

Decision of the FIBAA Accreditation and Certification Committee



21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	24/060 Cl. 3
Higher Education Institution:	National Economics University
Location:	Hanoi, Vietnam
Study programme:	Digital Marketing (Bachelor) E-Commerce (Bachelor) Logistics and Supply Chain Management (Bachelor) Information Technology and Digital Transformation (Bachelor) Logistics and Supply Chain Management in English Integrated with AGKN (Bachelor)
Type of accreditation:	initial accreditation

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

Accreditation

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with five conditions.

Conditions:

Condition 1 (see chapter 2.5): The University clearly defines the admission requirements with regard to the English language skills in the admission regulations.

Condition 2 (see chapter 3.1.6): The University improves the quality and quantity of methodological courses in order to demonstrate the programmes' focus on research.

Condition 3 (see chapter 3.2.2): The University ensures that all students receive a Grade Distribution Table along with their degree certificate, transcript, and Diploma Supplement upon graduation and stipulates these requirements in a binding document.

Condition 4 (see chapter 3.3.2): The University ensures that all courses use up-to-date and relevant literature and updates the literature references in the course descriptions.

Condition 5 (see chapter 5.1): The University conducts the student surveys anonymously.

Proof of meeting these conditions is to be submitted by December 26, 2026.

Period of Accreditation: March 27, 2026, to March 26, 2031.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

National Economics University, Hanoi, Vietnam

Bachelor programmes:

Digital Marketing (Bachelor)

E-Commerce (Bachelor)

Logistics and Supply Chain Management (Bachelor)

Information Technology and Digital Transformation
(Bachelor)

Logistics and Supply Chain Management in English
Integrated with AGKN (Bachelor)

Qualification awarded on completion:

Bachelor of Arts

General information on the study programme

Brief description of the study programme:

Digital Marketing (DM)

The Bachelor in Digital Marketing aims at providing graduates with fundamental and modern knowledge of economics, business management, law, information technology, and marketing; as well as intensive knowledge of Digital Marketing. Graduates should be able to analyse and synthesise specialised issues, effectively using practical software in Digital Marketing. Graduates of the Digital Marketing study programme should be open, creative, moral, ethical as well as competent in co-operating in teamwork and autonomously able to do individual work.

E-Commerce (EC)

The Bachelor in E-Commerce aims to equip students with a solid foundation in economics, management, business administration, and information technology. Students develop competencies in managing electronic commerce, navigating digital platforms, and applying relevant legal frameworks in areas such as international trade, logistics, and commercial regulation. Graduates gain a general understanding of organisational dynamics and business operations within the Industry 4.0 landscape. Graduates can pursue advanced academic study or professional qualifications.

Logistics and Supply Chain Management (LS)

The Bachelor in Logistics and Supply Chain Management's objectives are for students to be aware of social responsibilities, have a political sense, have systematic and strategic thinking, have basic knowledge of business and commerce, have in-depth knowledge of logistics and supply chain management, develop identification, analysis and problem-solving capabilities, practice skills on technology exploitation, computing methods, leadership, decision-making, communication, teamwork, as well as be able to effectively adapt to the increasing changes of the business and working environment with digitalisation and internationalisation in logistics and supply chain management.

Information Technology and Digital Transformation (IT)

The Bachelor in Information Technology and Digital Transformation aims at providing graduates achieving political qualities, professional ethics, and social responsibility. Graduates should be equipped with fundamental knowledge of economics, management, information technology as well as intensive knowledge of digital transformation, business architecture and restructuring. The study programme supplies students with competence of evaluating impacts of technological changes on organisation's possibility for digital transformation. It provides knowledge of digital transformation in practice, including contents relevant to innovation and creativity, digital leadership, entrepreneur as well as skills linked with digital tool practice in the context of digital economy.

Logistics and Supply Chain Management in English Integrated with AGKN

The main objective of the Bachelor of Logistics and Supply Chain Management in English Integrated with AGKN (LSIC) programme is to produce high-quality graduates who excel in the field of logistics and supply chain management and meet international standards. The programme aims to offer an educational foundation in social sciences, economics, management, and business administration, accounting and finance, complemented by knowledge in logistics and supply chain management. Students will develop comprehensive

analytical skills and the capability to organise and manage logistics and supply chain operations in both domestic and international, highly competitive environments.

