedback on service quality.

4.5.2 Alumni Activities

HUFLIT has produced many successful graduates in various fields. They have joined the HUFLIT Alumni Association through the fan page.⁴¹ HUFLIT Alumni Festival was held for the first time in October 2022, and a large-scale, more systematic Alumni connection is expected to be held via fan page.⁴²

³⁹ <https://careerhub.huflit.edu.vn/>, and <https://www.facebook.com/huflitcareerhub>, last accessed on October 21, 2025.

⁴⁰ <https://careerhub.huflit.edu.vn/hop-tac-doanh-nghiep/tro-thanh-doi-tac-mou/>, last accessed on October 21, 2025.

⁴¹ <https://www.facebook.com/HUFLITAlumni>, last accessed on October 21, 2025.

⁴² <https://www.facebook.com/HUFLITAlumni>, last accessed on October 21, 2025.

Since the 2022, HUFLIT has established a dynamic alumni network aimed at connecting generations of students and graduates, who share professional experiences and support training and career counselling activities. The network operates under the management of the Office of Political and Student Affairs (in terms of compiling alumni data, introducing alumni, and coordinating university-level alumni activities) in collaboration with the respective faculties (for faculty-level alumni engagement activities). From 2022 to 2025, a total of 41 activities have been organized, including the establishment of alumni groups in each faculty, talk shows, seminars (19 activities),⁴³ sports and networking events (5 activities),⁴⁴ alumni surveys supporting faculty training programs (09 activities),⁴⁵ alumni introduction programs (9 alumni introduced), and the HUFLIT Mentoring Programme connecting alumni and students (22 alumni and 66 students).

The next development plan focuses on digitalizing and expanding the alumni database, continuing the Mentor Alumni–Student Program, and strengthening cooperation with enterprises founded by HUFLIT alumni.

Chinese Language Studies

Alumni have actively participated in Faculty activities, providing feedback on the curriculum through annual surveys. Some alumni frequently join workshops, talk shows to support academic courses, and extracurricular student activities. In 2022, the University planned to expand HUFLIT Alumni activities, bringing together more alumni to support training and career counselling programmes through Talk Shows. The first HUFLIT Alumni Day was held in October 2022, with plans to build more extensive and systematic alumni networks and activities.

International Relations

Alumni at the Faculty of International Relations maintains a good connection with the faculty's activities. Some alumni regularly participate in workshops and talk shows to support the classes as well as students' extracurricular activities. In 2022, the University planned to organise and operate HUFLIT alumni activities on a larger scale, gathering many alumni of all generations to support academic activities and career counselling for students through talk show programmes.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. HUFLIT provides sufficient resources. An alumni organisation has been set up with the aim of developing an alumni network.

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

⁴³ E.g. the workshop “Filming and Editing Techniques in the Media Production Process”.

⁴⁴ E.g. the HUFLIT Marathon 2024 Running Contest.

⁴⁵ E.g. the specialized report “Adapting to and Succeeding in the Workforce After Graduation - Perspectives from Alumni and Employers”.

4.6 Financing of the study programme (Asterisk Criterion)

HUFLIT is a private university, with the largest revenue share coming from student tuition fees. HUFLIT announces the tuition payment schedule and fees for each academic year, applicable to each cohort, along with deadlines, payment methods, and tuition extension guidelines. Tuition fees are calculated based on the number of credits students register for each semester. After this period, if students have not completed their studies, they must pay tuition fees and other charges for the remaining credits according to the annual published rates for subsequent cohorts.

To support students from families eligible for government assistance programmes or those facing financial hardship, the University offers flexible tuition payment options, including deadline extensions and interest-free bank loans for up to twelve months. HUFLIT also provides various scholarships to encourage student learning, such as scholarships for top scorers in university and department entrance exams, provincial/municipal excellent students, or those with international language certificates as per regulations; scholarships for graduates with honours or higher; HUFLIT Talent Scholarships; and HUFLIT Effort Scholarships. Quick financial support was also provided during the COVID-19 pandemic, including a 20% tuition fee reduction for the second semester of 2019-20 and a 5% reduction for the first semester of 2020-2021.

HUFLIT has policies on supporting financial costs for students conducting university-level scientific research, professional activities such as professional skill seminars, and participation in academic clubs and activities outside the University.

