# ASIIN Institutional Accreditation Report

## Hoa Sen University

Version: 26 March 2025

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# A  About the Institutional Accreditation Process

| Higher Education Institution | Hoa Sen University | |
|---|---|---|
| **Timeline** | **Date** | **Milestone** |
| | 31.08.2023 | Date of the contract |
| | 22.08.2023 | Submission of final version of self-assessment report |
| | 03.10.2024 – 04.10.2024 | Date of the on-site visit |
| **Expert Panel** | Prof. Dr. Matthias Werner, Konstanz University of Applied Sciences<br><br>Prof. Dr. Tuan Van Pham, University of Danang<br><br>Prof. Dr. Hans-Ulrich Heiß, TU Berlin<br><br>Dr. Matthias Wunderlich, VP Manufacturing Quality Renault[1]<br><br>Nguyen Dinh Thien Phuc, Student at Vietnamese German University | |
| **Representative/s of ASIIN Headquarter** | Dr. Iring Wasser<br>Laura Luc | |
| **Relevant Criteria and Sources** | Criteria for the Accreditation of Quality Managements in Teaching and Learning – ASIIN Institutional Accreditation Seal (Version: 21.09.2023)<br><br>Standards and Guidelines for Quality Assurance in the European Higher Education Area (Version: 2015) | |

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[1] Joined online via Zoom

# B  Characteristics of Hoa Sen University

Hoa Sen University (HSU), founded in 1991 as Hoa Sen College of Information Technology and Management, was granted university status in 2006. Located in Ho Chi Minh City, Vietnam, HSU operates five campuses: Nguyen Van Trang, Thanh Thai, Quang Trung 1, Quang Trung 2, and Cao Thang.

In 2018, HSU became part of the Nguyen Hoang Group (NHG), one of Vietnam's leading private education corporations. NHG oversees a broad educational portfolio from primary to doctoral levels. HSU is one of five universities owned by NHG, alongside Hong Bang International University (HIU), Ba Ria - Vung Tau University (BVU), Gia Dinh University (GDU), and Mien Dong Innovative Technology University (MIT University).

Currently, HSU enrols over 8,000 undergraduate and 164 postgraduate students across 37 academic programs in fields such as economics, management, engineering, technology, social sciences, and the arts. Since 2016, the university has expanded to include postgraduate programs, such as a Master of Arts in English Language Studies and an MBA.

HSU emphasizes an application-oriented education model, requiring students to complete two internship semesters. In line with its internationalization strategy, all first-year courses are delivered in English, with up to 50% of courses in subsequent years also taught in English. The university's mission is to equip learners with comprehensive knowledge and foster entrepreneurial spirit, while promoting diversity, community engagement, and a liberal arts educational philosophy.

The university operates under its Strategic Plan 2025–2030, maintaining its core mission as an internationally accredited and application-oriented institution, while also aspiring to expand its international research activities. HSU's global engagement includes partnerships with over 100 universities and 200 corporations worldwide.

HSU employs approximately 600 academic staff members, including one professor, four associate professors, and 60 Ph.D. holders. An additional 297 visiting lecturers contribute to its programs. The university's student-to-faculty ratio allows for manageable class sizes and personalized learning. Financially, HSU relies primarily on tuition fees, with limited third-party funding.

The university has achieved several international accreditations, including ACBSP, FIBAA, AUN-QA, and NEAS. In 2021, HSU was awarded a four-star QS Stars rating, receiving five stars for employability and cultural environment. The university reports that 95% of its graduates secure employment before or shortly after graduation, with an average starting salary of 15 million VND (approximately 550 EUR).

# 1. Understanding of Quality

**Criterion 1.1 Quality Objectives**

**Preliminary Assessment and Analysis of the Experts:**

Hoa Sen University (HSU) has published the following vision and mission statement on its website: Its vision is "to become an internationally accredited university of applied sciences". Its corresponding mission is "to provide learners with extensive knowledge, foster their entrepreneurial spirit, the ability to succeed with their distinctiveness and a strong sense of community."

HSU also aspires in "training its students to be creative and ready to accept challenges, to have the necessary professional experience to start a business, and the ability to affirm their position by being different and outstanding".

These quality aspirations emphasizing world-class education, diversity, experiential learning, entrepreneurial spirit, and enhanced student experience; are embedded in the university's Strategic Plans. HSU has formulated two priorities HSU for quality education in its past strategic plan, running from 2020-2025. They revolved around developing into a leading internationally accredited and application-oriented institution. It featured multiple specific quality objectives with ambitious Key Performance Indicators (KPIs). The KPIs focused on areas such as increasing student satisfaction, reducing dropout rates, improving on-time graduation rates, and expanding international collaborations. In some areas, institutional data signal progress, for example, showing a significant decrease in dropout rates, from 9% in 2020 to 1.6% in 2024, while on-time graduation rates improved from 25% to 37% during the same period. These achievements are documented and communicated through channels such as the university website, brochures, and strategic planning documents. However, in their evaluation, the experts found that many of the outlined KPIs lacked sufficient supporting data and appeared overly ambitious without clear mechanisms for implementation and measurement.

Resulting from their own concern, HSU formulated a new Strategic Plan, spanning the period 2025 until 2030. Two new strategic priorities have been formulated and put to the forefront, namely internationalization and research. The experts observe that in the new version of HSU´s strategy, KPIs are no longer part of the plan and no measurable annual implementation plans are presented. They point to the associated challenges that pursuing these two new priorities must be underpinned by adequate resources and funds, which are currently not in place. Transforming into a leading international research university according to the experts will require a different staff composition, massive investments into new laboratories and equipment, a different interpretation of research beyond the publication of scientific articles, a diversification of funding streams etc. and further investments in an internationalization strategy. HSU´s Strategic Plan, KPIs and Annual Implementation plans according to the experts

must go hand in hand, either the Strategic Plan needs to be adapted, or additional resources put at the disposal of the University Leadership.

The HSU has an extensive quality assurance system in place, relying on external as well as internal quality assurance mechanisms. Quality objectives are integrated into policies, such as the "Regulation on Undergraduate Training", and monitored through KPIs linked to the performance of staff, faculty, and administrative departments. Annual evaluations for faculty and administrative staff are conducted using tools such as the "Lecturer Appraisal Form", "Dean/Vice Dean Appraisal Form", and other performance review documents. The experts recognize this structured approach ensures alignment with HSU's mission while fostering accountability and continual improvement. Processes for establishing and reviewing quality objectives internally are well-defined.

According to tracer studies conducted in 2022, 83.7% of graduates secured employment, though alignment with academic training varies significantly by faculty. For instance, the Faculty of Information and Technology reported an 83.3% alignment rate, while the Faculty of Tourism reported a lower alignment score of 3.58 (on a 5-point scale). These discrepancies underscore gaps in systematic tracking mechanisms to evaluate the relevance of graduate employment, which limits opportunities to refine curricula based on market feedback.

While HSU has established a strategic framework and shown progress in certain areas, its new 2025-2030 Strategic Plan raises concerns regarding feasibility and the alignment of resources with its stated objectives. The experts observe that the plan sets a new set of ambitious goals, particularly in the areas of internationalization and research, yet lacks corresponding measures to ensure their practical implementation. Notably, the absence of measurable KPIs makes it difficult to assess progress systematically or to monitor the effectiveness of planned initiatives. Furthermore, achieving the intended expansion in research and international engagement would require significant developments in faculty expertise, language proficiency, and institutional collaborations, none of which are comprehensively addressed in the current strategy. During review of the submitted evidence and conclusions drawn from interviews with staff, there are still undefined implementation steps and resource allocation strategies.

**Criterion 1.2 (Quality) Management Systems / Governance**

**Preliminary Assessment and Analysis of the Experts:**

HSU has established a governance structure and Quality Management System (QMS) designed to support its strategic objectives, as outlined in its Strategic Plan (2020–2025). The QMS integrates formalized processes, clearly defined roles and responsibilities, and governance mechanisms that align with teaching, learning, and institutional development priorities. The organizational chart highlights a hierarchical structure comprising key councils, administrative offices, and academic units, ensuring clarity in role distribution. This structure facilitates effective decision-making, communication, and oversight across all institutional levels.
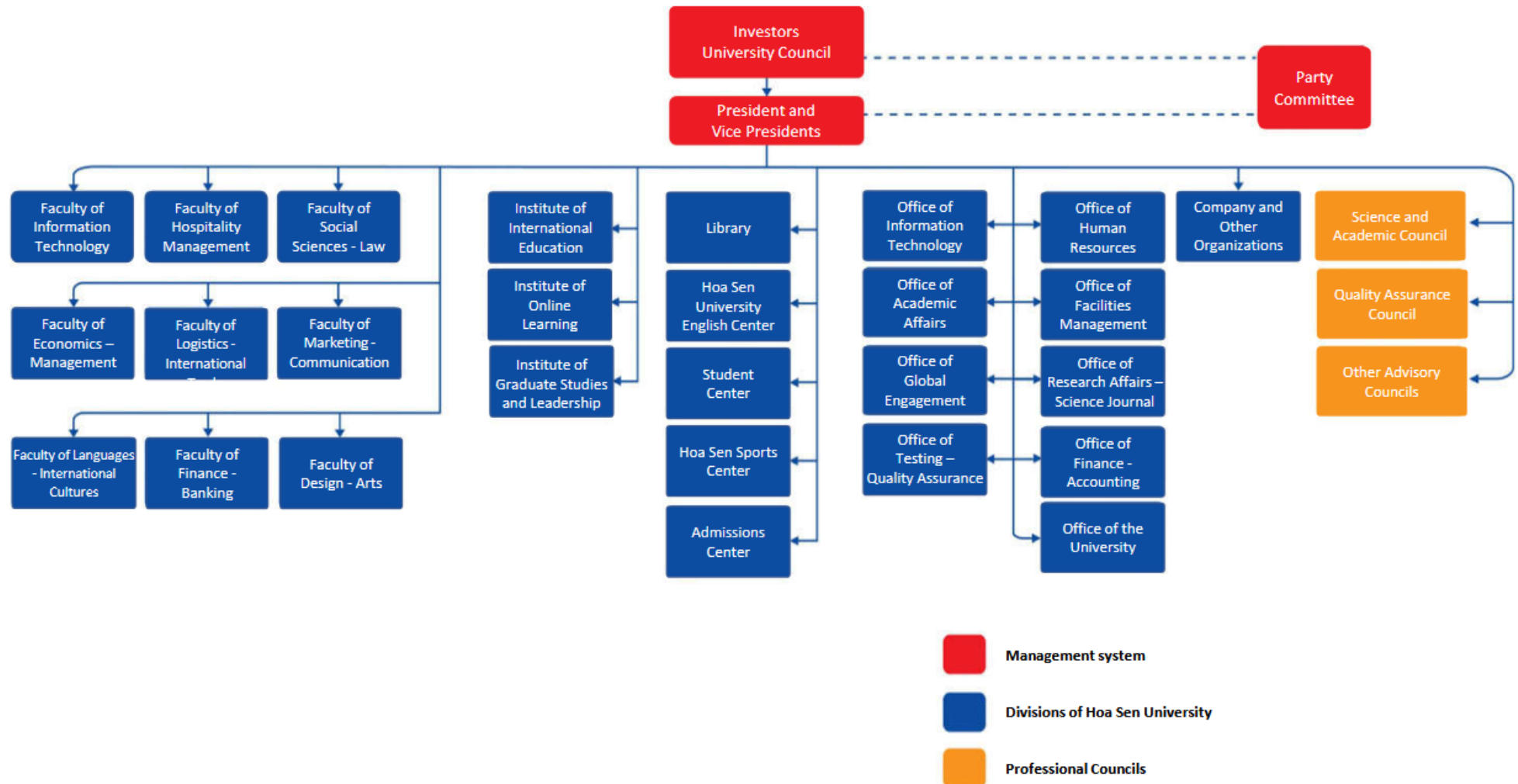
The "Hoa Sen University's organization Chart I.2.1" provides a clear visual representation of its multi-layered governance structure.  It presents formalized roles, responsibilities, and processes across three main professional councils:

- the Quality Assurance Council, the Science and Academic Council, and other advisory bodies.

- The chart illustrates the hierarchical relationship between the University Council, the President and Vice Presidents, and the various faculties and administrative offices.

- Additionally, Quality Assurance Teams are embedded at the faculty and division levels, supporting decentralized implementation of the Quality Management System (QMS).

While the structure is clear on paper, there were concerns raised in the audit findings about inconsistent communication and implementation across departments. Experts also noted that feedback loops were often not closed, and external stakeholders (like industry partners) were not consistently integrated into quality assurance processes.

Regular monitoring and evaluation mechanisms are in place to assess compliance with quality standards. Key bodies, such as the "QA Council" and the "Scientific and Academic Council", meet at scheduled intervals to assess compliance with quality standards and institutional performance. HSU also relies on a range of tools and processes to maintain quality across programs. HSU has an established Office of Human Resources that is responsible for accurately making statistics, synthesizing performance results and preparing sufficient evidence for the assessment period. These include comprehensive documentation of QA policies in handbooks and related official documents. Once plans are approved, these middle-level leaders coordinate with Human Resources to deliver consistent training and procedure guidance to all staff and faculty members.

**Hoa Sen University's Organization Chart I.2.1**



Organization chart with the following structure:

**Management system (red):**
- Investors / University Council
- President and Vice Presidents
- Party Committee

**Divisions of Hoa Sen University (blue):**
- Faculty of Information Technology
- Faculty of Hospitality Management
- Faculty of Social Sciences - Law
- Faculty of Economics – Management
- Faculty of Logistics - International
- Faculty of Marketing - Communication
- Faculty of Languages - International Cultures
- Faculty of Finance - Banking
- Faculty of Design - Arts
- Institute of International Education
- Institute of Online Learning
- Institute of Graduate Studies and Leadership
- Library
- Hoa Sen University English Center
- Student Center
- Hoa Sen Sports Center
- Admissions Center
- Office of Information Technology
- Office of Academic Affairs
- Office of Global Engagement
- Office of Testing – Quality Assurance
- Office of Human Resources
- Office of Facilities Management
- Office of Research Affairs – Science Journal
- Office of Finance - Accounting
- Office of the University
- Company and Other Organizations

**Professional Councils (orange):**
- Science and Academic Council
- Quality Assurance Council
- Other Advisory Councils

**Legend:**
- Management system (red)
- Divisions of Hoa Sen University (blue)
- Professional Councils (orange)

As mentioned in Criterion 1.1, HSU's "Strategic Plan (2020–2025)" initially outlined clear KPIs focused on student satisfaction, dropout rates, on-time graduation rates, and international collaboration. While institutional data confirms positive trends, dropout rates decreased from 9% in 2020 to 1.6% in 2024, and on-time graduation rates improved from 25% to 37%— experts noted limited evidence of systematic KPI revisions. In transitioning to the 2025–2030 Strategic Plan, KPIs are no longer explicitly presented at the institutional level but instead monitored at the faculty and department levels through annual performance assessments. The "Procedure for Strategy Development and Review" provides an eight-step framework, as seen in Table I.1.3, for creating and updating strategies, which includes gathering feedback from internal and external stakeholders through surveys, forums, and workshops. The university in its response to the experts original finding states that employee KPI assessments are as a matter of fact conducted twice annually, with review processes integrated into strategic refinements. While this decentralized approach supports flexibility, experts emphasize the importance of reintroducing institution-wide KPIs to ensure systematic quality tracking at all levels.

The experts acknowledge HSU's efforts to engage various stakeholders, including students, faculty, and external partners, in its quality assurance processes. Mechanisms such as biweekly meetings between deans, vice-deans, and the Board of Presidents are outlined to facilitate internal communication, and structured methods like surveys and focus group discussions are used to gather feedback. Despite these initiatives, feedback loops for external stakeholders, particularly industry collaborators, lack a structured process for integration into strategic planning. This gap hinders the institution's ability to consistently implement feedback-driven changes across all programs.

HSU has established a broad Quality Assurance (QA) framework with structured surveys, governance oversight, and feedback loops aimed at continuous improvement. Seven types of surveys are conducted annually to assess teaching quality, curriculum relevance, academic advising, and employability as depicted in the "Table I.1. Types of Surveys at HSU". However, participation rates remain inconsistent, raising concerns about data representativeness. For example:

- The academic advising survey for Semester 1 (2023–2024) had a 7.09% response rate, with faculty-specific participation rates ranging from 13.15% in Sociology-Law to 4.59% in Architecture-Urban Planning.

- Employer surveys indicate gaps in curriculum alignment, but evidence of systematic curriculum revisions remains limited.

- Alumni survey participation varies, with 72.6% in Tourism but only 1.1% in Languages & International Culture.

**Table I.1.3 Procedure for Strategy Development and Review (QT-XDCL/1122/HSU)**

| Step | Proceed | Responsibilities | Description/ Form |
|---|---|---|---|
| 1 | Request for policy | Principal | Step 1 |
| 2 | Issue the plan | Principal | Step 2 |
| 3 | Establish Steering Committee and Drafting Team | Principal<br>VPT | Step 3 |
| 4 | Workshops and training sessions to get opinions | Steering Committee and Drafting team | Step 4 |
| 5 | Conduct review | Steering Committee and Drafting team | Step 5 |
| 6 | Develop and adjust | Steering Committee and Drafting team | Step 6 |
| 7 | Get opinions from relevant | Principal<br>Steering Committee and Drafting team | Step 7 |
| 8 | Complete the draft and submit it to the Council of University for approval and promulgation | Principal<br>Steering Committee and Drafting team | Step 8 |

**Table I.1. Types of Surveys at HSU**

| No. | Survey name | Survey participant | Frequency | Survey method | Divisions in charge |
|---|---|---|---|---|---|
| 1 | Course evaluation survey | current students | twice a year | online | Office of Testing - Quality Assurance |
| 2 | Academic advising survey | current students | twice a year | online | Office of Testing - Quality Assurance |
| 3 | Service quality survey | current students | once a year | online | Office of Testing - Quality Assurance |
| 4 | Service quality survey | lecturers and staff | once a year | online | Office of Testing - Quality Assurance |
| 5 | Graduate survey | new graduates | twice a year | online | Office of Testing - Quality Assurance |
| 6 | Alumni survey | alumni | twice a year | online | Faculties/ Programs |
| 7 | Employer survey | employers | twice a year | online | Student Center |

To ensure broad representation, HSU, provided additional information in the aftermath of the onsite visit, reports -the existence of minimum participation thresholds for surveys:

- ≥30 employers/experts, ≥5 for interviews.