Type of study programme:

All programmes: Bachelor programme

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

DM: four years, 123 national credits / 194,34 ECTS credits

EC four years, 130 national credits / 205,4 ECTS credits

LS: four years, 130 national credits / 205,4 ECTS credits

IT: four years, 128 national credits / 202,24 ECTS credits

LSIC: four years, 132 national credits / 208,56 ECTS credits

Mode of study:

All programmes: full-time

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: no

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

DM: five classes per year, 250 students per class

EC: two classes per year, 100 students per class

LS: two classes per year, 100 students per class

IT: one class per year, 50 students per class

LSIC: two classes per year, 60 students per class

Programme cycle starts in:

All programmes: Autumn semester

Initial start of the programme:

DM: 2022

EC: 2023

LS: 2023

IT: 2022

LSIC: 2022

Type of accreditation:

All programmes: initial accreditation

Procedure

An agreement for the initial accreditation of the Information Technology and Digital Transformation (Bachelor), Digital Marketing (Bachelor), Logistics and Supply Chain Management (Bachelor), E-commerce (Bachelor), and Logistics and Supply Chain Management in English Integrated with AGKN Certificate (Bachelor) was concluded between FIBAA and National Economics University on July 31, 2025. On October 5, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Marcus Cicero

Julius Maximilian University, Würzburg, Germany

Student of MSc. Management, Completed: BSc. Business Informatics

Prof. Dr. Tornike Khostaria

Qatar Finance and Business Academy – Northumbria University, Qatar

Professor of Digital Marketing

Andre Markiewicz

PwC Advisory Poland

Senior Process Specialist in Consulting and Transformation

Prof Dr. Oleksii Oleksiuk

Kyiv National Economic University, Kyiv, Ukraine

Professor and Head of the Commerce and Logistics Department

Dr. Maria-Eugenia Ruiz-Molina

University of Valencia, Valencia, Spain

Full Professor in Marketing

Prof. Dr. Christian Schachter

RheinMain University of Applied Sciences, Germany

Professor of Business Informatics with a focus on Digitalisation in Administration

Dr. Ngan Hai Nguyen Tran

Van Lang University, Ho Chi Minh City, Vietnam

Deputy Head of the Marketing Department, Faculty of Commerce

FIBAA project manager:

Marie Bielke

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on December 2 to 4, 2025, via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 19, 2026. The statement on the report was given up on March 6, 2026. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Digital Marketing (Bachelor), E-Commerce (Bachelor), Logistics and Supply Chain Management (Bachelor), Information Technology and Digital Transformation (Bachelor), and Logistics and Supply Chain Management in English Integrated with AGKN (Bachelor) offered by National Economics University fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects² students' English language skills at admission, methods and scientific practice, missing grade distribution table, course materials, and students' surveys. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 2.5): The University clearly defines the admission requirements with regard to the English language skills in the admission regulations.
- **Condition 2** (see chapter 3.1.6): The University improves the quality and quantity of methodological courses in order to demonstrate the programmes' focus on research.
- **Condition 3** (see chapter 3.2.2): The University ensures that all students receive a Grade Distribution Table along with their degree certificate, transcript, and Diploma Supplement upon graduation and stipulates these requirements in a binding document.
- **Condition 4** (see chapter 3.3.2): The University ensures that all courses use up-to-date and relevant literature and updates the literature references in the course descriptions.
- **Condition 5** (see chapter 5.1): The University conducts the student surveys anonymously.

Proof of meeting these conditions is to be submitted by December 26, 2026.

Furthermore, the quality requirement that has not been fulfilled – (practical business experience of faculty (chapter 4.1.4)) is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed. The expert panel recommends:

- providing all information on the website in English language to facilitate access for international students (see chapter 2.2);
- granting licences for full versions of the most important software solutions (see chapter 3.1.3);

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

- tailoring exchange programmes more specifically for the needs of students of EC, LS, and IT to make student exchange easier and more attractive (see chapter 3.4.2);
- measuring incoming and outgoing students to better monitor student mobility (see chapter 3.4.2);
- strengthening measures to enhance the English language proficiency of faculty members, aiming to ensure consistent capacity to deliver teaching, supervision, and communication in English across all programmes (see chapter 3.4.3);
- closing the feedback loop for students by publishing evaluation results for students (see chapter 5.2.1);
- closing the feedback loop for faculty members by publishing evaluation results for these stakeholders (see chapter 5.2.2);
- collecting anonymous written feedback through evaluation forms from students, teachers and stakeholders (see chapter 5.2.2);
- checking the websites for up-to-datedness and easy access, including in English and for persons with special needs (see chapter 5.3.1).

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

There is one criterium in which the programmes exceed the quality requirements:

- Career counselling and placement service (see chapter 4.5.1).

Furthermore, for the LSIC programme, there are four criteria which the programme exceeds the quality requirements:

- International orientation of the study programme design (see chapter 1.2);
- International contents and intercultural aspects (see chapter 3.4.1);
- Foreign language contents (see chapter 3.4.4);
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3.1).