Appraisal:

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

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

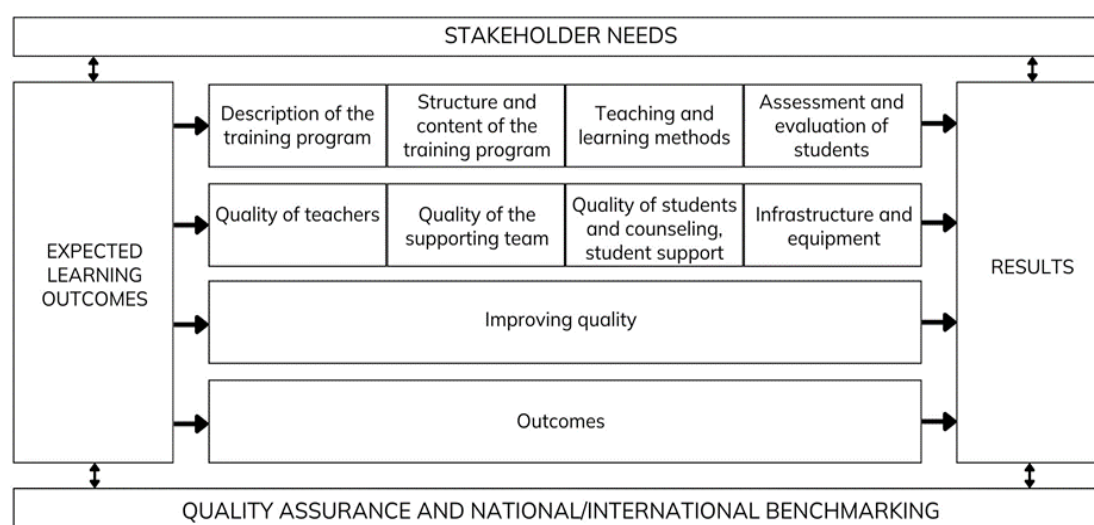
5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

Both programmes

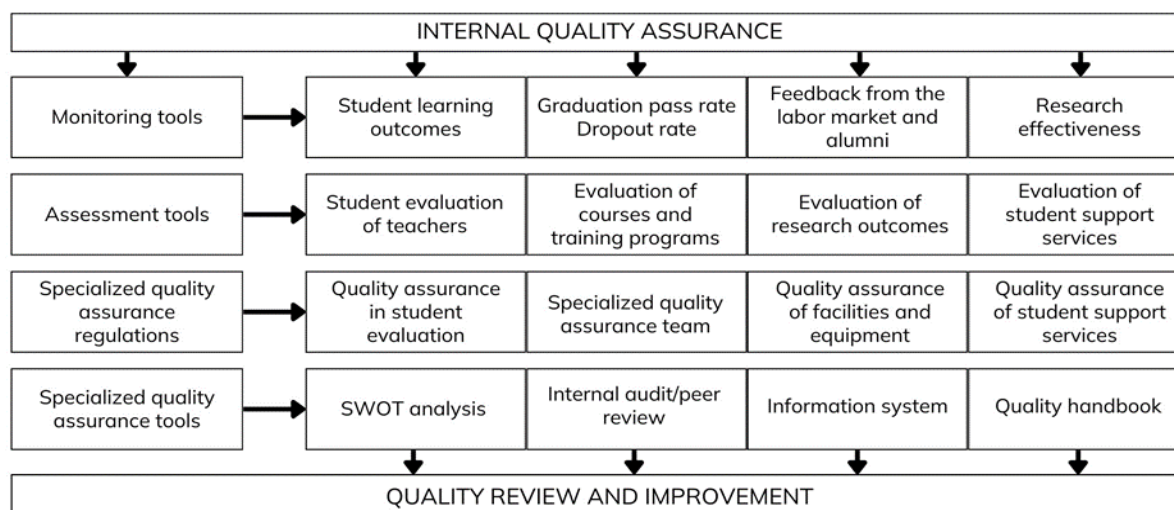
HUFLIT has a Quality Assurance Handbook issued on November 23, 2022, No. 1493/QĐ-ĐNT, and related regulations and tools to systematically monitor and continuously improve training quality.