- ≥40 lecturers/managers, ≥5 for interviews.

- ≥100 alumni, ≥20 for interviews.

- ≥300 students, ≥30 for interviews.

Despite having minimum thresholds for stakeholder participation, actual response rates often fall short. This limits the validity of survey results and highlights the need for improved strategies to ensure broader engagement. Additionally, while survey outcomes are shared with departments, there is no centralized system to track and integrate feedback into institutional decision-making consistently.

While the surveys provide valuable insights, the low and uneven participation rates highlight the need for targeted strategies to improve response rates and ensure a more representative understanding of stakeholder feedback. The experts believe this is essential for reducing bias and accurately informing quality improvement initiatives. Additionally, while feedback is shared with relevant departments for action, the absence of a centralized system to track and integrate this input institution-wide limits the effectiveness of these mechanisms.

Experts commend HSU for educating students which are highly sought after by the Vietnamese labor market, (presenting data that >90% of the students find a job prior or shortly after graduation). Experts also noted the absence of systematic tracer studies to monitor graduate employment outcomes. Although graduate employability reportedly is high, detailed data on job types and career progression are lacking. Experts recommend implementing formal tracer studies to better align programs with labor market demands.

Further, while HSU operates multiple QA instruments, feedback loops are not consistently closed. It was discussed during interviews how stakeholders are not always informed about how their input, from surveys for example, leads to improvements. Experts encourage HSU to systematically analyze outcomes from its many external accreditation reviews to identify common recommendations that could guide future development.

The HSU's mid-cycle review process ensures strategies remain relevant, nonetheless experts noted concerns about the absence of numerical data to evaluate prior outcomes comprehensively. Employer feedback on curriculum relevance has not consistently resulted in systematic revisions. Additionally, QA documents face translation challenges, limiting accessibility for international stakeholders.

Finally, mechanisms for involving external stakeholders in QA processes remain underdeveloped. Furthermore, the role of the Nguyen Hoang Group (NHG), HSU's majority shareholder, in governance and QA processes remains unclear. While NHG provides strategic oversight, its influence on governance and QA processes lacks transparency, raising concerns about potential conflicts between business priorities and long-term academic goals.

**Final Assessment of the Experts after the Comment of the Higher Education Institution regarding Criterion 1:**

The expert panel commends Hoa Sen University (HSU) for its clear articulation of its mission and vision, which focuses on becoming an internationally accredited university of applied sciences. The experts positively note the institution's continuous efforts to align its strategic planning processes with national requirements and international quality assurance standards.

The experts take note of HSU's Strategic Plan for the period 2020–2025, which originally emphasized two key priorities: the development of an application-oriented education model and the pursuit of internationalization. The Strategic Plan 2020–2025 was characterized by the inclusion of measurable quality objectives and Key Performance Indicators (KPIs), which addressed aspects such as student satisfaction, graduation rates, and the expansion of international partnerships. Progress in these areas was documented in institutional data, including notable achievements such as reducing dropout rates from 9% in 2020 to 1.6% in 2024 and improving on-time graduation rates from 25% to 37% during the same period.

However, during the audit visit, the experts observed that HSU had introduced significant changes in its draft Strategic Plan for 2025–2030. In this revised strategy, the university initially appeared to shift its focus toward developing into an international research university, emphasizing internationalization and research as its two main priorities. The experts noted that this strategic repositioning was not accompanied by corresponding implementation plans, measurable KPIs, or an aligned resource allocation strategy. In particular, the proposed transition raised concerns about the feasibility of achieving such objectives without substantial investment in human resources, research infrastructure, and international collaborations.

Following the on-site visit and in response to the experts' observations, HSU submitted a revised version of its Strategic Plan for 2025–2030. In this document, the university clarified its decision to refocus on applied training and internationalization in line with the regulatory framework established by MOET, explicitly stepping back from the earlier ambition of transforming into an international research university. The experts acknowledge this reconsideration and recognize that HSU's revised strategic direction to be more closely aligned with its institutional capacity.

Nevertheless, the experts emphasize that, regardless of strategic orientation, it remains essential that HSU develops a comprehensive and coherent implementation plan for its strategic objectives. This plan must include institution-wide, measurable KPIs, clearly defined annual implementation plans, and documented evidence of progress. In the absence of such elements, the university's ability to systematically monitor and evaluate the effectiveness of its strategies remains limited. The experts look forward to receiving HSU's finalized Strategic Plan for 2025–2030 as scheduled for completion in June 2025.

In the area of quality management and governance, the experts commend HSU for its well-defined, multi-layered governance structure, which is documented in organizational charts and formalized through internal regulations. The Quality Management System (QMS) includes clearly delineated roles and responsibilities across professional councils, faculties, and administrative offices. However, the expert analysis revealed inconsistencies in how these responsibilities and processes are communicated and implemented at different levels of the institution.

Additionally, the experts underline the necessity of conducting regular and systematic tracer studies. Although HSU has presented data from graduate surveys—such as an 83.7% overall employment rate—there is currently no evidence of comprehensive tracer studies that systematically track graduates' career paths or assess the alignment of employment outcomes with the competencies and objectives of the academic programs. This lack of systematic and longitudinal feedback limits the university's ability to use such data for continuous improvement of its curricula and strategic planning processes. Therefore, it is required that HSU institutionalize tracer studies as a standard component of its Quality Assurance (QA) system, ensuring that results are consistently analysed and actively used to inform curriculum development and quality management processes.

Additionally, the absence of a centralized monitoring system to track feedback and its integration limits the ability of university leadership to ensure accountability, transparency, and continuous quality improvement across the institution. While various quality assurance mechanisms are in place—such as faculty and administrative staff evaluations and student surveys—the experts identified gaps in ensuring that stakeholder feedback is systematically integrated into institutional decision-making processes. Feedback loops frequently remain incomplete, with stakeholders not consistently informed about how their input leads to tangible improvements.

# 2. Study Programs at HSU

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**Criterion 2.1 Establishment or Further Development of Study Programs**

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**Preliminary Assessment and Analysis of the Experts:**

Hoa Sen University (HSU) has implemented a formalized 16-step procedure for establishing, modifying, and discontinuing study programs as shown in Figure II.1. Process for developing academic programs and learning outcomes. This structured framework assigns clear responsibilities and integrates input from multiple stakeholders, including faculty, students, alumni, and external partners. Steps such as conducting labour market surveys, benchmarking programs against national and international counterparts, and final approvals by the Appraisal Council are integral components of the process. Evidence from the "List of Science and Academic Council Meeting Minutes" highlights that these councils play a central role in program oversight, with proposals requiring labour market analysis, stakeholder feedback, and benchmarking results for approval. Programs failing to meet quality or enrolment targets may be discontinued based on council analysis.

The process is binding, assigns clear responsibilities, and incorporates input from multiple stakeholders, including students, alumni, employers, and external experts. It aligns with the institutional quality objectives and the university's strategic profile.

**Figure II.1. Process for developing academic programs and learning outcomes**
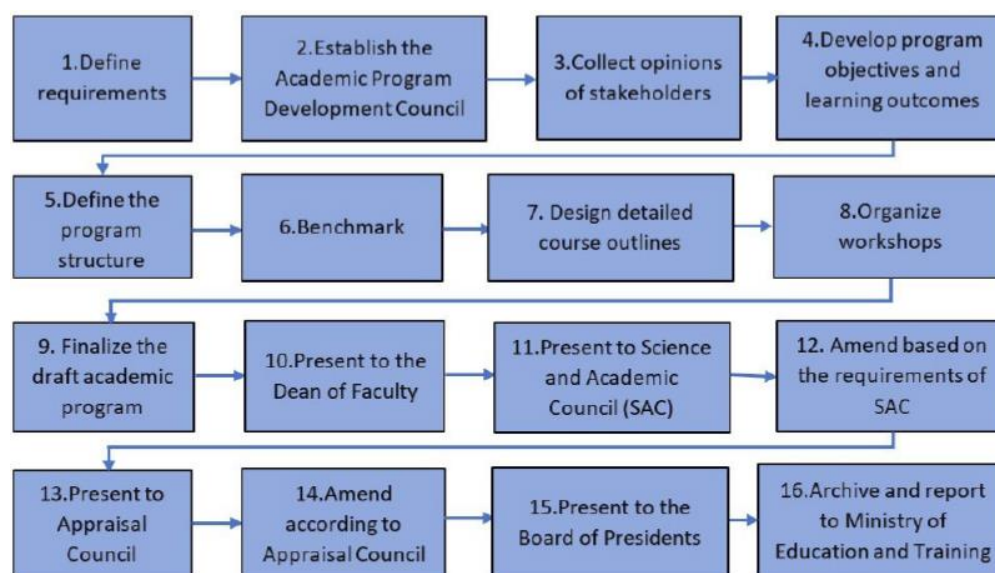


During the audit and in interviews with university leadership and faculty, the experts confirmed that stakeholder engagement is embedded in the program development process. Input is collected through surveys, workshops, and focus groups, as detailed in HSU*12 – Regulations on Organizing Seminars*. Experts noted positively that feedback loops have led to adjustments in

existing programs. However, they also observed that these mechanisms do not consistently lead to the desired outcomes.

In their review of the documentation "Science and Academic Council Meeting Minutes" and discussions with staff, experts found that program feasibility studies remain an area for improvement. In several cases, discussions lacked systematic demand forecasting and competitor benchmarking, which are critical for ensuring program viability. Between 2019 and 2024, HSU suspended admissions to four programs and closed seven due to low enrolment. While these closures adhered to regulations, the absence of robust market analyses likely contributed to enrolment challenges.

The experts conclude that, although employer feedback is collected, there is no centralized mechanism ensuring its consistent integration into curriculum development and program revisions. For example, during the audit, stakeholders from industry reported delays in the incorporation of technical competencies into the IT curriculum, despite repeated recommendations. The experts acknowledge that the COVID-19 pandemic may have contributed to enrolment fluctuations in some programs. Nevertheless, they emphasize that systematic labour market forecasting and structured feasibility studies are critical to minimizing long-term risks.

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**Criterion 2.2 Implementation of Study Programs**

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**Preliminary Assessment and Analysis of the Experts:**
HSU currently serves over 8,000 undergraduate students and 164 postgraduate students, offering a total of 37 academic programs across disciplines such as economics, management, engineering, technology, social sciences, and arts. Since 2016, the university has expanded its offerings to include postgraduate programs, such as a Master of Arts in English Language.

From the experts' perspective, HSU demonstrates a structured and transparent approach to the implementation of study programs. Academic programs follow a clearly defined 13-step curriculum revision process, ensuring systematic stakeholder involvement. Input is collected from high school students, parents, current students, alumni, and enterprises. Programs undergo annual evaluations focusing on learning outcomes, structure, and student achievements. Self-assessment reports are prepared every five years to support continuous improvement.

HSU follows an application-oriented teaching model, consistent with Decree 73/2015/ND-CP of the Vietnamese Ministry of Education and Training, with 70% practical and 30% theoretical content. The undergraduate curriculum structure is clearly regulated, with compulsory courses comprising 50–60%, compulsory electives 30–40%, and free electives 10%.

The first year of education is delivered in English, starting from the second year, up to 50% of the courses at HSU are taught in English. Hoa Sen University's mission is to provide students

with comprehensive knowledge, fostering entrepreneurial spirit and prepare them for success through a strong emphasis on diversity, community engagement, and a liberal arts educational philosophy.

Internships are a compulsory part of HSU's curriculum, requiring two mandatory placements lasting 7 to 15 weeks. Supervisors act as facilitators and support staff during the internship, but the final evaluation of internship performance lies with the host company. HSU partners and has signed Memorandums of Understanding (MoU) with over 200 organizations, including multinational corporations and international hotel chains, to facilitate these internships. Students may either apply for internships independently or be assigned placements by HSU. Prior to placement, orientation sessions are conducted to prepare students for interviews and workplace expectations. Faculty supervisors monitor student progress throughout the internships.

During interviews, the experts learned that while many students benefit from these partnerships, there are inconsistencies. Some students struggled to secure meaningful placements due to unreliable commitments from partner organizations. The experts recommend increasing the number of academic supervisors—currently reported as 1 supervisor per 20 intern students—to improve oversight and support. The involvement of industry representatives in pre-internship orientations is also advised to enhance preparedness. In their response post onsite, HSU reiterates how they support students in cases where placements change due to company restructuring or other issues. They maintain a list and ranking of companies based on post-internship evaluations. However, HSU also acknowledges that partner reliability remains a concern as noted in both the expert report and HSU's own post-internship evaluations.

Internationalization is a stated strategic priority for HSU. The university reports partnerships with over 100 universities and 200 corporations worldwide. Up to 50% of courses are delivered in English in some programs, with hospitality programs fully taught in English. All students are required to complete at least six compulsory English-taught courses.

In 2023, HSU launched joint programs with De Montfort University (UK) and other franchise programs. The Office of Global Engagement and the Student Center organize study tours and short-term exchange programs. Since 2019, nearly 500 students have participated in study tours to universities in Australia and Thailand. However, semester-long exchanges remain rare, with initiatives such as "Hoa Sen Goes Global" limited to short-term visits (e.g., a two-day trip to Malaysia in April 2024 involving 20 students).

The experts commend the university for opening new international mobility opportunities but observe that the overall international exposure of students remains limited. Challenges include inconsistent funding and logistical coordination. Additionally, the English proficiency of both staff and students requires further development to support the internationalization agenda.

The experts conclude that HSU cannot currently substantiate its claim as an international education provider. Substantial measures are necessary, including increasing inbound and outbound student mobility, enhancing language capabilities, recruiting international faculty, offering English-language support services, and establishing formal mobility windows with partner universities.

The experts in their summative assessment commend HSU for the establishment of "HSU goes International" initiative, providing opportunities for short term travel visits abroad to a three-digit number of students, a window of opportunity has thus opened. At the same time, is very clear, that in past and presence practically no students go abroad for a longer period; and very few students select HSU as educational provider of their choice. One of the reasons might be language. Despite postulating English as language of instruction, the English proficiency level of staff and students alike deserve further attention.

The experts acknowledge receipt of additional post-visit information regarding internship management. HSU has provided supplemental evidence of formal guidelines for internships, including pre-placement briefings, supervision, and post-placement evaluations.

Programs include two mandatory internships, supported by partnerships with over 200 organizations. The experts highlight this as a success story in fostering employability, noting strong employer satisfaction with students' professional skills. However, inconsistencies in internship quality and a lack of standardized contracts for internships were identified. Experts recommend formalizing agreements between students, faculty supervisors, and companies to ensure clarity on roles and responsibilities.

HSU regulates program sustainability through a data-driven enrolment strategy. Programs with insufficient enrolment for three consecutive years are discontinued. Between 2019 and 2024, HSU suspended four programs and closed seven others due to low student demand. Annual program evaluations ensure alignment with academic and industry trends. However, experts identified gaps in tracking student performance data and integrating feedback into curriculum improvements. Dropout rates vary across faculties, averaging 5–8% annually. HSU maintains a centralized Quality Assurance Office to monitor program performance, regarding all other QA measures in this area, they have been summarized and evaluated under Criterion 1.2 of this report.

| Criterion 2.3 Cooperation |
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**Preliminary Assessment and Analysis of the Experts:**

Hoa Sen University (HSU) has developed partnerships with over 200 corporations, offering internship opportunities and practical training for students. These internships range from short-term placements lasting seven weeks to longer 15-week graduation internships, designed to bridge theoretical knowledge with real-world applications.

HSU collaborates with international universities through benchmarking, course mapping, and joint programs, aligning course learning outcomes with global standards. These initiatives contribute to the university's broader goals of global integration and enhancing student mobility. The experts commend efforts that the university has entered 100+ Memorandums of Understanding (MoU) with international institutions. These agreements reportedly establish frameworks for cooperation in areas such as student mobility, joint programs, and academic exchanges to align with HSU's focus on employability and applied learning.Internal collaboration is supported through cross-faculty approaches to course design and implementation, ensuring alignment with institutional values.

Currently, the cooperation with industry is mainly a one-way street. Industry partners provide HSU with internship opportunities. There are however few examples of joint research projects between HSU and collaborating industries; there is also very little income generated out of these joint research activities for HSU budget, which almost exclusively relies on income from tuition fees. The experts recommend investigating into the potential for increased joint research activities thereby also boosting third party income. They also could imagine that HSU has a lot to offer in professional development courses for the employees of industrial partners.

As HSU is one of five member universities under the umbrella of its owner, the NHG investment group, the experts recommend looking into synergies, instead of operating all educational providers separately. This in certain areas could provide the "critical mass" to move forward in areas like research and to jointly benefit from untapped potential. Additionally, the experts observed that internal coordination between faculties, administrative units, and research departments can be fragmented at times, slowing the implementation of programmatic improvements. Cooperation in popular programs like Business and Management is robust, but niche programs such as IT and design receive less attention due to lower enrolment rates, which affects the quality and scope of partnerships in these fields.

In conclusion, while HSU demonstrates strong engagement with stakeholders and integrates their feedback into program development effectively, inconsistencies in internship quality, limited research collaboration, untapped potential of collaboration among universities under the umbrella of NHG as well occasional challenges in internal coordination present areas for further refinement.

| Criterion 2.4 Examination System and Organization |
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**Preliminary Assessment and Analysis of the Experts:**

The HSU has established a comprehensive and structured framework for the organization and management of examinations, governed by the "Regulations on Exam Organization and Result Management". Examination procedures are characterized by detailed documentation of rules, responsibilities, and schedules. For example, mid-term and final exam schedules are developed in alignment with course outlines, ensuring consistency across academic units and minimizing scheduling conflicts. Responsibilities for key examination processes, such as preparation, duplication, and distribution of exam materials, are assigned to relevant stakeholders, including the Office of Academic Affairs (OAA), Program Directors, and Faculty Secretaries.

A significant strength of HSU's framework lies in the alignment of examination approaches with intended learning outcomes (ILOs). All assessments are designed to evaluate specific competencies outlined in course descriptions. For instance, exams incorporate diverse formats such as essays, oral presentations, and computer-based multiple-choice tests, ensuring a balance of theoretical and practical components. Specific examples include final exams for 3-credit courses, which typically involve a combination of essay questions and multiple-choice items to evaluate both analytical and applied skills. These assessments are complemented by clearly defined grading rubrics that provide transparency in performance evaluation and promote competency-oriented learning.