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

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Quality profile

HEI: National Economics University, Hanoi

Bachelor programmes:

Bachelor Digital Marketing (DM)

Bachelor E-Commerce (EC)

Bachelor Logistics and Supply Chain Management (LS)

Bachelor Information Technology and Digital Transformation (IT)

Bachelor Logistics and Supply Chain Management in English Integrated with AGKN (LSIC)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.6*	Methods and scientific practice (Asterisk Criterion)				X	
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				X	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)				X	
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		LSIC	DM, EC, LS, IT		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		LSIC	DM, EC, LS, IT		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty				X	
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					

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

Information

Information on the Institution

The National Economics University (NEU) was established in 1956, originally named School of Finance and Economics. It was one of the first public universities in Vietnam to train public servants in a centrally planned economy. The University was renamed three times: University of Economics and Finance in 1958, University of Planning and Economics in 1965, and National Economics University in 1985.

Following Vietnam's Đổi mới reforms in 1986, which marked the shift towards a market economy and international integration, NEU became one of the country's leading institutions in economics and business. In 1989, the Government assigned the University three missions:

- To provide consultancy on macroeconomic policy;
- To deliver undergraduate and postgraduate programmes in economics and business;
- To train managers for enterprises across all economic sectors.

Currently, NEU is an autonomous public academic institution implementing its strategic development plan to achieve its vision: "To be among the five leading multidisciplinary research universities in Vietnam and among the top 100 Asian universities in economics, management, and business administration."

According to its strategy, NEU's mission is:

- To pioneer in the innovation, development, and dissemination of knowledge in economics, management, and business administration, serving as a hub that attracts and nurtures talent and contributes high-quality human resources for Vietnam's sustainable development.
- To educate Vietnam's future leaders and entrepreneurs.
- To act as a distinguished research centre, formulating strategies for socio-economic development and providing consultancy to governments, non-governmental organizations, and enterprises.

As of 2025, NEU offers 105 undergraduate programmes, including: 12 part-time programmes, 4 distance learning programmes, and 89 full-time Bachelor programmes. The full-time Bachelor programmes include

- 41 delivered in Vietnamese,
- 16 in which 30% to 50% of the courses are taught in English,
- 25 fully delivered in English,
- five advanced programmes and 24 high-quality programmes all delivered partly in English.

At the postgraduate level, NEU offers 66 programmes, consisting of 38 Master's and 28 Doctoral programmes. The University also provides English-medium joint programmes with foreign partner universities.

School of Advanced Education Programmes

The study programmes Digital Marketing, E-Commerce, Logistics and Supply Chain Management as well as Information Technology and Digital Transformation are part of NEU's

School of Advanced Education Programmes (AEP) and within the school, part of the excellent education programmes. AEP was founded in 2006 to implement NEU's strategy to improve the quality of higher education in Vietnam. AEP is in charge of managing 29 Bachelor programmes.

The excellent education programmes are taught in both Vietnamese and English, with the courses instructed in English accounting for 30% of the total number of courses. These programmes are developed on the basis of technology transfer training from the advanced programmes and several prestigious universities worldwide.

Faculty of Marketing

The Faculty of Marketing is an academic unit of NEU's School of Business. The Faculty has 44 faculty members, including one professor, six associate professors, 20 PhD holders, and 17 Master's degree holders. The Faculty of Marketing and AEP developed the Bachelor programme Digital Marketing in 2022. The Faculty is responsible for managing of the programme curriculum and involved in arranging teaching staff for courses in the programme.

School of Trade and International Economics

The School of Trade and International Economics is an academic unit of NEU's School of Business. The School has 45 faculty members, including one professor, nine associate professors, 17 doctorates, and six masters. The School and AEP developed the two excellent education programmes E-Commerce and Logistics and Supply Chain Management in 2023. The School also developed the Bachelor Logistics and Supply Chain Management in English Integrated with AGKN (LSIC). The School is responsible for managing of the programmes' curricula and involved in arranging teaching staff for courses in the programmes.

Faculty of Information Technology

The Faculty of Information Technology is an academic unit of NEU's School of Technology. The Faculty has 15 faculty members, including nine PhD holders and five Master's degree holders. The Faculty of Information Technology and AEP developed the programme Information Technology and Digital Transformation (Excellent Education Programme) in 2022. The Faculty is responsible for managing of the programme curriculum and involved in arranging teaching staff for courses in the programme.

Statistical data

Table 1 Statistics of Digital Marketing

Study Programmes: Digital Marketing (Bachelor, Excellent Education Program)					
		1. Cohort 2022	2. Cohort 2023	3. Cohort 2024	4. Cohort 2025
# Study Places offered by HEI		200	200	200	200
# Applicants	Σ	284	276	417	325
	f	197	195	291	210
	m	87	81	126	115
Application rate		142,00%	138,00%	208,50%	162,50%
# First-Year Students (accepted applicants)	Σ	217	235	387	212
	f	156	163	272	147
	m	61	72	115	65
Rate of female students		0,72	0,69	0,70	0,69
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0,00	0,00	0,00	0,00
Percentage of occupied study places		1,09	1,18	1,94	1,06
# Graduates	Σ	n/a	n/a	n/a	n/a
	f	n/a	n/a	n/a	n/a
	m	n/a	n/a	n/a	n/a
Success rate (students who finished their studies)		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Dropout rate (students who dropped their studies)		0,00	0,00	0,00	0,00
Average duration of study		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Average grade of final degree		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.	Students have not finished the program.