Figure 6: HUFLIT's Quality Assurance Model



The Office of Educational Testing and Quality Assurance (OETQA) is responsible for “regular monitoring and periodic surveying of the school's activities to propose measures to ensure and improve education and training quality.” The department plans to build an internal quality assurance information management system, including collecting, processing, reporting, receiving, and transferring information from stakeholders to support training, research, and social service activities, clearly defining the responsibilities of departments in building the internal quality assurance information management system within the school. The department will announce survey results for departments and centres to use in improving training, research, and social service activities.

Figure 7: Internal Quality Assurance Model



Chinese Language Studies

At the programme level, the department applies the PDCA cycle in quality assurance and improvement activities for the teaching programme. Specifically, the Head of Department and the Faculty Dean are responsible for quality assurance activities described in chapter 4.2.1, following the regulations and guidelines of the Testing and Quality Assurance Department and the Undergraduate Training Department, from developing, adjusting, and updating the teaching programme to implementing teaching, learning, and student assessment activities

Under this process, a plan for reviewing and adjusting the teaching programme is developed. Surveys are conducted among stakeholders such as employers, alumni, students, lecturers, and industry experts. Survey results are collected, selected based on feasibility, priority, and relevance, and the department reviews the proposed improvements when adjusting the teaching programme. The department conducts a comprehensive review of the programme content and updates the proposed improvements, such as course content, credits, teaching-learning methods, and student assessment methods. During programme implementation, the department and faculty continue to review and improve the programme to ensure it meets the set objectives and ensures students achieve the PLOs.

The PDCA cycle in teaching programme review and improvement activities at the Foreign Language Department is reviewed and improved based on current training regulations of the Ministry of Education and Training and the school.

International Relations

The International Relations curriculum is methodically built according to the general requirements and regulations of Vietnam Ministry of Education and Training, in the following process:

1. The University issues a plan to develop and adjust the curriculum.
2. The Faculty develops detailed plans and assigns tasks to implement and adjust the curriculum.
3. The Faculty conducts surveys and analyse survey results of relevant parties: businesses, alumni, students and lecturers.
4. The Faculty adjusts the curriculum according to the learning outcomes and the survey results from relevant parties.

5. The University establishes an appraisal council for the curriculum, which includes two reviewers from different educational institutions, and one reviewer from a business.
6. The faculty makes adjustments based on the evaluation results and recommendations of the council (if any)
7. The faculty implements the curriculum according to the tentative plan.

During the operation of the curriculum, in each semester, the teaching and learning quality are periodically surveyed by students according to each subject. Students' opinions are sent to lecturers as reference and suggestions for adjustment and improvement (if any). At the same time, it serves as a basis for evaluating lecturers' teaching quality and renewing contract. After finishing the programme, graduating students participate in a survey to evaluate the entire curriculum and their ability to meet job requirements. Lecturers are periodically asked for feedback on the curriculum as a reference to adjust and update the programme in the future. After a year of graduation, the University conducts a survey to get feedback from alumni and employers about the quality of graduates working in companies and businesses

All surveys and quality assurance works are periodically carried out by the Department of Educational Testing and Quality Assurance. The faculty operates the study programme under direct systematic management of the Department of Education. At the end of each semester or academic year, the Department of Education sends summarised results of student learning quality to the faculty as a basis for adjusting teaching activities such as subject syllabus and teaching methods (if any). At the end of each course, the faculty coordinates with the Department of Education to process graduation for eligible students.

The surveys show that the percentage of students satisfied with the study programme and learning support services is at 4/5; the rate of students having jobs after one year of graduation is over 90%; and the rate of businesses satisfied with programme quality is over 80%.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Chinese Language Studies

Student evaluations are regularly conducted according to established procedures managed by the OETQA. Survey results on course evaluations, training programmes, and support services are sent to relevant departments for feedback to students and as a basis for analysing and improving the teaching programme and support services overall.

Figure 8: Categories of Student Surveys

Survey Name	Graduation Survey (after one year)	Pre-graduation Course Quality Survey	Teaching Quality Survey	Training Support Services Quality Survey
Survey Time	End of Course	After Graduation	October and April	November
Frequency	Annual	Annual	Semester	Annual

Purpose	To serve the implementation of quality assurance activities, adjust training programmes to meet labour market requirements	To gather student opinions on teaching quality and school activities	To enhance lecturers' responsibility in achieving the school's training goals	To contribute to the implementation of democracy in the school, improving training support service quality
Accessed By	The OETQA reports survey results to Deans	The OETQA reports survey results to Deans	The OETQA reports survey results to Deans	The OETQA reports survey results to Deans

Student and alumni feedback on the teaching programme is discussed by the department to select for application in programme improvement. Most students suggest increasing courses on foreign language communication skills, specialised courses, and practical skill time. Students also suggest reducing courses on ancient Chinese and Chinese literature. They propose adding knowledge related to international Chinese education. Connecting with businesses through career skill and soft skill seminars will also support students in preparing for future careers. The department has considered the feedback and applied improvements, such as increasing practical language skill time, making ancient Chinese and Chinese literature courses elective, and organising extracurricular activities connecting with businesses for students to have more interaction and experience opportunities.