The HSU has also implemented effective mechanisms for resolving conflicts related to examinations. A formal re-marking procedure ensures fairness and transparency in cases where students dispute their grades. Requests for re-marking are systematically reviewed by Program Directors, and decisions are approved by the Dean or Vice Dean, in accordance with Article 11 of the examination regulations. This process includes opportunities for dialogue between the initial examiner and the re-marking examiner to address discrepancies and ensure a consistent evaluation of student work. HSU has implemented a systematic feedback process across all faculties:

- Mid-term assessments: Lecturers provide immediate feedback upon result release.

- Final exams: Results are published through PeopleSoft, with a one-week appeal period.

- Project-based assessments (presentations, essays, graduation internships, theses, etc.): Students receive direct feedback immediately after evaluation.

Despite these strengths, several areas for improvement have been identified. Feedback mechanisms for assessments, particularly written exams, are not uniformly implemented across faculties. Students reported that they often receive insufficient or delayed feedback, limiting their

ability to learn from mistakes and improve performance in future assessments. The HSU's reliance on the "PeopleSoft Management Information System" for grade entry and analysis is a positive step; however, the integration of digital tools into the design and management of exams remains limited. For example, while tools like Turnitin are employed to uphold academic integrity in essay submissions, opportunities exist to expand the use of technology to streamline exam logistics and feedback delivery.

At the same time, if students believe there is an issue with their test results, they must submit the Examination Appeal Form to the Office of Academic Affairs within one week of the result date. The appeal will be reviewed, and students will receive a response within two weeks. Additionally, inconsistencies in the scheduling of exams have been noted, with students reporting occasional conflicts between exam times and class schedules or other academic commitments. Students expressed a desire for exam schedules to be finalized earlier and not changed, particularly during significant holidays like Lunar New Year. A preference was also noted during interviews for exams to be scheduled during the same time slot as the corresponding course to avoid confusion and logistical challenges.

In conclusion, HSU demonstrates a robust examination framework, including well-defined regulations, diverse assessment methods, and a structured appeal process. However, challenges remain in ensuring uniform feedback distribution, enhancing digital integration, and improving exam scheduling efficiency. Addressing these gaps could further streamline assessment practices and enhance the student experience.

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**Criterion 2.5 Recognition of Achievements**

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**Preliminary Assessment and Analysis of the Experts:**
HSU has established a structured and formalized approach to the recognition of achievements, aligning with national standards and emphasizing transparency and academic integrity. The university's recognition policies address credit transfers, prior learning, and experiential achievements, reflecting commitment to equitable and consistent processes. However, challenges in credit transfer limitations, procedural bottlenecks, and international mobility highlight areas for refinement.

The recognition policies at HSU cap the transfer of external credits at 50% for domestic programs and 25% for international credits. While this ensures program integrity, these limitations diverge from global practices such as the Lisbon Recognition Convention, which advocates for greater flexibility to enhance learner mobility. This restriction, although defensible from an academic perspective, may deter international students or hinder domestic students' opportunities to participate in global exchange programs. Furthermore, data from Table II.4 in the university's self-evaluation report reveals a significant decline in the volume of recognized credits

between 2019 and 2020. This trend aligns with the disruptions caused by the COVID-19 pandemic, during which exchange programs were limited and credit transfers reduced. Despite these challenges, HSU demonstrated adaptability by digitizing its equivalency evaluation processes, which allowed some international courses to be assessed remotely.

HSU's procedures for recognizing achievements involve collaboration between the Office for Academic Affairs (OAA) and respective faculties. The OAA oversees the procedural framework, ensuring consistency and compliance with institutional policies, while faculties evaluate the equivalency of courses based on their alignment with learning outcomes. This division of responsibilities is designed to streamline the process, but feedback from stakeholders suggests that clearer delineation of roles could further enhance efficiency. For instance, students and faculty have reported inconsistencies in the evaluation process due to variations in faculty interpretations of equivalencies. Nevertheless, the university has implemented formal mechanisms to recognize experiential achievements, such as internships. Students who complete internships aligned with specific academic standards are granted exemptions, ensuring their practical experiences are acknowledged while maintaining academic rigor.

HSU also prioritizes the recognition of outstanding academic achievements. Each year, the university formally acknowledges students who excel in their studies through titles such as University Valedictorian, Major Valedictorian, and Faculty Honor Student. In 2023, 201 students received these distinctions for exceptional performance, demonstrating the institution's commitment to celebrating academic excellence. These practices not only motivate students but also reinforce the importance of academic achievements within the university community.

The decline in recognized credits during the pandemic underscores the need to evaluate procedural bottlenecks in the recognition process. Faculty interviews and student feedback have identified bureaucratic inefficiencies and inconsistent communication as key obstacles, particularly for international students. These challenges highlight the importance of streamlining workflows and enhancing coordination with partner institutions to ensure timely and consistent credit evaluations. Despite these issues, HSU's rapid adaptation during the pandemic demonstrates its capacity for strategic adjustments. For example, credit transfer evaluations for online courses offered by partner universities were expedited, with most cases processed within two months.

Communication and transparency are central to HSU's recognition policies. The university uses multiple channels to inform students and faculty about recognition procedures, including annual workshops, virtual consultations, and online resources. These efforts ensure that stakeholders are well-informed about the principles and processes governing credit recognition. This emphasis on accessibility and clarity fosters trust and strengthens the university's commitment to supporting student mobility and academic progression.

In summary, Hoa Sen University has developed a robust framework for the recognition of achievements, supported by clear policies, collaborative procedures, and a commitment to transparency. While the system effectively aligns with national standards, challenges such as restrictive credit transfer limits and procedural inefficiencies suggest room for improvement, particularly in promoting international engagement and enhancing process efficiency. The university's adaptability during the COVID-19 pandemic highlights its capacity to address these challenges and continue supporting student success.

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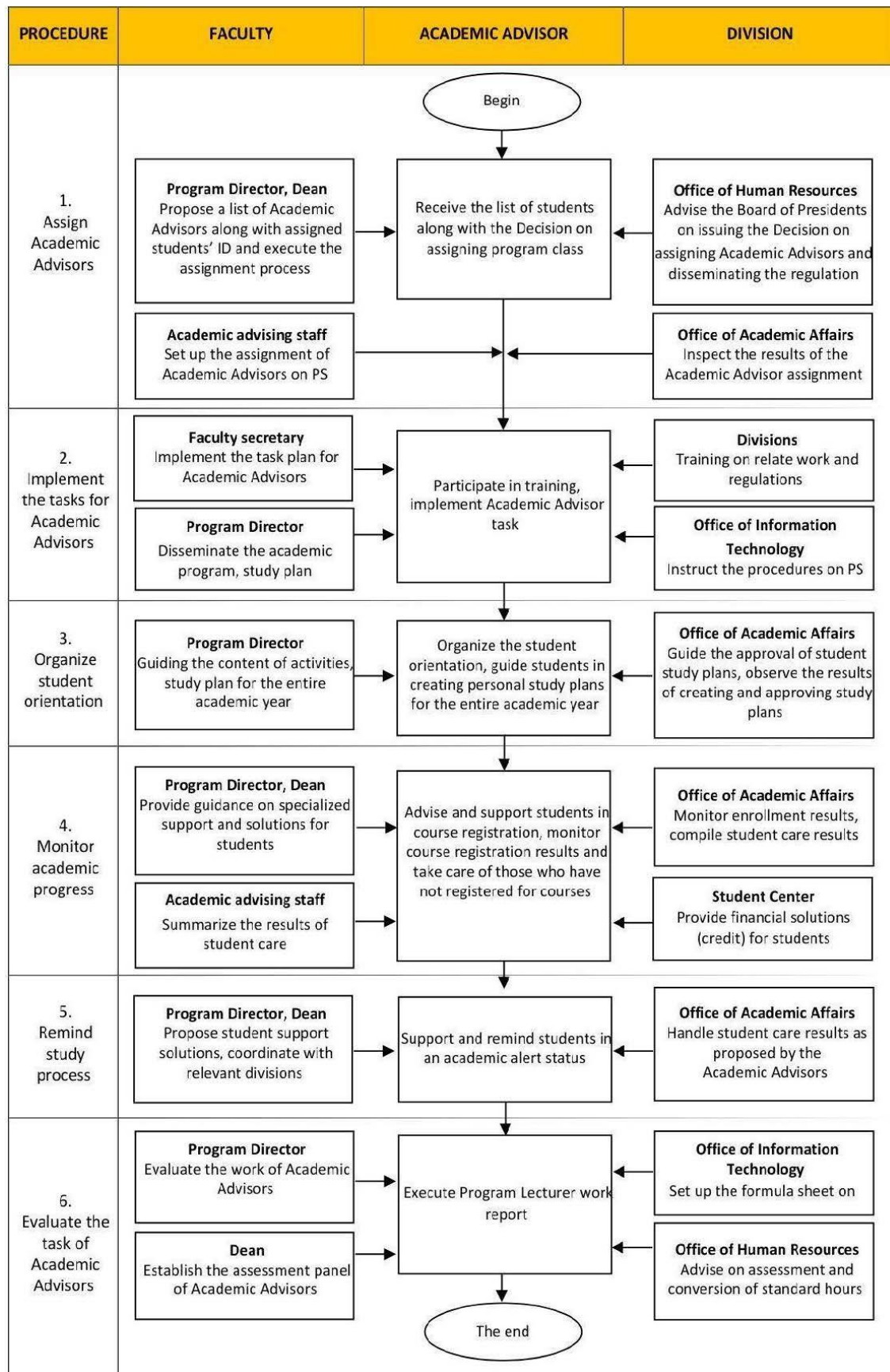**Criterion 2.6 Advice and Support**

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**Preliminary Assessment and Analysis of the Experts:**

Hoa Sen University (HSU) provides a comprehensive range of guidance and counselling services to support students at all stages of their academic journey. Central to this support system is the Student Center, established in 2011, which manages student services, healthcare, field trips, business relations, media, and communication events. With a team of over 30 staff members, the center plays a key role in offering assistance before, during, and after students' studies. HSU's Student Centers are located across multiple campuses to ensure accessibility. Each campus offers healthcare services, including medication provision and emergency care. There are five personnel dedicated to health services and insurance management, supported by other staff responsible for club activities, internships, and mentoring.

While specific utilization data for these services is limited, the range of facilities and staffing indicates a well-structured system aimed at enhancing the student experience. However, feedback from student satisfaction surveys presented by the HEI and our onsite visit suggests areas for improvement in accessibility and communication regarding available services.

Students also benefit from customizable academic pathways facilitated by structured academic advising and mentorship programs. During the in-person interviews, the support center maintains a 60:1 student-to-advisor ratio. Experts find this aligns with common practices in higher education institutions, providing manageable access to personalized guidance as it has contributed to significant improvements, including a reduction in dropout rates from 9% in 2020 to 1.6% in 2024. The process and responsibilities of academic advisors are outlined in the university's Academic Advising Process detailed in Figure II.6 Academic Advisors System.

## Figure II.6 Academic Advisors System

| PROCEDURE | FACULTY | ACADEMIC ADVISOR | DIVISION |
|---|---|---|---|
| | | **Begin** | |
| **1. Assign Academic Advisors** | **Program Director, Dean** Propose a list of Academic Advisors along with assigned students' ID and execute the assignment process | Receive the list of students along with the Decision on assigning program class | **Office of Human Resources** Advise the Board of Presidents on issuing the Decision on assigning Academic Advisors and disseminating the regulation |
| | **Academic advising staff** Set up the assignment of Academic Advisors on PS | | **Office of Academic Affairs** Inspect the results of the Academic Advisor assignment |
| **2. Implement the tasks for Academic Advisors** | **Faculty secretary** Implement the task plan for Academic Advisors | Participate in training, implement Academic Advisor task | **Divisions** Training on relate work and regulations |
| | **Program Director** Disseminate the academic program, study plan | | **Office of Information Technology** Instruct the procedures on PS |
| **3. Organize student orientation** | **Program Director** Guiding the content of activities, study plan for the entire academic year | Organize the student orientation, guide students in creating personal study plans for the entire academic year | **Office of Academic Affairs** Guide the approval of student study plans, observe the results of creating and approving study plans |
| **4. Monitor academic progress** | **Program Director, Dean** Provide guidance on specialized support and solutions for students | Advise and support students in course registration, monitor course registration results and take care of those who have not registered for courses | **Office of Academic Affairs** Monitor enrollment results, compile student care results |
| | **Academic advising staff** Summarize the results of student care | | **Student Center** Provide financial solutions (credit) for students |
| **5. Remind study process** | **Program Director, Dean** Propose student support solutions, coordinate with relevant divisions | Support and remind students in an academic alert status | **Office of Academic Affairs** Handle student care results as proposed by the Academic Advisors |
| **6. Evaluate the task of Academic Advisors** | **Program Director** Evaluate the work of Academic Advisors | Execute Program Lecturer work report | **Office of Information Technology** Set up the formula sheet on |
| | **Dean** Establish the assessment panel of Academic Advisors | | **Office of Human Resources** Advise on assessment and conversion of standard hours |
| | | **The end** | |

HSU collects feedback through regular surveys to assess student services. The Student Center's 2023 survey showed that 53.7% of students were satisfied with student services, but delays in processing and long wait times were areas needing improvement. For internship support, 50.9% expressed satisfaction, while 31.3% were uncertain, suggesting a need for clearer communication and accessibility. Regular evaluations, including surveys, have shown incremental improvements in student satisfaction with advising services, such as a measurable increase of 0.11 points on a 5-point scale between semesters. This data indicates that feedback mechanisms are effectively driving improvements. Furthermore, academic advisors assist students with course registration and provide support for those who face challenges, such as incomplete registrations. Surveys show that 47% of students are likely to seek academic advising.

HSU provides financial support through scholarships and tuition payment plans. The university's collaboration with MSB Bank offers a zero-interest tuition instalment plan over 12 months. Scholarship programs, detailed in the regulations and award lists for 2022–2023 and 2023–2024, are based on merit and financial need. Communication about financial support is managed through various channels, including email, the university app, and in-person consultations. Despite these measures, 52.1% of students reported being unclear about loan policies, suggesting a need for improved communication. The experts note that while services exist, engagement and awareness could be increased, particularly regarding financial aid and internship opportunities.

The experts recognize that HSU offers a wide range of student support services aimed at assisting students throughout their academic journey. This includes the Orientation Week program, where incoming students are introduced to the university's academic structures, support services, and mentoring programs. Additionally, each student is assigned an academic advisor, who provides ongoing guidance in academic planning, course selection, and career development. These support mechanisms are formalized and consistently implemented, as confirmed by the documentation and interviews.

Regarding internship placements, HSU clarified that formal tri-party agreements are in place between the university, partner companies, and students. These agreements define roles, responsibilities, and expectations and are regularly updated. The Career Center supports students with preparation workshops and placement assistance. While internships are mandatory and integral to the curriculum, students reported dissatisfaction with unpaid placements and unclear expectations. Experts maintain that while HSU has formal agreements, there is room to improve communication about these agreements and to enhance pre-departure orientations, particularly by involving industry representatives to align expectations.

The Hoa Sen Mentoring Program (HSMP) and P Mentor initiative provide peer mentoring, pairing senior students with first-year students to support their academic and personal development. However, during interviews, freshmen indicated they were unaware of these mentoring programs, suggesting gaps in promotion and communication. While these programs are in place and introduced during Orientation Week, the experts found during interviews that some freshmen were unaware of the peer mentorship opportunities. This suggests there may be gaps in student awareness and engagement with these initiatives, despite their formal existence.

HSU supports over 30 student clubs and organizations, providing opportunities in academic, creative, arts, media, events, and sports activities. According to the 2023 experiential activities survey, 73.6% of students expressed satisfaction with university-organized activities, while satisfaction with club and union activities was lower at 57% and 65.2%, respectively. Student feedback indicates a desire for more inclusive and engaging activities, particularly in sports and practice-oriented areas.

HSU demonstrates its commitment to internationalization through study abroad opportunities and scholarships. The Office of Global Engagement provides the Student Exchange Handbook, offering guidance on support services, communication, and academic procedures. The university also regularly updates listings of international programs, including the MEXT, Italian Government, and Hubert Humphrey Scholarships. However, international students report challenges with English-taught courses due to frequent use of Vietnamese in communication, as well as cultural issues like relaxed punctuality, which require further attention to foster a more inclusive environment.

Although HSU has established multiple communication channels, including online resources and workshops, not all students are fully informed about available services. The current advisor-to-student ratio may hinder personalized guidance during peak times, and peer mentorship programs would benefit from more robust monitoring. Gaps remain in pre-departure support for international experiences, particularly in housing and orientation.

The experts commend HSU for its though out structured advising and mentoring systems, particularly the Hoa Sen Mentoring Program. HSU shows an emphasis on experiential learning and extracurricular activities to align with their mission to produce well-rounded graduates. However, more needs to be done to ensure consistent quality and awareness of these services across campuses. While financial support programs like the MSB instalment plan are positive, communication about these options should be improved. Low engagement with certain services highlights the need for targeted outreach and clearer communication strategies.

**Final Assessment of the Experts after the Comment of the Higher Education Institution regarding Criterion 2:**

Criterion 2.1: Establishment or Further Development of Study Programmes

The experts commend Hoa Sen University (HSU) for establishing a formalized and structured procedure for the development, modification, and discontinuation of study programmes. The 16-step process ensures that roles and responsibilities are clearly defined and includes stakeholder engagement through surveys, workshops, and focus groups. The procedure also incorporates benchmarking and labour market analyses, contributing to alignment with the university's quality objectives.

Despite these structured processes, the experts observe persistent weaknesses in ensuring the effectiveness of feasibility studies prior to programme establishment or closure. While HSU has indicated external factors—such as shifting student preferences and economic disruptions—as contributing factors to programme closures between 2019 and 2024, the experts find that the process for market analysis remains insufficiently systematic. In particular, there is a lack of rigorous demand forecasting and competitor benchmarking that would support sustainable programme planning and viability.

The experts conclude that the systematic integration of employer feedback into programme development processes should be strengthened. A centralized mechanism to collect and incorporate stakeholder input into programme design and curriculum revisions is still missing. HSU must conduct comprehensive feasibility studies prior to launching new programmes. These studies should include thorough labour market analyses, competitor benchmarking, and stakeholder feedback, all systematically documented to support informed decision-making and sustainable programme development.