Table 2 Statistics of E-Commerce

Study Programmes: E-Commerce (Bachelor, Excellent Education Program)				
		1. Cohort 2023	2. Cohort 2024	3. Cohort 2025
# Study Places offered by HEI		200	200	250
# Applicants	Σ	155	229	381
	f	84	143	225
	m	71	86	156
Application rate		77,50%	114,50%	152,40%
# First-Year Students (accepted applicants)	Σ	93	167	303
	f	53	110	181
	m	40	57	122
Rate of female students		0,57	0,66	0,60
# Foreign Students	Σ	0	0	0
	f			
	m			
Rate of foreign students		0,00	0,00	0,00
Percentage of occupied study places		0,47	0,84	1,21
# Graduates	Σ	n/a	n/a	n/a
	f	n/a	n/a	n/a
	m	n/a	n/a	n/a
Success rate (students who finished their studies)		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Dropout rate (students who dropped their studies)		0,00	0,00	0,00
Average duration of study		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Average grade of final degree		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.

Table 3 Statistics of Logistics and Supply Chain Management

Study Programmes: Logistics and Supply Chain Management (Bachelor, Excellent Education Program)				
		1. Cohort 2023	2. Cohort 2024	3. Cohort 2025
# Study Places offered by HEI		130	150	250
# Applicants	Σ	150	278	579
	f	81	149	348
	m	69	129	231
Application rate		115,38%	185,33%	231,60%
# First-Year Students (accepted applicants)	Σ	93	175	480
	f	55	107	285
	m	38	68	195
Rate of female students		0,59	0,61	0,59
# Foreign Students	Σ	0	0	0
	f			
	m			
Rate of foreign students		0,00	0,00	0,00
Percentage of occupied study places		0,72	1,17	1,92
# Graduates	Σ	n/a	n/a	n/a
	f	n/a	n/a	n/a
	m	n/a	n/a	n/a
Success rate (students who finished their studies)		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Dropout rate (students who dropped their studies)		0,00	0,00	0,00
Average duration of study		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Average grade of final degree		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.

Table 4 Statistics of Information Technology and Digital Transformation

Study Programmes: Information Technology and Digital Transformation (Bachelor, Excellent Education Program)

		1. Cohort 2022	2. Cohort 2023	3. Cohort 2024	4. Cohort 2025
# Study Places offered by HEI		50	50	50	50
# Applicants	Σ	66	70	68	122
	f	25	21	31	54
	m	41	49	37	68
Application rate		132,00%	140,00%	136,00%	244,00%
# First-Year Students (accepted applicants)	Σ	30	32	41	70
	f	13	15	17	26
	m	17	17	24	44
Rate of female students		0,43	0,47	0,41	0,37
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0,00	0,00	0,00	0,00
Percentage of occupied study places		0,60	0,64	0,82	1,40
# Graduates	Σ	n/a	n/a	n/a	n/a
	f	n/a	n/a	n/a	n/a
	m	n/a	n/a	n/a	n/a
Success rate (students who finished their studies)		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Dropout rate (students who dropped their studies)		0,00	0,00	0,00	0,00
Average duration of study		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.	Students have not finished the program.
Average grade of final degree		Students have not finished the program.	Students have not finished the program.	Students have not finished the program.	Students have not finished the program.

Table 5 Statistics of LSIC

Study Programmes: Logistics and Supply Chain Management in English Integrated with AGKN Certificate - LSIC, Viện TM&KTQT

		1. Cohort (Khóa 62)	2. Cohort (Khóa 63)	3. Cohort (Khóa 64)	4. Cohort (Khóa 65)	5. Cohort (Khóa 66)	6. Cohort (Khóa 67)
# Study Places offered by HEI		50	50	60	100	100	100
# Applicants	Σ	568	2827	2850	4273	5346	4842
	f	333	1579	1639	2526	3267	2760
	m	235	1248	1211	1747	2079	2082
Application rate		1136,00%	5654,00%	4750,00%	4273,00%	5346,00%	4842,00%
# First-Year Students (accepted applicants)	Σ	46	47	55	93	98	99
	f	28	29	32	59	70	45
	m	18	18	23	34	28	54
Rate of female students		0,608695652	0,617021277	0,581818182	0,634408602	0,714285714	0,454545455
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		92,00%	94,00%	91,67%	93,00%	98,00%	99,00%
# Graduates	Σ	43	40				
	f	26	25				
	m	17	15				
Success rate (students who finished their studies)		93,48%	85,11%				
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%	1,02%	0,00%
Average duration of study		4 years	4 years				
Average grade of final degree		3,68	3,65				

Appraisal

The statistics of all five study programmes show a high application rate, with the LSIC being especially popular, with application rates exceeding study places by far, making the study programmes, especially LSIC, highly competitive.