International Relations

During the study period, students participate in surveys and assessments at three levels:

Evaluating subjects in each semester: students are required to participate in a survey to evaluate courses on the portal system, including criteria for subject content, teaching methods, teaching materials, responsibility and enthusiasm of lecturers, methods of testing and evaluating results, pedagogical style of lecturers and other suggestions.

However, in this regular evaluation, a question about the workload of the courses is missing (see also Appraisal for criterion 5.1 below). This survey result is used for lecturers to review the teaching process, improve and adjust (if any). The Faculty and University use the survey results to consider and evaluate the quality of lecturers, as well as adjust the study programme and subject syllabus (if necessary).

Evaluating the quality of learning support services: students are required to participate in a survey to evaluate the quality of support services periodically in each academic year, including the following criteria: academic work, student affairs, employment support, psychological counselling, Youth Union - Association activities, academic advisors, the faculty staffs, facilities, information technology systems, medical services, and financing. This survey result is used for support units to refer and adjust services accordingly. The University reviews and evaluates the learning support services of the units, making improvements and adjustments (if any).

Evaluating the overall quality of the curriculum: graduating students are required to participate in a survey to evaluate programme objectives, programme quality, lecturers, student life and activities, academic management and service, learning results (students' attitudes and behaviours after completing the programme), employability, compatibility of the programme to employment, average income level and other recommendations (adjusting subjects, extracurricular activities, facilities, etc.). This survey result is used to evaluate and improve the curriculum and learning support services in other activities for students at the University.

5.2.2 Evaluation by faculty

Both programmes

Each academic year, lecturers participate in various evaluation and feedback activities to improve the working environment and the teaching programme content, teaching methods, and student assessment methods.

Lecturers participate in surveys about the working environment conducted by the school. The survey collects feedback from staff and lecturers about overall management, working conditions, facilities, community activities, and school policies to propose solutions for improving the academic environment at HUFLIT. Survey results show that staff and lecturers are satisfied with the working environment at the school, with satisfaction ratings of 3.39 or higher (on a 5-point scale)

Every two years, lecturers participate in programme evaluation surveys to serve the review and adjustment of the training programme. Most lecturers highly appreciate the content of the undergraduate programme applied from the 2021 cohort.

To record feedback from lecturers on the quality of the study programme, evaluate the compatibility of the programme to the programme quality assessment benchmarks, as well as improve teaching quality, lecturers are required to participate in an assessment survey of the 2021 curriculum, including the following criteria: objectives and learning outcomes of the study programme, programme description, structure and content of the study programme, approaches to teaching and learning, assessment of student learning outcomes and related issues (facilities, equipment, class size, teaching materials, classroom organisation and usage of English in teaching).

Faculty leaders and department heads review the survey results and hold professional meetings to address key issues. These issues are used as topics for annual departmental scientific seminars to propose adjustment and improvement measures to ensure the programme's quality. Lecturers also participate in regular semester meetings to discuss training activities, providing opportunities for academic exchanges, proposing updates to teaching materials, teaching methods, and assessment methods, and timely adjustments to meet students' needs and societal requirements.

5.2.3 External evaluation by alumni, employers and third parties

Both programmes

Alumni and employers are also surveyed for feedback on the HUFLIT teaching programme. Surveys are conducted according to the quality assurance regulations of HUFLIT, managed by the Testing and Quality Assurance Department, and results are reported to relevant departments for review and improvement.

HUFLIT conducts alumni surveys one year after graduation to collect information on graduates' employment status and evaluate the marketability of the training programme. Employer surveys are conducted to gather their opinions on graduates' job performance, recruitment

needs, and current career trends. Survey results are used to position the training programme, evaluate alumni's skills, improve the current curriculum, and update the 2023 training programme.