Criterion 2.2: Implementation of Study Programmes

The experts recognize HSU's structured approach to the implementation of its study programmes. The 13-step curriculum review process demonstrates stakeholder involvement and aims to ensure quality and relevance. The experts positively acknowledge HSU's application-oriented education model and its strong focus on internships, with two mandatory internship semesters included in the curriculum.

However, the experts maintain concerns regarding the consistency and quality of internship experiences. Students report varying outcomes in securing placements and inconsistent levels of engagement from partner companies. Although HSU describes its monitoring processes, including pre-internship briefings and post-internship evaluations, the absence of formal tri-party

agreements between HSU, companies, and students leaves roles and responsibilities insufficiently defined. This lack of formalization impacts transparency and consistency in internship implementation, including financial arrangements such as compensation.

HSU must formalize tri-party agreements for internships that clearly define the rights and responsibilities of students, the university, and industry partners. These agreements should include transparent provisions for supervision, evaluation, and financial arrangements, ensuring consistency and quality across all internship experiences.

Criterion 2.3: Cooperation

The experts commend HSU for maintaining an extensive network of partnerships with over 200 corporations and several international universities. These collaborations provide students with valuable internship opportunities and facilitate joint programme development.

However, cooperation currently focuses predominantly on internships, with limited evidence of joint research initiatives or professional development programmes for industry partners. HSU's reliance on tuition fees as its primary income stream indicates an underutilization of third-party funding opportunities and collaboration potential.

The experts see significant opportunities for HSU to expand its cooperation with industry beyond internships and job placements. They encourage HSU to explore partnerships that could support joint research initiatives, generate third-party income, and foster professional development courses for industry staff. Additionally, cooperation among NHG member universities remains limited, despite potential synergies. HSU is encouraged to develop joint research projects with industry partners and explore opportunities for generating third-party funding. Increased collaboration with NHG member universities is recommended to leverage synergies in research and programme development.

Criterion 2.4: Examination System and Organisation of Exams

The experts recognize HSU's comprehensive and transparent examination system, which includes competency-oriented assessments aligned with intended learning outcomes. The examination regulations clearly define responsibilities and procedures, and the implementation of the PeopleSoft Management System facilitates grading and appeals.

While HSU reports that feedback processes have been standardized across faculties, the experts observe inconsistencies in the provision of timely and actionable feedback on assessments. Additionally, exam scheduling conflicts remain an issue, as students reported last-minute changes and inadequate communication of exam timetables.

The experts acknowledge HSU's commitment to improving scheduling procedures, including the planned publication of semester-wide calendars and earlier confirmation of examination

dates. HSU should ensure examination schedules are published at least three to four weeks in advance and that they remain fixed to avoid disruptions. The university should also ensure that feedback on assessments is consistently provided across faculties in a timely and constructive manner.

Criterion 2.5: Recognition of Achievements

The experts acknowledge that HSU has established clear procedures for the recognition of academic achievements, including the recognition of credits and prior learning. However, the restrictions on credit transfer (50% domestic and 25% international) limit the university's ability to support student mobility and recognition of learning in line with international standards.

While HSU claims its recognition processes to be transparent and well-communicated, the experts observe that inconsistencies remain in the evaluation of equivalencies across faculties. Furthermore, procedural inefficiencies and unclear communication create barriers for both incoming and outgoing students. HSU must provide standardized diploma supplements for all graduates, in English, aligned with international standards. The institution should furthermore review its recognition procedures to promote greater transparency, consistency, and support for student mobility.

Criterion 2.6: Advice and Support

The experts commend HSU for its comprehensive student support services, including academic advising, career services, and mentoring programmes. The Student Center and academic advisors contribute to the positive student experience, and improvements in student retention rates are acknowledged.

Nevertheless, the experts observe varying levels of awareness and engagement with these services, particularly among first-year students and international students. While HSU describes efforts to enhance communication and support structures, evidence of consistent implementation across campuses remains limited.

The experts also note challenges regarding unpaid internships and unclear expectations. Although HSU describes internships as academic components, further clarification and formal agreements could enhance the transparency and fairness of these placements. HSU should enhance communication strategies and outreach efforts to ensure that all students are aware of the full range of support services. The university should continue to improve its services for international students, including pre-arrival support and orientation, and ensure consistent quality of services across campuses.

# 3. Management of Resources

**Criterion 3.1 Material and Personal Resources**

**Preliminary Assessment and Analysis of the Experts:**

Hoa Sen University (HSU) serves over 8,000 undergraduate students and 164 postgraduate students supported by a faculty of 588 academic staff, including 1 professor, 4 associate professors, and 60 PhD holders. With a student-to-teacher ratio of approximately 14:1, the institution ensures manageable class sizes and fosters direct interaction between students and faculty. A self-identified key issue is the high turn-over rate among staff, which poses a serious challenge for maintaining a qualified HR force on a permanent basis. Con grano Salis, students overall seem to be happy with staff performance, though the number of professorships is very low.

Recruitment data otherwise highlights consistent overachievement in meeting human resource targets. For example, in the 2023–2024 academic year, 103 staff members were recruited against a planned 82, with similar trends observed over the past five years. Faculty are required to work 1,760 hours annually, including 500 classroom hours, translating to an average of 12.5 teaching hours per week, a workload aligned with global benchmarks. However, only 35% of the faculty hold doctoral degrees limiting the institution's research capacity.

The university has tried to strengthen its research capacity by introducing the new staff category of a "research professor", who has a 35% reduction in his/her teaching load, time to be invested in reinforced research activities. Unfortunately, thus far, practically no "research professor" has been hired, so that this initiative currently is not bearing fruit. As was mentioned under the first category, these numbers do currently not fare well to support HSU´s quest to be an international research university in the future.

The "Regulations on Lecturers in Charge of Specialization Classes" establish a process for addressing poor teaching evaluations, including reviews by the Quality Assurance Office, counselling, peer observation, or mandatory training. This structured approach ensures accountability, but gaps remain in documenting conflict resolution mechanisms.

The HSU presents extensive evidence after the fact of their material resources pointing out how they and regularly updated to support educational objectives. The library system contains over 9,845 eBooks, supplemented by 3,000+ theses and course outlines, accessible via a digital DSpace platform. The platform is updated daily, reflecting a proactive approach to academic resource management. In addition, classrooms, laboratories, and extracurricular spaces are available across campuses, with periodic upgrades ensuring functionality and safety. For instance, the Nguyen Van Trang campus recently implemented advanced classroom technologies.

HSU's facilities meet safety and operational standards, supported by frequent inspections and maintenance schedules. The library's digital platform exemplifies the university's commitment to leveraging technology for academic excellence, with daily updates to its 9,845 eBooks and 3,000 theses and course outlines. However, logistical challenges in specialized programs, such as outdated software tools (e.g., SketchUp and AutoCAD) for design students, indicate areas needing immediate attention. As regards the status of the laboratories, they currently are satisfying minimum requirements but are not adequate to further pursue the venue of an internationally recognized research university.

Resource allocation at HSU is guided by structured and participatory processes. Departments submit annual plans aligned with institutional KPIs, which are reviewed during planning meetings involving faculty and administrative staff. Facility management, including repairs and upgrades, follows a proactive maintenance system with detailed logs. However, logistical inefficiencies, such as limited transportation services (buses operating only three times a day), negatively affect the overall student and staff experience.

The experts acknowledge that after submission of HSU response, clarification was provided regarding improvements in transportation services. HSU reported that in the interim the implementation of an hourly shuttle service operating from 7:00 AM to 8:00 PM on weekdays, supplemented by real-time tracking and ride-sharing options. While these initiatives represent progress in addressing cross-campus logistics, the experts recommend continued monitoring to ensure that these measures are effectively meeting the transportation needs of students and staff.

Following the submission of the supplemental response from HSU, the expert panel reviewed the provided expenditure reports, which include details on regular operating costs, staff salaries, professional development, maintenance, taxes, and research-related spending. While these documents clarify the distribution of expenditures, the absence of a consolidated financial plan outlining short-, mid-, and long-term strategies continues to limit a comprehensive assessment of the institution's financial sustainability. In terms of income generation, it remains evident that HSU relies almost exclusively on tuition fees, with minimal contributions from government funding or third-party income sources. The experts emphasize that this financial model presents potential risks for long-term stability and recommend the development of a strategic financial plan that addresses diversification of revenue streams and mitigates the dependency on tuition income. The documentation shows that HSU has established facilities, a diverse faculty structure, and digital resources such as the DSpace library system. The teaching load of 12.5 hours per week is structured in accordance with international standards, allowing for a defined workload distribution. The faculty composition primarily consists of master's degree holders, indicating a potential need for more doctoral-level staff to support research activities. Addition-

ally, staff interviews indicated that although the position of research professor has been established only on paper, it has not yet been implemented or actively utilized due to feasibility challenges.

Financial sustainability remains a concern, with no consolidated financial data or projections to assess long-term stability. Experts also pointed out the logistical challenges associated with managing five campuses, including insufficient transportation services and outdated resources as observed in the library during the tours of facilities.

The experts observed during facility tours of the main campus that the library did not provide an adequately conducive learning environment. The available study spaces were small and limited, restricting opportunities for both independent and collaborative work. Furthermore, access to technology within the library was limited to meet the needs of the students. Additionally, the library's opening hours were restricted mostly to lecture times, which did not accommodate independent study outside of class hours or longer on weekends. However, it was commendable to see students actively involved in operating the information desk. This initiative not only fosters a supportive academic atmosphere but also provides valuable learning and professional development opportunities for those students. Another issue noted was the absence of enough parking spaces on campus.

The HSU exhibits proactive recruitment, well-maintained facilities, and robust resource allocation processes. The library's digital infrastructure and manageable teaching workloads reflect a commitment to academic quality. However, gaps in faculty qualifications, financial transparency, and logistical efficiency potentially limit HSU's capacity to meet institutional quality objectives and maintain alignment with international standards.

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**Criterion 3.2 Staff Development**

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**Preliminary Assessment and Analysis of the Experts:**
The HSU has established a strong foundation through its comprehensive Regulations on Training and Development (QyD-DTBD/0424/HSU), which outline processes for assessing training needs, organizing programs, and evaluating their outcomes. These regulations emphasize fostering professional growth, aligning with HSU's strategic goals and ASIIN's standards. Over the past five years, HSU has facilitated over 1,000 internal training sessions, engaging staff across various domains and promoting continuous development.

Key examples of these efforts include labour regulation dissemination sessions, which trained 477 participants, ensuring they understood workplace policies and legal requirements. Similarly, 259 staff members attended workplace discipline training, which reinforced productivity standards and organizational order. Additionally, HSU offers integration training for new em-

ployees, introducing them to the university's core values, structure, and operational procedures. Materials such as the "Integration Training Presentations" provide a detailed overview of HSU's mission and vision, supporting new staff in adapting quickly to their roles.

Beyond internal programs, HSU promotes engagement in external training and global conferences. The Training Records provided indicate a total of over 40 unique international events and conferences attended by HSU staff between 2019–2023. This includes short-term training and collaborative academic events, reflecting the university's commitment to global engagement. HSU has facilitated study abroad opportunities for staff under international initiatives, such as DAAD and government-supported programs like "De An 911." Examples include a lecturer from the Faculty of International Languages and Cultures pursuing a Ph.D. in Australia and others attending specialized programs in the United States and Canada. Other notable examples include faculty participation in the "Leadership and Management for Higher Education in a Global Context" workshop hosted by SEAMEO, which focuses on enhancing strategic leadership skills. Furthermore, HSU staff regularly attend international forums on competency-based education and pedagogical innovation, fostering connections with global academic communities.

HSU's staff development initiatives are further supported by financial mechanisms and strategic planning. Staff members are eligible for tuition support of up to 50% for both internal and external training, which highlights the university's commitment to long-term capacity building. This financial support complements regular opportunities for staff to engage in professional development. For instance, English proficiency initiatives, such as the "Build Your Voice" project, focus on improving staff communication skills to enhance their ability to teach English-taught courses and engage in international collaborations. However, despite these efforts, the English training programs primarily emphasize general communication rather than academic fluency, limiting their impact on more advanced teaching and research contexts.

Faculty and staff performance is monitored annually through Key Performance Indicators (KPIs), which help identify training needs and inform tailored development plans. This system aligns individual professional growth with institutional goals and enables targeted interventions to address specific areas for improvement. However, experts observed that while these mechanisms are robust, they are not directly connected to strategic KPIs tied to HSU's overarching mission and vision, leaving room for further alignment between institutional strategy and staff development outcomes.

After the on-site visit and as a reaction to the original experts´ findings, HSU presents additional data on staff development initiatives. According to HSU's submission, over 1,000 internal and external training sessions have been offered over five years, and faculty are encouraged to participate in international conferences. While these initiatives are acknowledged, the experts

maintain their recommendation for establishing a centralized staff development unit to coordinate these activities systematically. Training responsibilities are currently managed by the Human Resources Office, which meets statistical recruitment goals but lacks the focused resources and specialization necessary for delivering systematic and consistent professional growth opportunities. This gap is particularly evident in the limited scope of didactic training for lecturers, which is insufficient to ensure widespread adoption of modern pedagogical practices. This issue is especially significant for industry-recruited faculty, who may lack formal teaching experience. The experts realize after submission of HSU response that further data regarding research outputs and activities has been provided. HSU documented the publication of 198 scientific articles between 2019 and 2023 and described the implementation of policies incentivizing research through reduced teaching loads and financial rewards. However, as the role of 'research professor' remains unfilled, and external research collaborations are still limited, the experts maintain their recommendation that HSU further enhance its research infrastructure, establish dedicated research groups, and provide clear accountability for research outcomes.

The HSU has made progress since previous accreditation cycles, addressing many of the concerns raised in earlier reviews. The university now offers a broader range of training opportunities and more structured evaluation processes. However, experts highlighted that some initiatives, such as didactic training, remain underdeveloped and require more focused attention. For example, while pedagogy workshops are offered, their limited reach and inconsistent scope restrict their overall effectiveness. Additionally, while HSU has mechanisms to track and evaluate training outcomes, including post-training surveys, these processes could benefit from greater transparency and integration with strategic institutional goals. In conclusion, HSU demonstrates a strong commitment to staff development through comprehensive policies, diverse training opportunities, and financial support. However, the lack of a centralized unit dedicated to staff development and the limited focus on pedagogy-specific training remain critical gaps.

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**Criterion 3.3 Research Interface**

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**Preliminary Assessment and Analysis of the Experts:**
The HSU integrates research and teaching as part of its institutional mission to foster experiential learning and practical application, aligning with its vision as a university of applied sciences. HSU has demonstrated significant efforts to integrate research into teaching. Over the last five years, the university facilitated 59 student-led research projects, with 193 students participating in activities such as national and international academic conferences. These efforts have been bolstered by the establishment of an official university journal with an assigned ISSN, along with the creation of "HSU Press", which disseminates research outputs and supports

teaching. Furthermore, faculty members published 94 articles in national and international journals between 2021–2023, reflecting active engagement in scholarly activities.

The university has also emphasized research-oriented collaborations by hosting conferences and facilitating student-faculty partnerships. For instance, HSU organized an international conference in 2020–2021 and a national-level conference in 2021–2022, creating platforms for research dissemination. Faculty-led initiatives, such as a lecturer's award-winning photo series on education and societal values, further highlight the integration of creative research into academic practices.

HSU has identified priority research areas, including finance and banking, tourism and hospitality, and social sciences, with plans to establish research groups to attract funding and develop proposals. Mechanisms like the Council of Science and Training play a key role in coordinating these initiatives, providing oversight for research policies and ensuring alignment with academic objectives. Evidence also suggests that HSU supports research activities financially through monetary incentives for research lecturers, although details about funding sufficiency and accessibility remain limited.

Student involvement in research is further encouraged through scholarships and awards for outstanding projects. Capstone projects are present in some programs, providing students with opportunities to apply theoretical knowledge to real-world challenges, although the integration of such initiatives across disciplines is inconsistent.

Although HSU emphasizes international collaboration and entrepreneurial spirit, limited access to modern facilities and insufficient integration of global resources were noted as misalignments between institutional goals and operational realities. Students appreciated the small class sizes and personalized attention but highlighted concerns about outdated infrastructure and limited opportunities for global engagement.

Despite these advancements, experts highlighted critical gaps in HSU's research-teaching integration framework. One significant challenge is the limited participation of faculty in research activities. While there are two categories of lecturers—teaching-focused and research-focused—there is insufficient data on the proportion of research-active faculty. Experts noted that a lack of experienced researchers, particularly in applied research, diminishes HSU's capacity to drive innovation. Faculty members recruited from industry often lack prior research experience, and heavy teaching loads further limit their ability to engage in scholarly activities.

The integration of research into teaching, although present in certain programs, lacks a systematic approach across all disciplines. Experts raised concerns about the depth of this integration,

noting that while students participate in research projects, the extent to which research outcomes inform teaching practices remains unclear. This undermines HSU's applied sciences mission and the potential to deliver a comprehensive experiential learning experience.

Another significant gap lies in external collaboration and funding. Although HSU maintains partnerships through MoUs and MoAs with international and local institutions, experts noted disparities in the quality of these collaborations. Fields like Business and Management receive disproportionate attention compared to niche areas such as Food Technology and Design. The absence of a leading professor or dedicated research groups also limits HSU's ability to attract high-level research funding and establish strong academic and industry partnerships.

Resource constraints further exacerbate these challenges. Faculty have reported logistical barriers such as restricted access to scientific journals, insufficient conference funding, and limited availability of dedicated research labs and interdisciplinary resources. Experts questioned the sufficiency of HSU's budget for attending international conferences and highlighted the need for external funding mechanisms to support research initiatives. It is also not by chance, that HSU has not integrated research as one area in its QS Rating scheme.

Strategic planning and monitoring mechanisms for research remain underdeveloped. Although HSU has identified priority research areas, the pathways to achieve measurable impact in these domains appear limited. The lack of a systematic approach to assessing the outcomes of research-teaching integration, along with limited follow-up on industry feedback for program development, further constrains progress. The experts agree there is evidence HSU has made commendable strides in integrating research with teaching, particularly through student participation, the establishment of a university journal, and the promotion of priority research areas. They however see a need to shift the focus of research activities from an almost exclusive focus on publications in peer-reviewed journals to joint research projects with industry.