All five programmes show a nearly balanced gender ratio with Digital Marketing having more female students and Information Technology and Digital Transformation having more male students.

Although the statistics show no foreign students, the expert panel learned during the online visitation, evidenced by supporting documents, that there are in fact foreign students in the study programmes. They mostly stay for a duration of one semester and come from countries such as France, Belgium, Slovakia, the Netherlands, Russia, the Philippines, as well as Germany.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Digital Marketing

The Bachelor in Digital Marketing aims at providing graduates with fundamental and modern knowledge of economics, business management, law, information technology and marketing; as well as intensive knowledge of Digital Marketing. Graduates should be able to analyse and synthesise specialised issues, effectively using practical software in Digital Marketing. Graduates of the Digital Marketing study programme should be open, creative, moral, ethical as well as competent in co-operating in teamwork and autonomously able to do individual work.

Graduates acquire fundamental knowledge of economics, finance and business management; intensive knowledge of Marketing and marketing management in real environment and digital technology environment; independent thinking ability; capability of self-study to improve academic knowledge in response to job requirements; competence for co-operation in teamwork and independent working; capability for self-study as required by career development.

Job positions after graduation might include roles in Vietnamese and international enterprises as well as State authorities related to communications and business in digital setting or research centres and universities.

E-Commerce

The Bachelor in E-Commerce aims to cultivate graduates with a strong sense of ethical responsibility, political integrity, and social responsibility. The programme aims to equip students with a solid foundation in economics, management, business administration, and information technology.

Students develop competencies in managing electronic commerce, navigating digital platforms, and applying relevant legal frameworks in areas such as international trade, logistics, and commercial regulation. The curriculum aims to foster independent thinking, professional competence, and applied vocational skills, parallel to core knowledge in computer networks, economic information systems, and digital technologies. Graduates gain a general understanding of organisational dynamics and business operations within the Industry 4.0 landscape. Graduates can pursue advanced academic study or professional qualifications.

Graduates are expected to demonstrate:

- The ability to collaborate effectively in team-based environments and to work autonomously when required.
- Proficiency in information retrieval, synthesis, and critical analysis.
- Expertise in systems management and the strategic application of technology in business contexts.
- A market-oriented perspective, underpinned by ethical standards and professional accountability.
- Initiative, creativity, and a collaborative approach to task execution.

- Commitment to lifelong learning and engagement in independent research.
- Problem-solving capabilities and the capacity to integrate experiential learning into professional practice.
- Adaptability across diverse organisational settings and active participation in civic and community initiatives.
- A cooperative disposition and willingness to support peers.

Graduates may pursue roles in:

- Multinational corporations, foreign-invested enterprises, state-owned entities, and SMEs, particularly in business development, management, partnership coordination, and technology consultancy.
- Technology firms and digital service providers.
- Import-export and e-commerce logistics companies.
- Government departments and policy institutions focused on digital commerce.
- Research institutes and academic centres specialising in e-commerce.
- Higher education institutions offering programmes in economics and business.
- Organisations undergoing digital transformation.
- Entrepreneurial ventures, including start-ups and self-managed online businesses operating on digital platforms.

Logistics and Supply Chain Management

The Bachelor in Logistics and Supply Chain Management is designed based on reference to the leading Bachelor of Logistics and Supply Chain Management programmes in the USA and Vietnam with the additional aim to support students to get courses under the Higher Diploma in Supply Chain Management and the Diploma in Freight Forwarding of the Federation of International Freight Forwarders Associations (FIATA).

The study programme's objectives are for students to

- be aware of social responsibilities,
- have a political sense,
- have systematic and strategic thinking,
- have basic knowledge of business and commerce;
- have in-depth knowledge of logistics and supply chain management,
- develop identification, analysis and problem-solving capabilities,
- practice skills on technology exploitation, computing methods, leadership, decision-making, communication, teamwork
- be able to effectively adapt to the increasing changes of the business and working environment with digitalisation and internationalisation in logistics and supply chain management.

Possible job positions after graduation include roles in

- Vietnamese and international logistics service providers such as forwarders, freight transporters, warehouse service providers, terminal service providers; manufacturers and service enterprises;
- State management agencies related to logistics, supply chain management, manufacturing, commercial, freight transport, and logistics service industries; and
- universities and research institutes have research and training programmes in Logistics and Supply Chain Management.