Chinese Language Studies

Survey results from employers in various fields in Ho Chi Minh City over the past four years show that graduates are highly rated for "work responsibility" and "willingness to learn and improve, organisational discipline, and integrity" (471 and 464, respectively). Employers also highly rate graduates' language proficiency (average = 457) and the average score for all other skills is 423. Overall, employers are satisfied with graduates' knowledge, skills, and work attitudes from the Chinese Language programme. The average rating is 4.3 points out of 5. Correspondingly, alumni survey results indicate that the programme has provided them with the necessary knowledge and skills for employment and career development.

The statistics in the above chart show that alumni highly rate the knowledge and skills they acquired at the school, with the majority rating from "partially useful" or higher (above 90%).

Surveyed alumni rated the skills and competencies they gained from the programme, with "ethical awareness and professional responsibility", "ability to work independently", "teamwork skills", "self-learning and research ability", "ability to apply professional knowledge in practice," and "communication skills" scoring above 420 (on a scale of 500). This indicates that the programme has equipped graduates with significant job skills for life and work.

International Relations

Alumni and employers participate in evaluating the curriculum periodically each year through online surveys. Surveys are publicly announced on the University's website and fan page, while being sent to the faculty to contact students directly. The faculty uses archived alumni information to directly contact alumni one year after graduation to conduct the survey. For businesses, the faculty suggests alumni to ask the employers directly at their workplaces to conduct the survey.

The survey for alumni features the following criteria: rate of employed students, working area of the employing units (public, private, or international), job hunting period, compatibility level of the curriculum, the effectiveness of learned knowledge and skills during employment, adaptability to the job, working English and computer skills, average income, satisfaction with the academic and employment counselling, general assessment of the programme quality and the ability to support the University in academic works (see also chapter 3.6. about Employability).

The survey for businesses features the following criteria: type of business, employability of HUFLIT graduates compared to other universities, quality of graduates (skills, knowledge, attitudes and behaviours), level of satisfaction with recruited students, the competitiveness of HUFLIT graduates compared to other universities, suggestions for additional training, ability to support the University, and suggestions for quality improvement.

The survey results show that most businesses are satisfied with International Relations graduates (over 80%), while the rate of additional training is low (under 20%). The programme objectives are rated by businesses at 4/5, while the level of competition is about 20% higher than other universities. Suggestions and feedback from businesses are considered during the process of updating and adjusting the study programme.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Chinese Language Studies

The CLS programme description is designed based on regular biennial reviews and updates according to the school's regulations on programme adjustment and updates. The implementation adheres to the school's guidelines and is documented with evidence related to the adjustment of programme versions.

The programme description⁴⁶ provides basic information such as: name of the educational institution, name of the degree, programme name, training duration; programme objectives, learning outcomes; admission criteria/requirements; graduation conditions and employment opportunities after graduation; structure of the teaching programme; teaching-learning strategy; assessment methods; matrix showing the contribution of courses to achieving the programme's learning outcomes; programme tree diagram; expected teaching plan; teaching staff participating in the courses (expected); task assignment for programme implementation; brief description of course contents. The programme description versions for each cohort, after being approved by the school, are publicly announced to the managing agency, lecturers, students, employers, and other stakeholders through various information channels for use and feedback on the school's website. The curriculum is published online.⁴⁷ The Academic Handbook can also be consulted online.⁴⁸

The online published course syllabi⁴⁹ contain necessary information such as course name and code, credits, managing unit, POs, CLOs reflecting the relationship between CLOs and PLOs, teaching methods, assessment methods, main textbook and reference materials, course content, policy regulations. Course syllabi applied according to the programme description for different versions or updated after being approved by the department head and faculty dean are also publicly announced on the school's website.

Important information such as academic schedules, exam schedules, process grades, final grades, or announcements related to the teaching programme is communicated internally to students through the portal.⁵⁰ Students can easily access their personal records, track progress, submit requests related to academic matters, or contact academic advisors for support. Students also have the right to ask questions and receive support through the help desk portal.⁵¹

Additionally, important information such as academic schedules, exam schedules, announcement of process scores, final scores, or news and announcements related to the study programme are internally communicated to students through the portal, where students can easily access their personal records, track their progress, send requests related to academic matters, or contact their academic advisors for support. Students also have the right

⁴⁶ <https://huflit.edu.vn/en/tin-tuc/chinese-language-studies-the-gateway-connecting-genz-to-a-billion-person-empire/>, last accessed on October 20, 2025.