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**Criterion 3.4 Administration Interface**

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**Preliminary Assessment and Analysis of the Experts:**

Hoa Sen University (HSU) has implemented a robust administrative framework that clearly delineates the roles and responsibilities of its units, as outlined in the Regulations on Organization and Operation, Administrative units such as the Office of Academic Affairs, Facilities Management, and the Student Center play a central role in ensuring smooth program delivery and student support. For example, the Office of Academic Affair coordinated regulatory training sessions for lecturers at the start of the 2023–2024 academic year, while the Facilities Management Office ensured that classrooms were inspected and equipped for the semester. Additionally, the Student Center facilitated communication with students about available support ser-

vices, reflecting HSU's commitment to aligning administrative actions with institutional objectives. These structured processes are supported by the preparation of annual financial and operational plans, which include Key Performance Indicators (KPIs) to monitor progress and performance.

HSU has also made significant efforts to gather stakeholder feedback and integrate it into administrative and academic quality assurance. The "Survey Regulations" underwent recent revisions to include a more robust feedback mechanism, such as minimum response rate thresholds and expanded classifications of satisfaction metrics. The Office of Testing and Quality Assurance utilizes these tools to evaluate semesterly administrative performance, ensuring data-driven improvements. For instance, feedback from students about teaching quality and course satisfaction is systematically collected and reviewed, with actionable insights disseminated to relevant units. Experts praised these mechanisms for their clarity and organization but noted limited evidence on how feedback from teaching staff is incorporated into administrative evaluations. Due to information received after the on-site visit, the experts acknowledge the steps have been taken to improve administrative coordination. The introduction of digital platforms such as PeopleSoft and the Hoa Sen App are positive developments to take note of.

HSU's strategic planning further enhances its administrative alignment with institutional goals. The "Five-Year Strategic Plan (2020–2025)" incorporates a SWOT analysis that identifies key challenges, such as managing five campuses and logistical coordination-. Goals outlined in the plan include enhancing digital infrastructure and improving cross-campus operations, reflecting an awareness of institutional weaknesses and a commitment to addressing them. However, logistical inefficiencies remain a significant hurdle. Experts highlighted persistent issues, including insufficient transportation between campuses and inconsistent communication channels, which negatively affect both staff and student experiences. Students, for example, reported scheduling conflicts between field trips and exams, underscoring the need for stronger coordination between administrative and academic units.

Experts also observe that while HSU offers training programs for administrative staff, these are not adequately targeted to meet evolving institutional demands. Training on digital tools, internationalization, and quality assurance was identified as particularly underdeveloped. Administrative staff expressed challenges in balancing their workload, including preparing individual KPIs and managing daily operations, with additional tasks such as training or participating in institutional improvement initiatives. The absence of a centralized knowledge management system further exacerbates these inefficiencies, leading to inconsistencies in administrative processes across campuses.

Despite these challenges, HSU demonstrates a commitment to transparency and stakeholder engagement. The revisions to the "Survey Regulations" and the integration of feedback into

performance evaluations reflect a proactive approach to quality assurance. However, gaps remain in the practical implementation of administrative frameworks, particularly in areas such as incorporating feedback, staff training, and logistical coordination. While experts recognized the foundational strength of HSU's administrative systems, they highlighted the need to address these gaps to improve operational efficiency and better support the institution's strategic objectives. Strengthening cross-campus coordination, enhancing targeted training initiatives, and standardizing knowledge management would help align HSU's administrative processes more effectively with its broader institutional goals.

**Final Assessment of the Experts after the Comment of the Higher Education Institution regarding Criterion 3:**

Criterion 3.1: Material and Personal Resources

The experts acknowledge that HSU provides sufficient material and human resources to support its core processes in study and teaching. The student-to-staff ratio is appropriate, and faculty workloads are balanced. However, experts note challenges such as high turnover rate of academic staff, a low proportion of doctoral-qualified faculty, and limited research capacity. While recent improvements in infrastructure and logistical services are recognized, issues remain regarding outdated specialized equipment and limited study spaces.

The university demonstrates commitment to maintaining adequate facilities and learning environments across its campuses. Hoa Sen University has provided detailed revenue and expenditure projections for the current and upcoming three years. These projections indicate that HSU relies heavily on tuition fees for its income, with limited external funding or third-party revenue streams. While the university has submitted regular budgetary forecasts, there remains an absence of a comprehensive financial strategy addressing long-term sustainability, income diversification, and financial risk management. Given the university's dependence on tuition revenues, the experts emphasize the need for HSU to develop an integrated short-, mid-, and long-term financial plan that outlines strategies for ensuring financial stability and supporting its strategic objectives.

Criterion 3.2: Staff Development

The experts commend HSU for offering various staff development programs, including internal and external training, and opportunities for international engagement. Faculty development activities are documented and aligned with strategic goals to some extent.

Nevertheless, experts find that staff development is not fully systematic. The Human Resources Office is responsible for overseeing and coordinating staff development. However, experts note

that this office also handles recruitment and HR administration, which limits its capacity to deliver systematic and consistent professional growth opportunities. There is no centralized unit exclusively responsible for staff development, and pedagogical training, particularly for industry-recruited lecturers, remains limited.

The experts recommend establishing a dedicated staff development unit, expanding pedagogical training, and strengthening English language proficiency programs. Experts highlight that HSU could focus exclusively on professional and pedagogical training. English language training is in place but does not adequately address academic fluency or support for internationalization efforts. Lecturers hired from industry, who often lack formal teaching experience would profit from addition structured, pedagogical development programs.

Criterion 3.3: Research Interface

The experts acknowledge that Hoa Sen University (HSU) has made progress in developing its research interface, including the establishment of internal regulations, increasing publication output, and supporting student research activities. Priority research areas have been identified, and incentives are in place to encourage faculty engagement in research. Despite these efforts, the integration of research into teaching remains inconsistent across faculties, and faculty participation in research activities is limited—particularly among lecturers recruited from industry, who often lack prior research experience and face heavy teaching workloads. The absence of senior research leadership and dedicated research groups further constrains HSU's ability to foster a vibrant research culture, attract external funding, and initiate collaborative research projects with industry or international partners.

Moreover, while HSU demonstrates a commitment to scholarly publication, research outputs are primarily focused on publishing rather than on practical application or interdisciplinary collaboration It is recommended that HSU further strengthens its concept for linking research and teaching by systematically incentivizing faculty participation in research activities. This includes fully implementing differentiated workloads for research lecturers, clearly defining expectations and responsibilities for research performance, and ensuring that contributions to institutional research objectives are recognized and rewarded. HSU is encouraged to expand access to external research funding opportunities, allocate dedicated budgets for participation in scientific conferences, and ensure comprehensive access to major scientific journals and conference proceedings.

Criterion 3.4: Administration Interface

The experts confirm that Hoa Sen University (HSU) has established a well-structured administrative framework that supports the introduction, further development, and implementation of study programmes, as well as quality assurance processes. Administrative units are actively

involved in institutional planning and the coordination of programme delivery. The implementation of digital tools such as "PeopleSoft" and the "Hoa Sen App" has contributed to improved efficiency and communication management within administrative processes.

Administrative staff training—especially in the areas of digital tool usage, internationalization, and quality assurance—requires further development to meet evolving institutional needs. The absence of a comprehensive, centralized knowledge management system also hinders the consistency and standardization of administrative processes across campuses.

# 4. Transparency and Documentation

**Criterion 4.1 Relevant Regulations for Study Programs**

**Preliminary Assessment and Analysis of the Experts:**

Hoa Sen University (HSU) has developed a comprehensive and structured approach for managing study-related regulations, aligning closely with the requirements of Criterion 4.1. The university's processes for drafting, appraising, and updating these regulations are governed by detailed workflows and responsibilities outlined in the "Regulation on Compilation, Appraisal, and Issuance of Administrative Documents" (QyD-STVB/1122/HSU). This document defines an 8-step process that ensures transparency and systematic engagement of relevant stakeholders at every stage, as shown in the Flowchart IV.1.1: Procedure Flowchart of Compilation, Appraisal and Issuance of Documents below. For instance, drafting begins with the Office of Academic Affairs, which collects and reviews relevant information before creating initial proposals. These drafts are then circulated among stakeholders, including the Office of Testing – Quality Assurance and academic faculties, for feedback and revisions.

Once feedback is incorporated, the drafts undergo appraisal by the Legal Department, which ensures alignment with national and institutional guidelines. Disagreements during this stage are collaboratively resolved, with unresolved issues escalated to the Board of Presidents for final decisions. Evidence from the provided documents confirms that approved regulations are disseminated through multiple channels, including email, the "PeopleSoft Management System", and the university website. Training sessions are also conducted to ensure faculty and administrative staff are familiar with any updates.

The "Procedure for Document Review and Update" (QT-RSVB/1222/HSU) mandates regular reviews of study-related regulations, ensuring that they remain relevant to institutional goals and compliant with external requirements. These reviews are conducted annually or triggered by changes in legal frameworks, institutional needs, or stakeholder feedback. This ensures a continuous cycle of quality improvement. For example, revisions to the Survey Regulations introduced specific metrics such as satisfaction scales and response thresholds to enhance the utility of collected feedback. These updates illustrate how HSU adapts its regulatory processes to reflect both internal and external demands.

The "Regulations on Undergraduate Training" further demonstrate alignment with Ministry of Education and Training (MoET) standards, covering areas such as:

- Credit-based training systems;
- Graduation criteria (students must complete all required credits and achieve a minimum GPA of 2.0 on a 4-point scale);

- Additional graduation requirements, including National Defense and Security Education Certification and an international foreign language certification.

The experts find these regulations reflect a proactive approach to minimizing disruptions for students. Updates to training guidelines are applied prospectively to ensure that students are not negatively impacted by changes during their academic progression. For instance, the detailed timeline for implementing new training requirements allows students enrolled under previous policies to complete their studies without adjustments to their graduation conditions. Furthermore, the regulations include detailed processes for course exemptions, graduation thesis guidelines, and coordination between departments for managing student academic progression. For example, students can only undertake graduation theses or internships if they meet specific GPA and course completion criteria, ensuring a structured and transparent pathway to degree completion.

These findings illustrate HSU's commitment to aligning with MoET standards while maintaining clarity and support for students' academic journeys. Accessibility to study-related regulations is ensured through various dissemination channels, including the university's official website, email distribution, and orientation sessions for new students. For example, new students receive detailed guidelines on academic regulations, while faculty and administrative staff are briefed through meetings and training sessions.

The HSU presented Outline including project-based coursework descriptions such as Portfolio Management Project (TC307DE01) and Applied Project (KT320DE01) for the Business programs, contain structured course outlines that specify:

- Course Objectives & Learning Outcomes: Each course document includes well-defined objectives, outlining the skills and knowledge students are expected to acquire.
- Assessment Methods: These documents describe the grading criteria, participation requirements, and expected project deliverables.
- Instructional Modes: The project-based learning structure is detailed with student responsibilities and lecturer guidance.
- Textbooks and Teaching Aids: Course materials include references to textbooks and supplementary readings.
- Academic Integrity Policies: The documents highlight plagiarism policies and the university's commitment to ethical academic practices.

The HSU website provides course descriptions and program structures, outlining required and elective courses as well as graduation requirements. These materials are publicly accessible, ensuring transparency for students in both Vietnamese and English. However, detailed coursework handbooks or syllabi, including assessment criteria, teaching methodologies, and learning

outcome mapping, are not explicitly available in a centralized format. The experts concluded that while some information is presented in English online, for example the submitted template form for a program outline; all submitted samples of Academic Programs and Course outline were only available in Vietnamese.

The "Student Handbook" is located online and provides students with general academic regulations, university policies, and administrative processes, aligning with transparency and accessibility standards. This key resource for students, is primarily available in Vietnamese. While an English version of the university website exists, certain sections remain partially translated, which limits accessibility for international students. Experts noted that navigation challenges may prevent non-Vietnamese speakers from easily accessing academic policies, which could impact HSU's internationalization goals.

The "Diploma Supplement" is a crucial document that enhances academic and professional mobility within the European Higher Education Area and globally. As part of the evidence, the experts were presented with a sample of the Diploma Supplement for English Language Studies and International Business. However, the experts found no concrete evidence confirming that this document is systematically issued and circulated among students. Additionally, the experts were unable to verify whether an English version of the Diploma Supplement is made available to all graduates of HSU in internationally focused programs. The absence of documentation or supplementary materials explicitly detailing the dissemination process raises concerns about transparency and accessibility.

Experts praised the clarity and transparency of HSU's regulatory framework, particularly the systematic workflows and stakeholder engagement processes. They noted that the use of an 8-step workflow (Table I.1.3 Procedure for Strategy Development and Review, for drafting and approving documents, coupled with regular review cycles, demonstrates a high level of procedural maturity. The university's alignment with external requirements, such as MoET guidelines, was also highlighted as a strength. However, experts identified gaps in stakeholder engagement, particularly with external partners, and noted limited reporting on how revisions address collected feedback. Additionally, the reliance on Vietnamese for key documents was seen as a barrier to accessibility for international stakeholders Strengthening mechanisms for incorporating external feedback, expanding accessibility for international stakeholders, and ensuring transparent reporting on the impact of revisions will not only align with accreditation requirements but also support HSU's broader institutional goals.

# Flowchart IV.1.1: Procedure Flowchart of Compilation, Appraisal and Issuance of Documents

| Step | Flowchart | Explain | Responsibility |
|---|---|---|---|
| 1 | **Compiling division/chief-editor** Compile administrative documents | The division assigned to compile or preside over the compilation of administrative documents shall be responsible for planning the development of the Draft, collecting and researching information and documents related to the draft administrative documents; determining name, type, content, confidentiality, and urgency of the documents to be drafted; compiling administrative documents in accordance with requirements in terms of language, format and presentation techniques. | |
| 2 | **Compiling division/chief-editor** Get comments on the draft and complete administrative documents | After completing the draft, the division compiling or in charge of compiling administrative documents shall send the related objects (including divisions and individuals directly related to the draft contents and subjects affected by administrative documents) to get comments. The divisions and individuals receiving opinions are responsible for providing comments in the forms specified in Clause 3, Article 5 of the Regulations within the deadline decided by the division in charge of compiling decision. In case of agreement with the Draft, it should send comments of confirming agreement. The division assigned to compile or preside over the compilation of administrative documents shall be responsible for receiving, explaining and completing the Draft. As synthesizing, receiving, and explaining opinions, then the opinions of divisions and | |

| Step | Flowchart | Explain | Responsibility |
|---|---|---|---|
| | | individuals participating in consultation must be clearly, fully, and honestly expressed. In case of opinion reservation, the reasons must be clearly stated (Appendix 4). | |
| 3 | Disapprove   Disapprove **Legal Affairs Department - University office** Appraise the administrative documents   Approve | The leader of division assigned to compile or lead the compilation of the draft administrative documents shall initial the lower right corner of each draft page and send 02 (two) sets of appraisal documents to the University office (Legal Affairs Department) to conduct appraisal. After receiving appraisal documents, the division assigned to compile or preside over the compilation will study, receive, revise the draft administrative documents. If the division assigned with the duties of compiling or presiding over compilation disagrees with the appraisal opinion of the Legal Affairs Department, within 05 (five) working days, the division assigned with the duties of compilation or presiding over compilation and the Legal Affairs Department shall together discuss and agree on the Draft content. In case of disagreement on the Draft, the parties will report in writing to the Vice President for consideration and decision. | |
| 4 | **Board of Presidents** Reviews, signs for approval | The division in charge of compilation submits administrative documents to the Vice President to appraise document contents. In case the Vice President in charge of appraising approves the document, the University office will submit to the President for consideration and approval to promulgate. In case the Vice President in charge has not approved the request for adjustment or supplementation, the University office will | |

| Step | Flowchart | Explain | Responsibility |
|---|---|---|---|
| | | forward to the division assigned to draft or the drafting division for adjustment and supplementation. After adjustment, the division submits directly to the University office to present to the Board of Presidents. | |
| 5 | **Compiling division/chief-editor** Issued information | Administrative documents, after being signed by the President, will be drafted or presided over by the division assigned to compile them and sent to relevant divisions and individuals in the following forms: a. Send via email to division leaders (attached document as .pdf file). division leaders are responsible for deploying to the division staffs. b. Posted on the University's Management information system (Peoplesoft). c. Organize implementation training (depending on the needs and nature of the type of administrative documents). d. Posted on the University's website (for required documents that need to be posted according to regulations of the Ministry of Education and Training). | |

**Table IV.1. Process for creating the academic regulations Implementation Steps**

| | Contents | Performer/Interpreter |
|---|---|---|
| 1 | Office of Academic Affairs drafts the Regulation on Undergraduate Training | The Office of Academic Affairs plans the draft, collects, and reviews relevant information and documents related to the academic training work. Additionally, the Office determines key aspects such as the document's title, type, content, and level of confidentiality and urgency Subsequently, the Office drafts the document in compliance with language requirements, formatting guidelines, and presentation techniques. |
| 2 | Office of Academic Affairs collects, comments on the draft, and completes administrative documents | Once the Draft is finalized, the Office of Academic Affairs forwards it to the Office of Testing – Quality Assurance and the respective Faculties for feedback. The consulted divisions are tasked with providing their input within the timeframe specified by the Office of Academic Affairs. If in agreement with the Draft, they must also submit a confirmation of consent. |
| | | The Office of Academic Affairs is responsible for receiving, interpreting, and finalizing the Draft. During this process, they must transparently convey the opinions of the participating divisions. In cases where reservations are expressed, clear reasons for such reservations must be provided. |
| 3 | Legal Department of the Office of the University appraises administrative documents | The head of the Office of Academic Affairs signs each page of the Draft in the lower right corner and submits 02 sets of appraisal dossiers to the Office of the University (Legal Department) for evaluation. |
| | | Upon receiving the evaluation, the Office of Academic Affairs conducts a thorough review to incorporate any necessary revisions and enhancements into the Draft. |
| | | If there is disagreement with the appraisal provided by the Legal Department, the Office of Academic Affairs and the Legal Department have a period of 5 working days to discuss and reconcile their differences. If consensus cannot be reached, both parties submit a written report to the Vice President and the President for further consideration and decision-making. |
| 4 | Board of Presidents reviews and signs for approval | The Office of Academic Affairs forwards the Regulations to the Vice President for reviewing the content. |
| | | If the Vice President approves the Regulations, the Office of the University proceeds to submit them to the President for further consideration and signing for issuance. |
| | | However, if the Vice President does not approve the Regulations or requests adjustments or additions, the Office of the University returns them to the Office of Academic Affairs for necessary revisions. After the revisions are made, the division submits the revised Regulations directly to the Office of the University for resubmission to the Board of Presidents. |
| 5 | Office of Academic Affairs communicates the information | Once the regulations are signed by the President, the Regulations will be disseminated by the Office of Academic Affairs to relevant divisions and individuals through the following channels: |
| | | a. Email to division leaders, with documents attached in .pdf format. Division leaders are tasked with distributing them to their respective division personnel. |
| | | b. Posting on the University's Management Information System (PeopleSoft). |
| | | c. Conducting implementation training sessions, as required and depending on the nature of the administrative documents. |
| | | d. Publication on the University's website. |

| Criterion 4.2 Documentation |
| --- |

**Preliminary Assessment and Analysis of the Experts:**

The HSU has implemented a structured and systematic approach to documentation and information management, as outlined in the "Regulation on Archiving at HSU" and the "Online Signing Process" documents. The regulations establish clear requirements for archiving both physical and electronic records, specifying categories such as administrative documents, academic materials, and financial records. For example, the categorization of records into permanent and temporary archives, ensuring systematic filing practices across departments. Additionally, mandating that all archived documents be properly labelled with unique identifiers for ease of retrieval. Integration with Broader Documentation Systems, the online signing process integrates with HSU's central archiving system, which specifies that all digitally signed documents are automatically uploaded to the university's archive. This ensures consistent and centralized record-keeping.