Information Technology and Digital Transformation

The Bachelor in Information Technology and Digital Transformation, along with its specialisation in Information technology and digital transformation aims at providing graduates achieving political qualities, professional ethics, and social responsibility. Graduates should be equipped with fundamental knowledge of economics, management, information technology as well as intensive knowledge of digital transformation, business architecture and restructuring. The study programme supplies students with competence of evaluating impacts of technological changes on organisation's possibility for digital transformation. It provides knowledge of digital transformation in practice, including contents relevant to innovation and creativity, digital leadership, entrepreneur as well as skills linked with digital tool practice in the context of digital economy.

The study programme's objectives are for students to have fundamental and modern knowledge of economics, information technology and intensive knowledge of digital transformation. Students are supplied with general knowledge of economics and law to explain and apply background theories of economic sciences into the analysis, evaluation and management of macro-economy; to comply with law in daily life and practice of economics and business management; to interpret, explain and apply background knowledge of information technology, acquire knowledge about business architecture and develop thinking about digital transformation for the firm; to better implement tools and technology for digital transformation.

Graduates have competences of co-operation in teamwork and autonomy in individual work. They can analyse and synthesise specialised issues and perform professionally. Graduates should be good at occupational skills in order to solve general and specific problems in the field of information technology and digital transformation. They should be open, creative, moral, ethical and co-operative in performing assigned jobs.

Graduates may work in all firms and organisations in the field of information technology and communications in departments related to digital transformation, technology transfer, innovation, organisation and firm restructuring. In particular, graduates might take the following positions:

- Innovation architect
- Chief innovation officer
- Digital transformation expert
- Digital transformation specialist
- Business transformation analyst
- Customer experience transformation lead
- Strategic IT consultant
- IT team leader
- Software engineer
- IT operations management
- Teacher, researcher.

Logistics and Supply Chain Management in English Integrated with AGKN

The main objective of the Bachelor of Logistics and Supply Chain Management in English Integrated with AGKN (LSIC) programme is to produce high-quality graduates who excel in the field of logistics and supply chain management and meet international standards. The programme aims to offer an educational foundation in social sciences, economics,

management, and business administration, accounting and finance, complemented by knowledge in logistics and supply chain management. Students will develop comprehensive analytical skills and the capability to organise and manage logistics and supply chain operations in both domestic and international, highly competitive environments.

Possible job positions after graduation include roles in domestic and international logistics and supply chain management such as:

- logistics coordinator, planning coordinator, head of logistics,
- head of supply chain,
- trading and operations manager,
- procurement manager,
- and freight manager

Additionally, students can engage in advanced research in operations, logistics, and supply chain management.

Appraisal:

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

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

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

All study programmes

For all study programmes, the international orientation is reflected in the respective programme objectives, PLOs, teaching plans, courses, practical activities, reality, lecturers, as well as the programme implementation partners with international orientation.

Textbooks and other study materials for courses taught in English are also in English. The use of English is considered an advantage for future graduates of the programme in a competitive labour market. Graduates are expected to be proficient in English at an IELTS score of 6.0-6.5 or equivalent.

The study programmes pursue partnerships with universities overseas such as the University of Northampton (UK) for Business Administration, the University of Waikato (New Zealand) for

Logistics, Supply Chain Management and Digital Business, the University of Adelaide (Australia) for Business and Economics, and Macquarie University (Australia) for Business and Economics, as well as the University of Bremen (Germany).

Digital Marketing

The Digital Marketing programme includes thirteen English-medium courses. Courses are instructed by teaching staff of the Faculty of Marketing, some of whom have graduated from foreign universities and have work experience abroad.

E-Commerce

The programme has been developed based on comparisons with the programmes of Leeds Beckett University, UK; RMIT University, Australia and Boston University, USA, and includes courses taught in English. During the programme, students can visit and explore diverse business models at domestic and international companies in the e-commerce industry.

Over 80% of the lecturers have been trained abroad, possess international experience, and frequently attend global seminars and workshops. Additionally, the programme aims to attract international lecturers to participate in teaching and academic activities.

Logistics and Supply Chain Management

The programme is designed to equip graduates with international problem-solving capabilities. Students are provided with knowledge and skills, particularly global thinking and internationalisation, to work in the international logistics and supply chain management environment. These components are integrated into the course outline, which combines theoretical learning with practical and real-world activities. Specifically, teaching more than 50% of the courses in English, field trips in domestic and international settings during the third year, and participation in professional qualification training courses through cooperation with employers and businesses in the fourth year aim to hone students' ability to address international challenges.

The programme has been developed based on comparisons with programmes of Michigan State University (USA), University of Texas at Dallas (USA), and Singapore University of Social Science. Additionally, the programme is designed to help students take some courses under the Higher Diploma in Supply Chain Management and the Diploma in Freight Forwarding of the Federation of International Freight Forwarders Associations (FIATA).