⁴⁷ <https://huflit.edu.vn/wp-content/uploads/2025/10/Chinese-Language-Studies.pdf>, last accessed on October 20, 2025.

⁴⁸ <https://heyzine.com/flip-book/185c81eef7.html>, last accessed on October 20, 2025.

⁴⁹ https://hufliteduvn-my.sharepoint.com/personal/nn_huflit_edu_vn/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fnn%5Fhuflit%5Fedu%5Fvn%2FDocuments%2FFIBAA%2DCHINESE%20LANGUAGE%20STUDIES%2FFIBAA%2F04%2E%20SYLLABUS%20FIBAA%2FSYLLABUS&ga=1, last accessed on October 20, 2025.

⁵⁰ <https://portal.huflit.edu.vn/>, last accessed on October 21, 2025.

⁵¹ <https://help.huflit.edu.vn/>, last accessed on October 21, 2025.

to raise questions and receive support through the help desk portal. Help Desk, which answers queries for students at HUFLIT.

For students, the school and department have used various information channels to ensure they always have access to the programme description and course syllabi, such as the school's website, orientation sessions for new students to understand the programme's learning outcomes, and the convenience of selecting major-specific courses and electives, allowing for proactive planning and understanding of courses available for registration in each semester, the academic plan for the year and the entire course. First-year students are introduced to the programme and courses through new student orientation and specifically detailed in the Introduction to CLS, which includes some study methods for university credit-based learning, study methods for different knowledge blocks, and essential personal skills for students to be proactive in their university studies to achieve the PLOs.

For lecturers, besides accessing the programme description and course syllabi on the school's website and printed documents stored at the department, they can also participate in departmental meetings each semester to exchange information, feedback on teaching implementation, and the department organises meetings to discuss and feedback on evaluating programme effectiveness and suggesting programme improvements such as changing courses, credit numbers, and updating teaching materials.

International Relations

The description of the study programme is as follows:

Study programme information:

- General information about the study programme: programme name, type of degree, type of training, training duration, number of credits, faculty management, language of teaching⁵²
- Missions and visions of the University/Faculty⁵³
- Study programme objectives: general and specific objectives (POs) and Programme learning outcomes (PLOs)⁵⁴
- Learning process, teaching and assessment methods
- Admission and graduation requirements⁵⁵
- Employment and career opportunity⁵⁶

The following elements are published in the Student's handbook: ⁵⁷

- Subject groups: general knowledge, foundational knowledge, specialised knowledge, English proficiency, internship and graduation.
- Subjects list, course learning outcomes and tentative teaching schedule.
- Subject description: subject name, number of credits, content overview, language of instruction, assessment methods.

⁵² <https://huflit.edu.vn/en/tin-tuc/huflit-international-relations-major-connecting-to-the-world-leading-the-future/>, and <https://huflit.edu.vn/en/tin-tuc/international-relations-huflit/>, last accessed on October 21, 2025.

⁵³ <https://huflit.edu.vn/en/about-us/>, last accessed on October 21, 2025.

⁵⁴ See page 3 and 4 in the Student's Handbook International Relations, <https://heyzine.com/flip-book/3732f67465.html#page/1>, last accessed on October 21, 2025.

⁵⁵ <https://huflit.edu.vn/en/student-admissions/>, https://huflit.edu.vn/wp-content/uploads/2025/05/Brochure-Huflit_chinhthuc-16052025.pdf, last accessed on October 21, 2025.

⁵⁶ <https://huflit.edu.vn/en/huflit-recruitments/>, last accessed on October 21, 2025.

⁵⁷ <https://heyzine.com/flip-book/3732f67465.html#page/1>, (See whole booklet) last accessed on November 4, 2025.

- List of lecturers
- Curriculum diagram and semester's timetable (tentative).

The detailed course syllabus includes subject names in Vietnamese and English, number of Vietnamese credits, time allocation (in-class and self-study), language of instruction, tentative lecturer in charge, subject content and learning outcomes, tentative schedule, testing and assessment methods, textbooks and reference materials, as well as teaching facilities.