The regulation defines explicit steps for record submission, storage, and destruction. For instance, the experts were able to identify clear timelines outlining that all documents must be submitted to the archive within five working days of finalization. Furthermore, there are clear examples of established retention periods for different types of documents, such as 5 years for administrative correspondence and 10 years for academic records, ensuring compliance with institutional and legal standards. It is detailed that HSU requires an annual review of the online signing process to incorporate user feedback and technological advancements. The archiving regulation includes a clause that mandates a review of archiving practices every three years, ensuring that the system evolves to meet new requirements. Similarly, the online signing process requires annual reviews to address technological and operational changes. The experts agree that this is a solid example of the development and revision of old practices.

Regarding accountability and oversight, the regulation assigns responsibilities to specific roles, such as the Office of the University, which oversees the archiving process, and the departmental heads, who ensure the proper preparation and submission of records. The Office of the University at Hoa Sen University is the central administrative unit responsible for overseeing the institution's documentation and filing system. The experts understand from the evidence the Office of the University includes personnel tasked with ensuring compliance with archiving standards, monitoring documentation processes, and coordinating with other divisions to implement updates and address challenges. Specific roles mentioned include administrative officers, archivists, and coordinators who handle filing, storage, and data retrieval processes.

The experts find that HSU compliance with external obligations is evident as the archiving practices align with national regulations on document management, ensuring that HSU meets legal and regulatory standards. The experts find that the plan to make information publicly available

aligns with government regulations, especially those mandated by the Ministry of Education and Training (MoET). It collaborates with departments to maintain accuracy and completeness in archiving, ultimately reporting to the university's leadership for final oversight and approval of changes. The experts find that there is a clear division of roles as HSU requires the Office of the University to conduct quarterly inspections to verify compliance with archiving standards. The HSU displays transparency and accessibility for their provisions of accessing archived materials, allowing departments to retrieve records through formal requests, ensuring both security and transparency. This ensures that archived documents are available for audits, reporting, or operational needs.

Responsibilities are clearly delineated, such as the originator being responsible for accurate content preparation and reviewers ensuring compliance with institutional standards before approving documents. Additionally, the final approver, often a senior administrator, has the authority to either approve or reject the document, ensuring accountability.

The experts find that HSU has established comprehensive guidelines and principles for documentation and information management, communicated both internally and externally. The HSU employs a centralized document management system that is accessible to all employees and includes clear processes for archiving and managing records. This system is supported by the application of information technology, which ensures data security and ease of retrieval, facilitating efficient administration and transparency.

Additionally, HSU has provided course descriptions and structured course outlines that contain all the relevant information required under ASIIN standards, including course objectives, learning outcomes, assessment methods, teaching responsibilities, and instructional materials. While these course outlines are not part of the general "Student Handbook," they exist as separate documents that serve as the equivalent of a "Module Handbook." The submitted outlines align with ASIIN requirements by clearly presenting the expected learning outcomes, assessment formats, and responsibilities of teaching staff. However, the availability of these materials in English should be expanded to ensure full accessibility for international students, consistent with HSU's internationalization objectives.

The reviewed regulations indicate that HSU emphasizes transparency in its documentation system. However, not all essential documents, such as institutional guidelines, strategic plans, and program descriptions, are consistently translated into English. While provisions for regular review exist, there is limited evidence in the documents of systematic evaluation reports or metrics that assess whether identified weaknesses have been successfully addressed. For instance, no specific examples of resolved issues or measurable improvements are provided.

The experts find based on this evidence the documentation system at HSU is well-structured and incorporates online tools for archiving and accessing documents adequately. The evidence

shows clear outlines for systematic processes for managing, retrieving, and updating administrative documents. However, the absence of a centralized, user-friendly platform for external stakeholders limits broader accessibility. Developing such a platform that is regularly updated would allow international partners and stakeholders to access performance metrics, strategic updates, and other critical resources to advance cooperation.

The experts find that the institution ensures compliance with government transparency regulations (e.g., those mandated by MoET), however there is limited evidence of regular publication of institutional and program performance metrics. While updates to procedures are mandated, the absence of a clear communication framework may limit transparency and engagement. Establishing systematic channels to gather and incorporate their suggestions into future updates would ensure the documentation system remains responsive to evolving standards and stakeholder expectations.

**Final Assessment of the Experts after the Comment of the Higher Education Institution regarding Criterion 4:**

Criterion 4.1: Relevant Regulations for Study Programs

The experts confirm that Hoa Sen University (HSU) has developed a comprehensive and binding framework for drafting, amending, updating, and disseminating study-related regulations. These processes are well-structured, following detailed workflows in their suppled evidence. The experts commend the clear responsibilities assigned at each stage, involving key stakeholders such as the Office of Academic Affairs, the Office of Testing – Quality Assurance, and the Legal Department. The Office of Testing – Quality Assurance (OTQA) collects feedback, compiles reports, and submits them to the Board of Presidents and other departments. The reports indicate that action plans are made based on survey findings, and some improvements are implemented by faculties and administrative units

Revisions to regulations are regularly conducted to ensure alignment with the institution's quality objectives and strategic goals. Approved regulations are disseminated through various channels, including email, the PeopleSoft Management System, and the university website, ensuring broad accessibility for all relevant stakeholders. In addition, training sessions are held to promote awareness and understanding of updated regulations among students, faculty, and administrative staff.

While mechanisms exist for collecting feedback and reviewing regulations, the transparency around the use of stakeholder input in revising study-related regulations is not yet fully demonstrated. Stakeholders may be informed of updated regulations through formal communication channels, but the traceability of how their feedback influenced specific regulatory changes is insufficiently documented and communicated.

Criterion 4.2: Documentation

The experts acknowledge that HSU has established a structured and systematic documentation and information management system. Key regulations such as the "Regulation on Archiving at HSU" (QC-VTLT/0623/HSU) and the "Online Signing Process" (QT-TK/1023/HSU) clearly define responsibilities, processes for record management, and retention periods. Both physical and electronic records are systematically categorized and archived, with clear submission deadlines and secure retrieval protocols in place.

Additionally, the experts commend HSU's efforts to integrate its online signing process with the central archiving system, ensuring consistent and centralized record-keeping. Regular reviews of archiving practices and user feedback mechanisms are in place, demonstrating a commitment to continual improvement.

Despite these strengths, several areas require further attention. Not all essential documents—such as institutional guidelines, strategic plans, and program descriptions—are consistently translated into English, which limits accessibility for international stakeholders. Furthermore, while the documentation system is comprehensive, there is limited evidence of systematic evaluation reports or measurable outcomes demonstrating the effectiveness of these systems. Experts also note the absence of a centralized, user-friendly platform for external stakeholders to access institutional performance metrics and documentation.

# C  Additional Documents

Before preparing their final assessment, the panel asks that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

D 1. The university is required to submit a comprehensive short- and mid-term financial plan, including both income and expense structure.

# D Comment of the Higher Education Institution (05.03.2025)

The expert panel extends its gratitude to Hoa Sen University (HSU) for the comprehensive and detailed response provided to the draft expert report. HSU's reply offered clarifications and additional documentation addressing the findings and recommendations made during the on-site visit and the initial report. The submitted materials were thoroughly reviewed and assessed by the expert team, and the relevant insights have been integrated into this final report.

In its extensive and thoroughly elaborated response, HSU emphasized:

- The integration of Key Performance Indicators (KPIs) into its updated new Strategic Plan 2025-2030 and clarification of the processes in place for their monitoring and newly presented bi-annual review.

- The introduction of formal mechanisms to collect and integrate feedback from internal and external stakeholders into program development and quality management processes.

- Steps taken to strengthen its quality assurance system, including clarification of the role of the Office of Testing – Quality Assurance as the coordinating body for quality processes across faculties.

- Continued efforts to enhance research-teaching integration, staff development programs, and internationalization strategies, including expanded partnerships and mobility initiatives.

- Measures to address concerns regarding documentation transparency, including the provision of additional English-language resources, updates to academic regulations, and improvements in diploma supplement processes.

The experts have cross-analyzed HSU's responses, supporting documentation, and evidence, such as revised policies, survey results, and procedural descriptions. Where appropriate, supplemental information and clarifications have been incorporated into the final expert findings under each criterion.

The expert panel also confirms that the following additional documents have been duly submitted by HSU and reviewed as supplemental evidence, as outlined in the accompanying table:

- Revenue data *[Link: Revenue Data]*

**List of Evidence as provided by HSU:**

| No. | Evidence | Note |
|-----|----------|------|
| **I. UNDERSTANDING OF QUALITY** | | |
| **Criterion I.1: Quality Objectives** | | |
| **Criterion I.2: (Quality-) Management Systems/Governance** | | |
| 1 | [1.2.1 Review Strategy for 2020-2025 and Development Strategy for 2025-2030 of HSU] | Supplemental Evidence |
| 2 | [1.2.2 KPI Regulation (III.4.2)] | SER's Evidence |
| 3 | [1.2.3. Survey Results to Students] | Supplemental Evidence |
| 4 | [1.2.4. Procedure for Developing Academic Programs and Learning Outcomes (II.1.1)] | SER's Evidence |
| 5 | [1.2.5. Procedure for Revising Academic Programs and Learning Outcomes (II.1.7)] | SER's Evidence |
| 6 | [1.2.6. Survey Results on Developing and Revising Academic Programs (2019-2023) (II.1.10)] | SER's Evidence |
| 7 | [1.2.7. Seminars for Developing and Revising Academic Programs (2019-2023) (II.1.11)] | SER's Evidence |
| 8 | [1.2.8. Employment Rate Summary AY 2023-2024] | Supplemental Evidence |
| 9 | [1.2.9. Alumni Activities in 2024] | Supplemental Evidence |
| 10 | [1.2.10. Regulations on Quality Enhancement Post-Assessment and Accreditation] | Supplemental Evidence |
| 11 | [1.2.11. Office of Testing - Quality Assurance's Website] | Supplemental Evidence |
| **II. OFFERED OF STUDY PROGRAMMES** | | |
| **Criterion II.1: Establishment or Further Development of Study Programmes** | | |
| **Criterion II.2: Implementation of Study Programmes** | | |
| 1 | [2.2.1. HSU Go Global] | Supplemental Evidence |
| 2 | [2.2.2. HSU Evidence List] | SER's Evidence |
| 3 | [2.2.3. ASIIN Required Evidence] | SER's Evidence |
| **Criterion II.3: Cooperation** | | |
| **Criterion II.4: Examination Systems and Organisation** | | |
| 1 | [2.4.1 Weekly Timetable Plans (II.4.1)] | SER's Evidence |
| 2 | [2.4.2 Regulations on Exam Organization and Result Management (HSU10)] | SER's Evidence |
| **Criterion II.5: Recognition of Achievements** | | |

| | | |
|---|---|---|
| 1 | [2.5.1 Circular 08/2021/TT-BGDĐT] | Supplemental Evidence |
| 2 | [2.5.2. Regulations on Selecting and Implementing Academic Partnerships (II.3.2)] | SER's Evidence |
| 3 | [2.5.3. International Student Handbooks] | Supplemental Evidence |
| 4 | [2.5.6 Regulations for Student Exchange Program] | Supplemental Evidence |
| **Criterion II.6: Advice and Support** | | |
| 1 | [2.5.3. International Student Handbooks] | Supplemental Evidence |
| **III. MANAGEMENT OF RESOURCES** | | |
| **Criterion III.1: Material and Personal Resources** | | |
| 1 | [3.1.1. Scientific Research Statistics 2019-2023 (III.3.1)] | SER's Evidence |
| 2 | [3.1.2. Library's Website] | Supplemental Evidence |
| **Criterion III.2: Staff Development** | | |
| **Criterion III.3: Research Interface** | | |
| **Criterion III.4: Administrative Interface** | | |
| **IV. TRANSPARENCY AND DOCUMENTATION** | | |
| **Criterion IV.1: Relevant Regulations for Study Programmes** | | |
| 1 | [2.5.3. International Student Handbooks] | Supplemental Evidence |
| **Criterion IV.2: Documentation** | | |
| 1 | [2.2.2. HSU Evidence List] | SER's Evidence |
| 2 | [2.2.3. ASIIN Required Evidence] | SER's Evidence |
| 3 | [4.2.1. Office of Global Engagement's Website] | Supplemental Evidence |

The following pages 53-67 quotes the comment of the institution:

# I. Understanding of Quality

| **Criterion I.1: Quality Objectives** |
|---|

**Based on the report, experts highlighted three key issues as below:**

1. **Gaps in Strategic Planning**
- Removal of KPIs and lack of measurable annual implementation plans in the new strategy.
- Difficulty in pursuing new priorities due to limited resources and funding.
2. **Discrepancies in Graduate Employment Outcomes**

- Overall employment rate at 83.7%, with significant variation in job alignment across faculties.
- Lack of systematic tracking to assess employment relevance.
3. **Challenges in Research and Internationalization**
- Need for improvements in faculty expertise, language proficiency, and institutional collaborations.
- Current strategy does not fully address these critical requirements.

**Response to Expert Feedback on Criterion I.1: Quality Objectives**

1. **Gaps in Strategic Planning**

The concern about inconsistent guideline implementation is incorrect. Strategic Key Performance Indicators are fully integrated into HSU's updated Strategic Plan through 2030. HSU has established a systematic multi-level communication process for implementing strategic changes where senior leadership meets with middle-level leaders (faculty deans, program directors, institute heads), who then coordinate with Human Resources to deliver consistent training and procedure guidance. The Office of Testing-Quality Assurance serves as the central unit analyzing university-wide feedback under the Quality Assurance Council's guidance. Enhancement reports are regularly submitted to accreditation bodies including MOET and ACBSP, and recommendations from experts and stakeholders are embedded in faculty and department KPIs. This systematic approach ensures uniform understanding and implementation across all departments.

2. **Discrepancies in Graduate Employment Outcomes**

HSU maintains strong systems for tracking graduate employment and using this data for program improvement. The Student Center conducts comprehensive surveys gathering data on employment rates, companies, industries, positions, and salary ranges, with employment statistics updated annually on HSU's website. Faculty collaborate with the Student Center to engage alumni through various club activities, and programs undergo thorough reviews every two years with input from businesses and alumni. The Office of Testing-Quality Assurance coordinates assessment of program effectiveness against market needs, with responses to improvement efforts based on student feedback publicly available. Through these mechanisms, all academic programs have comprehensive data to assess their effectiveness and remain aligned with labor market trends.

3. **Challenges in Research and Internationalization**

HSU has established several mechanisms to support its internationalization goals. HSU's Internal Quality Assurance Framework is adapted from AUN-QA to ensure alignment with international standards, with self-assessment reports and documentation at both university and program levels prepared in English. NHG's development strategy is customized for each member university, emphasizing unique institutional strengths. The university maintains transparent

reporting of quality improvement initiatives on its website, and regular Quality Assurance Council meetings address recommendations from international stakeholders. This structured approach ensures HSU remains focused on its vision as an internationally accredited university of applied sciences with appropriate quality mechanisms in place.

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**Criterion I.2: (Quality-) Management Systems/Governance**

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**Based on the report, experts highlighted five key issues as below:**

1. **Inconsistencies in Policy Implementation**
- Faculty report variations in understanding and applying guidelines across departments, which may hinder institutional adaptability.
- Governance framework implementation remains fragmented, limiting the uniform application of quality standards.

2. **Low and Uneven Survey Participation**
- Low response rates in key surveys (e.g., 7.09% participation in the academic advising survey) raise concerns about data representativeness.
- Significant disparities among faculties, with participation ranging from 72.6% in Tourism to 1.1% in Languages - International Culture for alumni surveys.
- Uneven data may overrepresent certain faculties while underrepresenting others, affecting decision-making.

3. **Lack of Systematic Tracer Studies on Graduates**
- Despite a high employment rate (90%), there is no formal tracking of graduate career paths.
- Absence of data on job types, career success, and industry trends limits opportunities to refine study programs.
- Experts recommend introducing structured tracer studies to better align education with labor market demands.

4. **Gaps in Feedback Integration and Quality Assurance**

- While feedback is collected and shared, there is no centralized system to track and integrate it across the institution.
- Feedback loops remain open, meaning stakeholders are not always informed about outcomes or resulting improvements.
- Accreditation reviews are underutilized experts suggest systematically analyzing external reviews to extract common recommendations for strategic planning.

5. **Governance Challenges and Institutional Autonomy**

- The role of Nguyen Hoang Group (NHG) in governance and quality assurance remains unclear.
- Concerns that NHG's business priorities may conflict with HSU's long-term academic vision, potentially impacting institutional autonomy and strategic direction.
- Experts highlight translational challenges in QA documents, limiting accessibility for international stakeholders.