During the programme, students can visit and explore diverse business models at domestic and international companies in the logistics and supply chain industry.

Over 80% of the lecturers have been trained abroad, possess international experience, and frequently attend global seminars and workshops. Additionally, the programme aims to attract international lecturers to participate in teaching and academic activities.

Information Technology and Digital Transformation

The programme includes 20 English-medium courses. Courses are instructed by teaching staff of the Faculty of Information Technology, some of whom have graduated from foreign universities and have work experience abroad.

LSIC

The programme is taught entirely in English and also integrates specialised courses that enhance graduates' global competencies. Six distinct courses of the LSIC have been certified by the Asian-German Knowledge Network for Transport and Logistics (AGKN). It aims to develop graduates with strong international problem-solving capabilities and equips students with essential knowledge and skills, emphasising global thinking and internationalisation, to thrive in the global logistics and supply chain management sector. The programme integrates these components into its curriculum, combining theoretical learning with practical, real-world experiences. Additionally, students engage in field trips in domestic settings during their first year and second year and participate in internship in their fourth year.

LSIC students can participate in international student exchange programs with peers in the same field, aiming to enhance their global competencies and to prepare them for careers in international logistics and supply chain management.

Appraisal:

For the Bachelor Digital Marketing (DM), the Bachelor E-Commerce (EC), the Bachelor Logistics and Supply Chain Management (LS), and the Bachelor Information Technology and Digital Transformation (IT), the programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

In the LSIC programme, the design places clear emphasis on internationality in teaching and study, as reflected in the curricular content, the composition of the academic staff, and opportunities for practical experience abroad. By imparting knowledge with this goal in mind and fostering the relevant skills, the programme enables graduates to handle international tasks with competence.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)		LSIC	DM, EC, LS, IT		

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Digital Marketing

While digital marketing is of high importance and in a rising trend in the Industry 4.0, training in digital marketing in Vietnam is far from meeting the needs of local organisations for digital marketing personnel, with only six higher education institutions in Vietnam offering study programmes in digital marketing. Therefore, NEU benchmarks the programme against competitors in the English-speaking countries such as Oregon State University, Southern Cross University, Coventry University, Greenwich University, University of Michigan-Dearborn, Stevenson University, Brown School of Business and Leadership, University of Birmingham, Georgetown University, and Florida State University.

E-Commerce

There are over fifty higher education institutions in Vietnam that offer study programmes in E-commerce. The programme offered by NEU has some advantages over other programmes in the educational market in Vietnam because it has been developed with support from Waikato University (New Zealand).

Logistics and Supply Chain Management

Universities in the USA, Canada, Germany, Australia, and New Zealand, as well as fifty universities and academies in Vietnam offer study programmes in Logistics and Supply Chain Management. Notable institutions include the University of Commerce, RMIT Vietnam, Foreign Trade University, University of Transport and Communications, and the International University under the Vietnam National University, Ho Chi Minh City. Despite the increasing number of institutions offering this programme, the scale of enrolment remains limited, and most programmes are offered completely in Vietnamese. This indicates a significant gap between the social demand for skilled personnel in Logistics and Supply Chain Management and the training capacity of these institutions.

The programme has been developed with support from Waikato University, too, which distinguishes it from other programmes in Vietnam.

Information Technology and Digital Transformation

There are 290 higher education institutions in Vietnam involved in providing information technology programmes, recruiting nearly 60 thousand new students. The current teaching capacity of these institutions is far from meeting the needs of the information technology sector.

The programme offered by NEU contributes to fill the gap of quality human resources in the information technology sector. The students in the programme are provided with knowledge of economics, business and information technology. They are also prepared for catching rising trends in the information technology sector and application of information technology in organisations.

LSIC

Due to the high demand for professionals and the ongoing shortage of experts in the logistics and supply chain management sectors in Hanoi, the Northern region, and beyond, many institutions have launched similar programmes over the past decade. As a result, the LSIC programme encounters competition from these other offerings. Still, as a programme offered entirely in English, the programme is distinguished from competitors. Additionally, the programme benefits NEU's reputation as a leading universities and training institutions in the field of logistics and supply chain management with scale, quality and prestige in Vietnam. This reputation significantly reduces competition, with only a few top-tier public, private, and international universities offering comparable programs in the same field, such as universities include the University of Economics Ho Chi Minh City, Vietnam University of Commerce, University of Transport and Communications, University of Transport and Communications Ho Chi Minh City, and Hanoi University of Industry.

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

Digital Marketing

In 2022, a study of potential job markets for future graduates from the programme was conducted. The results indicate that future graduates are highly needed in the job market.³ Graduates can work for various organisations in Vietnam or abroad in positions related to marketing in general and digital marketing in particular. They might also serve in State authorities related to communications and business in digital setting or research centres and universities.