The main archives throughout the programme include:

- Paper documents, exams and printed proofs archived at the faculty office and the University's document archive
- Electronic document and information (plans, processes, regulations, notices, etc.) on the ACA administrative page⁵⁸: This internal information platform is dedicated to HUFLIT's staff and units for storing and managing documents, plans, processes, regulations, and announcements. As it is an internal system, all documents on the ACA portal are available in Vietnamese.
- Information including academic data and related information (academic announcements, timetables, curriculum, class and exam schedules, transcripts, student and lecturer information, etc.) archived at portal.huflit.edu.vn; online classes and materials archived on the E-learning system (Moodle) at courses.huflit.edu.vn

5.3.2 Information on activities during the academic year

Both programmes

CLS and IR use various communication channels such as:

- HUFLIT's website is posting school events and announcements about tuition fees or scholarships.⁵⁹
- Information about general activities, as well as academic and learning support is additionally announced on the University's fan page.⁶⁰
- The Academic Portal in which students can view grades, schedules, and announcements from departments as well as information about academic matters (curriculum, timetable, study and exam schedule, administrative procedures, etc.) publicly announces this information to students.⁶¹
- Information about Youth Union - Associations activities is announced at a university level⁶²

Chinese Language Studies

To ensure students always access timely school announcements, the school and department

- Department's fan page: <https://www.facebook.com/khoangoainguhuflit> (Announcing department events for students and sharing links when there are new announcements on the portal).
- Groups for communication between students and academic advisors (Supporting the department in sharing announcements and answering students' questions).

⁵⁸ <https://aca.huflit.edu.vn/signIn>, last accessed on October 21, 2025.

⁵⁹ <https://huflit.edu.vn/>, last accessed on October 21, 2025.

⁶⁰ <https://www.facebook.com/huflit.edu.vn>, last accessed on October 21, 2025.

⁶¹ <https://portal.huflit.edu.vn/>, last accessed on October 21, 2025.

⁶² <https://www.facebook.com/HUFLITmed> last accessed on October 21, 2025.iagroup,

Additionally, the school and department organise orientation sessions for each academic year to inform students of key information for each cohort, such as course distribution each semester, career skill seminars, and specialised club activities to help students select major-specific courses, develop knowledge and skills, and proactively plan their studies. First-year students receive general school and programme information during orientation and more detailed guidance in the Introduction to CLS, which includes university credit-based learning methods, study methods for different knowledge blocks, and essential personal skills to proactively achieve the PLOs.

International Relations

Activities during the academic year are widely announced to students through the following channels:

- the Faculty of International Relations fan page.⁶³
- Overview information about the curriculum, as well as news and articles about activities related to the Faculty of International Relations is published.⁶⁴
- Information about Youth Union - Associations activities is announced on for faculty level.⁶⁵

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation, success rate, and graduate employment as well as the profile of the student population.

However, the system does not incorporate the results and the analysis on student workload. Following feedback on this topic, the University has included the question “The actual workload of each course is reasonable” in the Survey Form for Graduating Students in 2026 Regarding Course Quality, using a Likert scale from one (Totally disagree) to five (Totally agree). Although the approach is adequate, two key issues remain: first, the question is only asked once upon graduation. This makes it difficult to track workload perceptions throughout the study period. Secondly, the phrasing of the question does not clarify whether a negative response indicates that the workload was too high or too low, leaving the interpretation ambiguous.

This shows that the assessment of students’ actual workload is not systematically analysed and evaluated. 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 issues the following condition:

The University implements a student workload evaluation system at the end of each semester which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

⁶³ <https://www.facebook.com/profile.php?id=100066923996590>., last accessed on October 21, 2025.

⁶⁴ <https://hufliit.edu.vn/khoa/quan-he-quoc-te/>, last accessed on October 21, 2025.

⁶⁵ <https://www.facebook.com/Doan.Hoi.Faculty.QHQT>, last accessed on October 21, 2025.

Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. However, the panel sees room for improvement. Therefore, the panel **recommends** the programmes establishing clear links with employers and documenting how practical elements contribute to employability.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)					Con
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: Ho Chi Minh City University of Foreign Languages – Information Technology, Vietnam

Bachelor programmes:

Bachelor of Arts in Chinese Language Studies

Bachelor of International Relations

		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)		IR	CLS		
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)		CLS	IR		
3.1.4	Interdisciplinary thinking			CLS	IR	
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			IR		CLS
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			IR	CLS	
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		IR	CLS		
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)				Con	
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		