**Response to Expert Feedback on Criterion I.2: (Quality-) Management Systems/Governance**

HSU has good governance, quality assurance, and feedback integration mechanisms that address expert concerns. The university continuously refines its strategies to enhance academic excellence, employment outcomes, and institutional autonomy.

**1. Inconsistencies in Policy Implementation**

The concern about inconsistent guideline implementation across departments is incorrect. Strategic Key Performance Indicators are fully integrated into HSU's updated Strategic Plan through 2030. HSU has established a systematic multi-level communication process where senior leadership meets with middle-level leaders (faculty deans, program directors, institute heads), who then coordinate with Human Resources to deliver consistent training and procedural guidance to all staff. This approach ensures uniform implementation across all departments.

**2. Low and Uneven Survey Participation**

HSU acknowledges the challenge of survey participation and has developed specific strategies to address this issue. During the first semester of 2024-2025, the university implemented new approaches to increase response rates across all stakeholder groups. The Office of Testing-Quality Assurance now serves as the central unit analyzing survey results and acting as consultant to the Board of Presidents for determining appropriate actions. Survey participation is being continuously monitored, with results publicly shared to demonstrate transparency.

**3. Lack of Systematic Tracer Studies on Graduates**

The Student Center conducts comprehensive annual surveys gathering data on graduates' employment rates, companies, industries, positions, and salary ranges. This information is compiled in the Employment Rate Report and published on HSU's website. Additionally, the Student Center collaborates with faculty to engage alumni through various activities, helping track graduates' career progression. Every program is required to survey its own stakeholders, including alumni, as stipulated in our procedures for developing and revising academic programs.

**4. Gaps in Feedback Integration and Quality Assurance**

The Office of Testing - Quality Assurance coordinates quality indicators across HSU under the Quality Assurance Council's guidance. HSU has established comprehensive regulations for quality improvement with improvement efforts documented in reports to accreditation bodies including MOET and ACBSP. Recommendations from experts and stakeholders are embedded in faculty and department KPIs, with the Quality Assurance Council regularly addressing these recommendations. For transparency, responses to improvement efforts based on student feedback are publicly available on the university's website.

**5. Governance Challenges and Institutional Autonomy**

HSU maintains appropriate governance balance within the NHG structure. NHG's development strategy is customized to emphasize the unique strengths of each member university. While NHG sets overarching goals aligned with the group's vision, it does not participate in the action plans of individual schools, allowing HSU to maintain its institutional autonomy. HSU's Internal Quality Assurance Framework is adapted from AUN-QA to ensure alignment with international standards, with self-assessment reports prepared in English to facilitate international stakeholder access.

## II. Offered Study Programmes

**Criterion II.1: Establishment or Further Development of Study Programmes**

**Based on the report, experts highlighted key issue as below:**
  1. **Gaps in Program Development and Market Alignment**
  - Program development discussions often lack detailed market analysis, including demand forecasting and competitor benchmarking.
  - 2019–2024: HSU suspended 4 programs and closed 7 programs due to low enrollment, but without robust feasibility studies.
  - Employer feedback is collected, but there is no centralized mechanism to systematically integrate it into program design.

**Response to Expert Feedback on Criterion II.1: Establishment or Further Development of Study Programmes**

  1. **Gaps in Program Development and Market Alignment**

HSU follows MOET's market research guidelines for new programs, but external factors like COVID-19, tuition costs, and shifting student preferences led to program closures between 2019 and 2024. Despite thorough planning, market unpredictability remains a challenge. The Academic Council reviews market conditions before adjusting programs, while the Office of Testing – Quality Assurance oversees institutional quality metrics.

**Criterion II.2: Implementation of Study Programmes**

**Based on the report, experts highlighted two key issues as below:**
  1. **Internship Quality and Standardization Issues**
  - Students report inconsistent internship experiences, with some struggling to secure meaningful placements due to unreliable commitments from companies.
  - No standardized contractual model defining rights and duties of students, academic supervisors, and industry partners.
  - Internship allowances vary, with some students receiving compensation while others do not.
  2. **Ineffective Internationalization Efforts**
  - Minimal student mobility: Few students study abroad, and HSU struggles to attract international students.

- Language barriers: Despite English being the official medium of instruction, both staff and student English proficiency require improvement.

**Response to Expert Feedback on Criterion II.2: Implementation of Study Programmes**

1. **Internship Quality and Standardization Issues**

HSU ensures structured internships with clear guidelines. Students are either assigned placements or secure their own, with university support for adjustments. Pre-internship briefings set expectations, and faculty monitor progress through business communication. Post-internship surveys evaluate partners for future placements. Internships, integrated into the curriculum, are unpaid but provide hands-on experience. A 1:20 supervision ratio ensures guidance, with final evaluations by host companies. Internships are mandatory and integrated into the curriculum as academic courses. While students do not receive salaries, they benefit from hands-on industry experience. A supervision ratio of one staff member per 20 interns ensures guidance, while the final performance evaluation remains the responsibility of the host company.

2. **Ineffective Internationalization Efforts**

HSU is actively expanding its international reach through exchange programs, scholarships, and global partnerships. Efforts to enhance English proficiency include hiring foreign lecturers, improving English-language resources, and increasing the presence of international guest speakers. Despite setbacks caused by the COVID-19 pandemic, the recruitment of international students has improved, with a growing number opting for long-term studies at HSU. In 2023, HSU partnered with De Montfort University, England, to offer transnational education programs, providing students with access to international academic opportunities. Formalized "windows of mobility" with partner universities support student exchanges, and additional recruitment strategies are being developed to attract a more diverse student body. Since 2022, HSU has prioritized improving English-language documentation, including the university website and the International Student Handbook, to better support incoming international students.

**Criterion II.3: Cooperation**

**Based on the report, experts highlighted two key issues as below:**

1. **Limited Industry Collaboration**
- One-Way Cooperation: Industry provides internships but minimal joint research.
- Low Research Income: Limited third-party funding, reliance on tuition fees.
- Untapped Potential: Need for more professional development courses for industry partners.
2. **Internal Coordination and Synergies**
- Lack of Integration: Minimal collaboration among NHG member universities.
- Fragmented Internal Coordination: Slows program improvements.

- Uneven Industry Partnerships: Strong in business but weaker in IT and design.

**Response to Expert Feedback on Criterion II.3: Cooperation**

1. **Limited Industry Collaboration**

HSU prioritizes industry partnerships for internships, job placements, and scholarships rather than revenue-driven research collaborations. As a private university without government funding, HSU faces challenges in securing corporate research projects, which often favor public institutions. Despite this, HSU invests in research through its own journal and academic publications rather than large-scale industry-funded projects.

2. **Internal Coordination and Synergies**

HSU systematically coordinates faculties, administrative units, and research departments through regular meetings and initiatives. IT and Design programs receive equal institutional support as Business and Management, with industry partnerships shaped by market demand rather than internal prioritization. NHG's strategy tailors development plans to each member university's strengths, fostering institutional growth.

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**Criterion II.4: Examination Systems and Organisation of Exams**

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**Based on the report, experts highlighted three key issues as below:**
1. **Inconsistent Assessment Feedback**
- Feedback on written exams is not uniformly applied across faculties, often being insufficient or delayed.
- Limited feedback prevents students from learning from mistakes and improving future performance.
2. **Limited Digital Integration in Exams**
- The use of the "PeopleSoft Management Information System" for grade entry and analysis is a positive step. However, digital tools are not widely integrated into exam design and management.
3. **Exam Scheduling Issues**
- Students report conflicts between exam times and class schedules.
- Exam schedules are sometimes changed late, causing inconvenience, especially during holidays like Lunar New Year.
- Students prefer exams to be scheduled at the same time as the corresponding course to avoid confusion.


**Response to Expert Feedback on Criterion II.4: Examination Systems and Organisation of Exams**

1. **Inconsistent Assessment Feedback**

HSU has implemented a strong assessment feedback system across all faculties. For mid-term assessments, lecturers provide immediate feedback to students after the evaluation or

upon result release. For final exams, results are systematically published through the PeopleSoft system, with a formal one-week window for students to appeal. Additionally, for other assessments like presentations, essays, and theses, students receive direct and immediate feedback following their evaluation. This standardized feedback process ensures that students receive timely information to understand their performance and prepare effectively for future assessments.

### 2. Limited Digital Integration in Exams

This area is not directly addressed in the provided response. The response focuses on assessment feedback and exam scheduling.

### 3. Exam Scheduling Issues

HSU is implementing several measures starting from the new academic year. The Office of Academic Affairs will publish the Weekly Calendar Charts for the entire semester, informing students in advance about the duration of each semester and the tentative examination period. The exam schedule is then confirmed in Week 14 for Semesters 1 and 2, and in Week 6 for the Tet and Summer semesters, as per the Regulations on Exam Organization and Result Management. This ensures that the exam period is planned ahead and communicated to students at the beginning of the academic year, providing them with clear information and transparency around the assessment schedule.

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**Criterion II.5: Recognition of Achievements**

**Based on the report, experts highlighted key issue as below:**

### 1. Challenges in Credit Recognition at HSU

- HSU caps external credit transfers at 50% for domestic programs and 25% for international programs to maintain program integrity.

- These limitations differ from global standards like the Lisbon Recognition Convention, which promotes greater flexibility for learner mobility.

- Inconsistencies in faculty interpretations of credit equivalencies create challenges in the evaluation process.

- Bureaucratic inefficiencies and unclear communication further complicate credit recognition, especially for international students.

**Response to Expert Feedback on Criterion II.5: Recognition of Achievements**

### 1. Challenges in Credit Recognition at HSU

HSU complies with MOET's regulations on credit transfer, capping external credits at 50% for domestic and 25% for international programs to maintain academic integrity. While this differs from global standards like the Lisbon Recognition Convention, HSU ensures clear

evaluation guidelines to minimize inconsistencies in credit recognition. To reduce bureaucratic inefficiencies, the university has streamlined coordination, regular monitoring, and a dedicated support system. Communication is strengthened through direct faculty-student engagement, multiple information channels, and transparent documentation to assist international students. HSU remains committed to efficient, transparent credit recognition and effective global academic collaboration.

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**Criterion II.6: Advice and Support**

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**Based on the report, experts highlighted several key issues as below:**

1. **Limited Awareness and Engagement with Support Services**
- Some services, such as financial aid and internships, have low engagement rates, likely due to limited awareness or unclear processes.
- While mentorship programs exist, many freshmen are unaware of them.
- More targeted outreach and communication are needed to ensure students fully understand available services.

2. **Need for More Inclusive and Engaging Activities**
- Students expressed a desire for more inclusive extracurricular activities, particularly in sports and practical subjects.
- There is a need to enhance student participation across various engagement opportunities.

3. **Concerns with Internships and Work Placements**
- Some students are dissatisfied with unpaid placements and unclear expectations regarding roles and responsibilities.
- Experts recommend updated formalized agreements between HSUs, companies, and students to clarify compensation and responsibilities.

4. **Challenges for International Students**
- Some international students struggle in English-taught courses due to frequent reversion to Vietnamese in emails and discussions.
- Cultural challenges, such as relaxed attitudes toward punctuality, create barriers to inclusivity.
- Gaps in pre-departure support for international experiences, including housing and orientation, require better planning and communication.

5. **Inconsistent Service Quality Across Campuses**
- While services like the MSB tuition installment plan are viewed positively, awareness and understanding vary across campuses.
- More consistent quality and communication are needed to ensure students benefit from available financial support.
- Although HSU's communication channels are effective, low engagement with some services suggests a need for more targeted outreach efforts.

**Response to Expert Feedback on Criterion II.6: Advice and Support**

1. **Limited Awareness and Engagement with Support Services**

HSU provides structured support from the start, including Orientation Week mentorship, academic advisors, and career guidance. The mentorship program includes regular activities and check-ins, ensuring continuous engagement. Information about MSB financial support is widely communicated through the university website, Orientation Week, and proactive outreach by the Student Care Center.

2. **Need for More Inclusive and Engaging Activities**

HSU continuously enhances student engagement through diverse extracurricular programs, including sports and practical subject offerings. Feedback mechanisms ensure ongoing improvements to student life and activities.

3. **Concerns with Internships and Work Placements**

Internships at HSU are mandatory and structured, governed by formal agreements with partner companies outlining clear roles, responsibilities, and expectations. The Career Center provides preparation workshops, placement assistance, and experience monitoring to support students throughout the process. While internships are unpaid, they are considered a privileged learning opportunity exclusive to HSU students.

4. **Challenges for International Students**

HSU enforces strict English-language policies for international programs, ensuring that all official communication, course materials, and discussions remain in English. Faculty undergo regular evaluations to maintain language proficiency and teaching effectiveness. Additionally, language support and cultural integration programs are available to assist international students. For pre-departure support, international students receive comprehensive information before arrival via the International Student Handbook. The Student Care Center assists with housing support, providing students with lists of accommodation options before arrival and facilitating visits upon their arrival in Ho Chi Minh City. Orientation programs further ensure that students are well-prepared for both academic and cultural adaptation.

5. **Inconsistent Service Quality Across Campuses**

HSU ensures consistent service quality and communication across campuses through transparent administrative procedures and proactive student support initiatives. Regular surveys and feedback sessions drive continuous improvements, ensuring that all students receive timely and high-quality support.

# III. Management of Resources

**Criterion III.1: Material and Personal Resources**

**Based on the report, experts highlighted several key issues as below:**

1. **Human Resources & Staff Retention**

   High turnover rate among staff poses challenges for maintaining a stable and qualified workforce.

2. **Logistical Challenges in Specialized Programs**

- Outdated software tools (e.g., SketchUp and AutoCAD) hinder design students' learning experience.
- Laboratories meet minimum requirements but are inadequate for international research aspirations.

3. **Facility Management & Infrastructure**

- Proactive maintenance system with detailed logs ensures repairs and upgrades.
- Limited transportation services (buses operating only three times a day) negatively impact students and staff.
- Insufficient parking spaces create additional inconvenience.

4. **Financial Planning & Stability**

- Lack of a consolidated financial plan or balance sheet prevents a comprehensive economic assessment.
- Revenue relies almost entirely on tuition fees, with minimal government or third-party funding.
- No structured short-, mid-, or long-term financial planning, which is critical for sustainability.

5. **Study Spaces & Library Resources**

- Small and limited study spaces restrict independent and collaborative work.
- Insufficient technology access in the library to meet student needs.
- Library hours are restricted to lecture times, limiting opportunities for independent study, especially on weekends.

**Response to Expert Feedback on Criterion III.1: Material and Personal Resources**

1. **Human Resources & Staff Retention**

   HSU acknowledges past challenges in staff turnover, especially following the 2019 crisis and leadership transition. However, retention is now stable due to competitive compensation, professional development, and a supportive work environment. Leadership has strengthened internal communication, institutional stability, and transparency, fostering a committed workforce.

2. **Logistical Challenges in Specialized Programs**

   HSU has fully equipped computer labs with Apple computers and the latest software. While SketchUp and AutoCAD versions are not the newest, they effectively support core design principles and technical skills development for students. Faculty research remains strong, with

198 scientific articles published between 2019 and 2023, including contributions to prestigious journals.

### 3. Facility Management & Infrastructure

HSU has improved transportation with an hourly shuttle service from 7:00 AM to 8:00 PM on weekdays, real-time tracking, and ride-sharing options. IT infrastructure has been upgraded with 24/7 technical support, enhanced Wi-Fi, and a mobile app for facility updates, room booking, and campus navigation.

### 4. Financial Planning & Stability

HSU follows a structured financial strategy, setting institution-wide goals through annual budgets and divisional action plans. As a private university, HSU operates independently of government funding, relying on tuition fees while leveraging industry partnerships for academic enrichment, internships, and student development.

### 5. Study Spaces & Library Resources

HSU's library services are tailored to student needs. While physical library hours were extended in the past, low attendance led to adjustments. The university provides 9,845+ eBooks, 3,000+ theses, and course outlines via the DSpace digital platform. Students can reserve study spaces and facilities through an online booking system. The main library serves as a resource center, while larger libraries at Thanh Thai and Quang Trung campuses (973 sqm combined) offer expanded self-study areas. Upgrades at the Thanh Thai Library are underway to enhance learning support.

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**Criterion III.2: Staff Development**

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**Based on the report, experts highlighted three key issues as below:**

1.  **English Training & Strategic Alignment**
*   Programs emphasize general communication rather than academic fluency, limiting their impact on advanced teaching and research.
*   Not directly linked to strategic KPIs, leaving room for better alignment with HSU's mission and vision.
2.  **Staff Development Structure & Training Management**
*   Managed by the Human Resources Office, which lacks the specialization for systematic and consistent professional growth.
*   No centralized unit for staff development, leading to inconsistencies in training efforts.
*   Limited didactic training for lecturers, hindering the adoption of modern teaching methods.
*   Industry-recruited faculty, who may lack formal teaching experience, do not receive adequate pedagogical support.
3.  **Commitment to Professional Growth**

HSU provides diverse training opportunities, financial support, and staff development policies but a more structured approach with a dedicated unit is needed to enhance faculty teaching effectiveness and long-term professional growth.

**Response to Expert Feedback on Criterion III.2: Staff Development**

### 1. English Training & Strategic Alignment

HSU positions itself as an applied sciences institution focused on international accreditation rather than research, prioritizing industry-relevant education. This approach ensures alignment with international standards while maintaining practical training for students and faculty.

### 2. Staff Development Structure & Training Management

The Human Resources Office oversees professional development, while Faculties and Programs handle specialized and teaching-focused training. HSU has a structured faculty development strategy, ensuring continuous teaching excellence. Besides, industry-recruited lecturers receive targeted pedagogical training through HSU's Teaching Excellence Program, which includes mentoring with experienced educators, workshops on modern teaching methodologies, and micro-teaching sessions with peer feedback. Continuous improvement is supported through teaching observations, student feedback analysis, and personalized faculty development plans. Additionally, HSU collaborates with international institutions for faculty exchange programs and best practice sharing.

### 3. Commitment to Professional Growth

The Quality Assurance System monitors teaching performance, student learning outcomes, and faculty progression. Regular reviews ensure that training programs align with international standards while reinforcing HSU's applied sciences focus.

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**Criterion III.3: Research Interface**

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**Based on the report, experts highlighted three key issues as below:**

1. **Capstone Projects, Research-Teaching Integration & Interdisciplinary Collaboration**
   - Capstone projects exist in some programs, but their integration across disciplines is inconsistent.
   - Research-teaching integration is present but lacks a systematic approach across all programs.
   - Limited faculty participation in research, particularly in applied research fields, due to heavy teaching loads and lack of experience among industry-recruited lecturers.
2. **Facilities, Global Engagement & Research Resources**
   - Students appreciate small class sizes and personalized attention but face outdated infrastructure and limited global engagement opportunities.
   - HSU's international and entrepreneurial goals are misaligned with limited access to modern facilities and global resources.

- Lack of research leadership, dedicated research groups, and external funding mechanisms restrict research development and innovation.

3. **External Collaboration, Research Funding & Strategic Planning**
- MoUs and MoAs exist, but collaboration quality varies, with Business and Management receiving more attention than niche fields like Food Technology and Design.
- Limited budget for attending international conferences and insufficient external funding mechanisms for research.
- Strategic planning and monitoring for research remain underdeveloped, requiring a structured approach to funding, partnerships, and research growth.

**Response to Expert Feedback on Criterion III.3: Research Interface**

1. **Capstone Projects, Research-Teaching Integration & Interdisciplinary Collaboration**

HSU acknowledges the need for stronger research-teaching integration and has taken proactive steps to enhance its research ecosystem. The university has classified research-focused faculty, prioritized recruiting research-oriented lecturers, and established specialized research groups to cultivate a research-driven culture. The Hoa Sen Journal of Science further expands faculty opportunities for academic contributions.

2. **Facilities, Global Engagement & Research Resources**

HSU provides students with well-equipped facilities, including library computer rooms, newly installed MacBook-equipped practice rooms, design studios, a simulation room, and a mock trial room, ensuring access to advanced technology and hands-on learning environments. The university also promotes global engagement through inbound and outbound exchange programs, seminars with foreign experts, and cultural activities with international partners, enhancing cross-cultural learning.

3. **External Collaboration, Research Funding & Strategic Planning**

To incentivize research engagement, HSU has introduced an award policy recognizing outstanding scholarly work, with clear guidelines for faculty on conducting and publishing research. As a private institution with limited government funding, HSU strategically prioritizes joint research initiatives that benefit both students and the broader community. The university remains committed to continuous improvement by incorporating expert feedback into its long-term development plans.

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**Criterion III.4: Administrative Interface**

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**Based on the report, experts highlighted three key issues as below:**
1. **Logistical Inefficiencies & Communication Challenges**
- Insufficient transportation between campuses affects staff and students.
- Inconsistent communication channels create coordination issues.
- Scheduling conflicts between field trips and exams highlight the need for better synchronization between academic and administrative units.

2. **Administrative Staff Training & Workload Management**
- Existing training programs for administrative staff are not sufficiently targeted to meet evolving institutional needs.
- Training on digital tools, internationalization, and quality assurance is underdeveloped.
- Staff struggle to balance workload demands, including individual KPIs, daily operations, and additional institutional responsibilities.

3. **Knowledge Management & Process Standardization**
- The absence of a centralized knowledge management system leads to inconsistencies in administrative processes across campuses.
- Lack of standardized procedures contributes to operational inefficiencies.

**Response to Expert Feedback on Criterion III.4: Administrative Interface**

1. **Logistical Inefficiencies & Communication Challenges**

HSU has implemented several measures to enhance transportation and communication. A daily shuttle service connects campuses, and students are assigned campuses based on their faculties to minimize unnecessary travel. Administrative staff follow rotating schedules to ensure operational efficiency.

To improve communication, HSU utilizes multiple channels, including the PeopleSoft student portal, Hoa Sen App, university email, and direct advisor support. Exam schedules are provided at the beginning of the academic year via Weekly Calendar Charts and course outlines, reducing scheduling conflicts. Additionally, the Online Signing Procedure streamlines administrative approvals. While occasional scheduling conflicts may arise, they do not indicate systemic issues. HSU remains committed to continuous improvement in academic and administrative coordination.

2. **Administrative Staff Training & Workload Management**

HSU recognizes the need for ongoing administrative staff training and has developed structured programs on digital tools, internationalization, and quality assurance. These initiatives ensure staff can adapt to evolving academic and operational demands. To optimize workload management, HSU is refining workflow processes and increasing automation through digital tools. Staff feedback is actively used to improve training programs and enhance efficiency.

3. **Knowledge Management & Process Standardization**

HSU has integrated PeopleSoft, Hoa Sen Apps, and M-Learning and Emails as part of a centralized knowledge management system, ensuring streamlined administrative processes and real-time information sharing. These platforms provide staff with essential resources, institutional guidelines, and support for training initiatives.

# E Summary: Expert Recommendations (11.03.2025)

Taking into account the additional information and the comments given by Hoa Sen University, the experts summarize their analysis and **final assessment** for the award of the ASIIN institutional accreditation seal as follows:

| Institution | ASIIN Seal | Maximum duration of accreditation |
|---|---|---|
| Hoa Sen University | With requirements for one year | 30.09.2031 |

**Requirements**

A 1.   (ASIIN 1.1) It is required that Hoa Sen University develops a comprehensive implementation plan for its Strategic Plan 2025–2030. This plan, announced for June 2025, must include institution-wide, measurable KPIs, clearly defined timelines, and documented evidence of progress. The university must demonstrate that actions taken toward achieving its strategic objectives are systematically monitored and reviewed by the time of the next evaluation.

A 2.   (ASIIN 1.1, 1.2) It is required that Hoa Sen University institutionalizes regular and systematic tracer studies as a permanent component of its quality assurance system. These tracer studies must systematically track graduates' career trajectories and assess the alignment of employment outcomes with the learning objectives and competencies of academic programs. The university must ensure that the results are consistently analysed and used to inform curriculum development and strategic planning processes.

A 3.   (ASIIN 1.1, 1.2, 4.1) It is required that Hoa Sen University establishes formal mechanisms to systematically collect, analyse, and integrate feedback from students, faculty, alumni, and industry partners into institutional decision-making. A centralized system must monitor the use of feedback, and periodic summaries of resulting actions should be published to ensure transparency and accountability.

A 4.   (ASIIN 2.1, 2.2) It is required that Hoa Sen University conducts thorough and systematic feasibility studies before launching new study programmes. These studies must include comprehensive market analyses, competitor benchmarking, and stakeholder feedback, ensuring that the demand for the programme is justified and sustainable.

A 5.   (ASIIN 2.5) It is required that Hoa Sen University revises its processes for credit transfer and recognition of prior learning to align with international standards.

A 6.  (ASIIN 3.1) It is required that Hoa Sen University develops a comprehensive financial sustainability strategy to address short-, mid-, and long-term institutional stability. The plan must outline measures to diversify income sources beyond tuition fees, such as research funding, industry partnerships, and third-party collaborations.

A 7.  (ASIIN 4.2) It is required that Hoa Sen University provides an updated and standardized diploma supplement for all graduates. The diploma supplement must be available in English and comply with international standards, ensuring transparency regarding learning outcomes, credit allocation, and degree qualifications to support international recognition and student mobility.

**Recommendations**

E 1.  (ASIIN 1.1) It is recommended that Hoa Sen University develops an automated system for tracking progress against its Key Performance Indicators (KPIs), ensuring that all staff are informed of institutional evaluation metrics and strategic goals.

E 2.  (ASIIN 1.2, 3.4) It is recommended that Hoa Sen University implements a centralized digital platform to streamline the collection, analysis, and tracking of stakeholder feedback from internal and external stakeholders, thereby supporting more efficient and transparent quality management and governance processes.

E 3.  (ASIIN 2.3) It is recommended that Hoa Sen University holds annual high-level meetings (e.g., CEO or senior management level) with corporate partners. These meetings should aim to enhance cooperation, identify shared goals for internships and research, and explore opportunities for strategic partnerships.

E 4.  (ASIIN 2.3) It is recommended that Hoa Sen University implements structured feedback loops for internships and cooperative programs.

E 5.  (ASIIN 2.4) It is recommended that Hoa Sen University finalizes and publishes its examination dates well in advance. Once published, these dates should remain fixed to ensure students can effectively plan their academic schedules.

E 6.  (ASIIN 3.1) It is recommended that the university invests in updated facilities and equipment for research-oriented programs and incentivizes faculty to engage in applied research projects, particularly in collaboration with local and international industry partners.

E 7.  (ASIIN 3.2) It is recommended that Hoa Sen University strengthens English language training for faculty and administrative staff and ensures consistent bilingual communication to better support international students. Documenting these efforts will further demonstrate the university's commitment to internationalization and inclusivity.

E 8.  (ASIIN 3.3) It is recommended to develop structured frameworks for joint research initiatives with industry and international partners.

E 9.  (ASIIN 3.1) It is recommended that the university establishes a strategic plan to reduce staff turnover by 10% within a year. This could include initiatives such as professional development programs, improved compensation packages, and clearer career progression pathways.

# F  Decision of the Accreditation Commission (25.03.2025)

*Assessment and analysis for the award of the ASIIN Institutional Accreditation Seal:*

The Accreditation Commission discussed the findings of this report and mostly agree with the remarks of the experts.

The Accreditation Commission discussed the findings of this report and endorses the findings of the experts. However, one change was made demoting Requirement A5 to a Recommendation. Although the institution's current recognition procedures do not fully meet the expectations for automatic recognition as outlined in the European Higher Education standards, the Accreditation Commission acknowledged that the institution operates within a national framework that defines its ability to independently implement broader recognition policies. As such, the Commission determined that this issue should be addressed as part of the institution's ongoing quality enhancement measures rather than as a binding requirement.

The Accreditation Commission decides to award the ASIIN Institutional Accreditation Seal as follows:

| Institution | ASIIN Seal | Maximum duration of accreditation |
|---|---|---|
| Hoa Sen University (HSU) | With requirements for one year | 30.09.2031 |

**Requirements**

A 8.  (ASIIN 1.1) It is required that Hoa Sen University develops a comprehensive implementation plan for its Strategic Plan 2025–2030. This plan, announced for June 2025, must include institution-wide, measurable KPIs, clearly defined timelines, and documented evidence of progress. The university must demonstrate that actions taken toward achieving its strategic objectives are systematically monitored and reviewed by the time of the next evaluation.

A 9.  (ASIIN 1.1, 1.2) It is required that Hoa Sen University institutionalizes regular and systematic tracer studies as a permanent component of its quality assurance system. These tracer studies must systematically track graduates' career trajectories and assess the alignment of employment outcomes with the learning objectives and competencies of academic programs. The university must ensure that the results are consistently analysed and used to inform curriculum development and strategic planning processes.

A 10. (ASIIN 1.1, 1.2, 4.1) It is required that Hoa Sen University establishes formal mechanisms to systematically collect, analyse, and integrate feedback from students, faculty, alumni, and industry partners into institutional decision-making. A centralized system must monitor the use of feedback, and periodic summaries of resulting actions should be published to ensure transparency and accountability.

A 11. (ASIIN 2.1, 2.2) It is required that Hoa Sen University conducts thorough and systematic feasibility studies before launching new study programmes. These studies must include comprehensive market analyses, competitor benchmarking, and stakeholder feedback, ensuring that the demand for the programme is justified and sustainable.

A 12. (ASIIN 3.1) It is required that Hoa Sen University develops a comprehensive financial sustainability strategy to address short-, mid-, and long-term institutional stability. The plan must outline measures to diversify income sources beyond tuition fees, such as research funding, industry partnerships, and third-party collaborations.

A 13. (ASIIN 4.2) It is required that Hoa Sen University provides an updated and standardized diploma supplement for all graduates. The diploma supplement must be available in English, ensuring transparency regarding learning outcomes, credit allocation, and degree qualifications to support international recognition and student mobility.

**Recommendations**

E 10. (ASIIN 1.1) It is recommended that Hoa Sen University develops an automated system for tracking progress against its Key Performance Indicators (KPIs), ensuring that all staff are informed of institutional evaluation metrics and strategic goals.

E 11. (ASIIN 1.2, 3.4) It is recommended that Hoa Sen University implements a centralized digital platform to streamline the collection, analysis, and tracking of stakeholder feedback from internal and external stakeholders, thereby supporting more efficient and transparent quality management and governance processes.

E 12. (ASIIN 2.3) It is recommended that Hoa Sen University holds annual high-level meetings (e.g., CEO or senior management level) with corporate partners. These meetings should aim to enhance cooperation, identify shared goals for internships and research, and explore opportunities for strategic partnerships.

E 13. (ASIIN 2.3) It is recommended that Hoa Sen University implements structured feedback loops for internships and cooperative programs.

E 14. (ASIIN 2.4) It is recommended that Hoa Sen University finalizes and publishes its examination dates well in advance. Once published, these dates should remain fixed to ensure students can effectively plan their academic schedules.

E 15. (ASIIN 2.5) It is recommended that Hoa Sen University revises its processes for credit transfer and recognition of prior learning to align with international standards.

E 16. (ASIIN 3.1) It is recommended that the university invests in updated facilities and equipment for research-oriented programs and incentivizes faculty to engage in applied research projects, particularly in collaboration with local and international industry partners.

E 17. (ASIIN 3.2) It is recommended that Hoa Sen University strengthens English language training for faculty and administrative staff and ensures consistent bilingual communication to better support international students. Documenting these efforts will further demonstrate the university's commitment to internationalization and inclusivity.

E 18. (ASIIN 3.3) It is recommended to develop structured frameworks for joint research initiatives with industry and international partners.

E 19. (ASIIN 3.1) It is recommended that the university establishes a strategic plan to reduce staff turnover by 10% within a year. This could include initiatives such as professional development programs, improved compensation packages, and clearer career progression pathways.

# G Appendix: Schedule

Time plan for the implementation of the Institutional Accreditation

Peer Group:

- Prof. Dr. Matthias Werner, Konstanz University of Applied Sciences
- Prof. Dr. Tuan Van Pham, University of Danang
- Prof. Dr. Hans-Ulrich Heiss, TU Berlin
- Dr. Matthias Wunderlich, VP Manufacturing Quality Renault
- Nguyen Dinh Thien Phuc, Student at Vietnamese German University

**ASIIN:**

Dr. Iring Wasser, Laura Luc

**1. Day (Wednesday, 02. October 2024)**

| Time | Activity, location | Topics | Participants of the institution |
|------|--------------------|--------|---------------------------------|
|  | **Arrival of peers at airport Transfer to the hotel** |  |  |
| **19:00** | **Dinner** <br> **Location:** *Hotel* |  |  |

**2. Day (Thursday, 03. October 2024)**

| Date / Time | Activity, location | Topics | Participants of the institution |
|---|---|---|---|
| 08:30 – 11:00 | **Internal Meeting of the Auditor**<br>**Location: HSU** | Introduction round, assessment of Self-Assessment Report, Development of Questionnaire for different interview rounds | |
| 11:00 – 12:30 | **Introductory meeting**<br>**Location: HSU** | Welcome note, short presentation of the institution by management, general questions | **Management of HSU** |
| 12:30 – 13:30 | **Lunch** | | |
| 13:30 – 14:30 | **1. Interview round**<br>**Location: HSU** | **Section I: Understanding of Quality** (Definition, responsibilities) | **Management, staff members from QM unit** |
| 14:30 – 14:45 | **Break** | | |
| 14:45 – 15:45pm | **2. Interview round**<br>**Location: HSU** | **Section III:** Management of **resources** (Material and human resources, Human resources development, Interaction with research, Interaction with administration) | **Management** |
| 15:45 – 16:00 | **Break** | | |
| 16:00 – 17:00 | **3. Interview round**<br>**Location: HSU** | **Section III:** Management of **resources** (Material and human resources, Human resources development, Interaction with research, Interaction with administration) | **Staff members of administration** |
| 17:00 – 18:30 | **Tour through the facilities of the institution**<br>**Location: HSU** | **Section III: Management of resources** | **Heads of study units** |
| 19:30 pm | **Dinner** | | |

## 3. Day (Friday, 04. October 2024)

| Date / Time | Activity, location | Topics | Participants of the institution |
|---|---|---|---|
| 08:30 - 09:30 | **4. Interview round**<br>**Location: HSU** | **Section IV: Transparency and documentation** (Rules and regulations for programmes / courses / trainings, Documentation) | **Management**<br>**Staff members of the legal unit** |
| **09:30 – 09:45** | **Break** | | |
| **09:45 – 11:15** | **5. Interview round**<br>**Location: HSU** | **Section II: Educational Programmes / Courses / Trainings** (Cooperations, Examination systems and organisation of exams, Recognition of achievements, Assistance and support) | **Heads of study units** |
| **11:15 – 11:30** | **Break** | | |
| **11:30 – 12:45** | **6. Interview round**<br>**With students**<br>**Location: HSU** | **Section I: Understanding of Quality Section II: Educational Programmes / Courses / Trainings**<br>**Section III: Management of resources**<br>**Section IV: Transparency and documentation** | **Students** |
| **12:45 – 13:30** | **Lunch** | | |
| **13:30 – 14:30** | **7. Interview round**<br>**With cooperation / external partners**<br>**Location: HSU** | **Section II: Educational Programmes / Courses / Trainings** (Cooperations) | **Partners of HSU (Business partners, etc)** |
| **14:30 – 15:00** | **Break** | | |
| **15:00 – 16:00** | **8. Interview round**<br>**With teachers/lecturers**<br>**Location: HSU** | **Section I: Understanding of Quality Section II: Educational Programmes / Courses / Trainings**<br>**Section III: Management of resources**<br>**Section IV: Transparency and documentation** | **Lecturers** |
| **16:00 – 17:30** | **Internal meeting of peers**<br>**Location: HSU** | **Summary of information gathered during the day**<br>**Section II: Educational Programmes / Courses / Trainings**<br>**Section IV: Transparency and documentation**<br>**Assessment of maturity levels** | |

| Date / Time | Activity, location | Topics | Participants of the institution |
|---|---|---|---|
| 17:30 – 18:30 | **9. Final Meeting with Management**<br>**Location: HSU** | **Impressions of the peers** | **Management, interested stakeholders** |
| **19:30** | **Dinner** | | |

## 4. Day (Saturday, 05. October 2023)

| Date / Time | Activity, location | Topics | Participants of the institution |
|---|---|---|---|
| **Xx:xx** | **Departure from Ho Chi Minh** | | |
| **Xx:xx** | **Arrival in Germany** | | |