E-Commerce

A study of potential job markets for future graduates was conducted in 2023. The results indicate that the future graduates from the programme are highly needed in the job market.⁴

Logistics and Supply Chain Management and LSIC

According to the Agility 2022 rankings, Vietnam’s logistics market is ranked 11th among the top 50 emerging logistics markets globally. The compound annual growth rate for Vietnam’s logistics market is forecasted to reach 5.5% for the period 2022-2027, paralleling the strong recovery of the entire economy after the COVID-19 pandemic. Therefore, graduates from logistics and supply chain management study programmes are in high demand.

Information Technology and Digital Transformation

A review of the job market in the information technology sector in Vietnam conducted in 2022⁵ reveals that there is a huge gap between the needs for human resources and the teaching capacity of local higher education institutions. Therefore, the future graduates from the programme are highly needed in the job market.

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

All study programmes

In line with NEU’s vision, the programmes contribute to providing high-quality human resources for society in the context of Industry 4.0, thereby supporting Vietnam’s socio-economic development, fulfilling a pioneering role, and advancing the implementation of the University’s mission. They aim to enhance the quality of research in the field of commerce within the framework of rapid changes brought about by Industry 4.0 and international integration. Furthermore, they seek to pioneer innovation and development in economics, management, and business administration, while strengthening NEU’s position as a leading institution in economic training and research in Vietnam, particularly in Hanoi.

The programmes pursue the goal of training a workforce with the necessary capabilities to progress through career advancement levels in businesses and organisations, from non-managerial employees to middle and senior management positions.

In addition, the study programmes serve as a bridge between NEU and international cooperation partners, facilitating collaboration and exchange in research.

³ See NEU’s SER, p. 19.

⁴ See NEU’s SER, p. 19.

⁵ See NEU’s SER, p. 21.

Appraisal:

The reasons given for the positioning in the educational market of all four study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The expert panel gained the impression that the graduate profiles of the programmes are formulated too broadly. While such general formulations may capture a wide range of competencies, they risk obscuring the distinctive professional qualifications and skills that graduates are expected to acquire. To enhance clarity and ensure that the intended learning outcomes are communicated more precisely, the panel **suggests** specifying the graduate profiles in greater detail or make references to the national classifier of occupations and/or relevant occupational standards.

The study programmes are convincingly integrated into NEU's overall strategic concept. The study programmes' qualification goals are in line with NEU's mission and strategic planning.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

The admission requirements of NEU are developed in accordance with the regulations of the Ministry of Education and Training (MOET) and comply with the national legal framework governing higher education admissions.

All requirements and procedures are formally described and documented in NEU's official Admission Regulations and Admissions Schemes, which are publicly announced before the beginning of each admission cycle. These documents specify the eligibility criteria, entry thresholds, required qualifications, and the process of application, selection, and enrolment. Admissions methods and criteria are defined and revised annually to review the effectiveness of admissions. The Admissions Schemes includes information about the mission of NEU, training scale, NEU's enrolment information, enrolment time, quality assurance conditions as well as the employment situation of students, statistics on the number and enrolment score in previous years. The database of annual enrolment results is used to self-research for the future enrolment.

Every year, NEU updates documents to guide the changes of the MOET in enrolment to provide appropriate methods and admission criteria. Information on the policy is published and updated in the newsletter of annual college admission, NEU's website, the school's or faculty's website, social media site, a document of NEU's annual admission consultancy and other online magazines

Applicants can include persons who have been awarded a Vietnamese Upper Secondary Education (High School) Graduation Diploma, or a foreign qualification recognized as equivalent or persons who hold an intermediate vocational diploma in a field within the same major group as the one applied for, and who have fulfilled the required upper-secondary academic knowledge as prescribed by law.

Applicants must also satisfy the following conditions:

- a) Meet the entry threshold;
- b) be able to meet the programme's current health standards.
- c) Provide complete personal information and an application dossier as required.

For applicants with disabilities that impair learning capacity who wish to register for admission, the University, to the extent possible, shall consider admitting them to suitable majors consistent with their health conditions.

2.2 Counselling for prospective students

From March to September, NEU organises admission consulting sessions on the University campus as well as some high schools in Hanoi and other provinces at the University level. Additionally, NEU organises annual admission events on the University campus for applicants.

Candidates can contact the admissions department through the phone number listed on the flyers and enrolment content. Candidates can visit the University through the programs "One

day as a NEU student” or “Enrolment Counselling Day” organised by NEU for 12th grade students from high schools. During these days, visitors can experience facilities such as classrooms, libraries, conference halls, and the football fields.

Additionally, the School of Advanced Education Programmes (AEP) prepares an annual admission counselling plan every year and provides prospective students with admission counselling through several channels.

The School participates in annual counselling fairs organised by NEU and third parties and counselling fairs at high schools. The School’s website provides prospective students with information about admission to AEP’s programmes and answers to frequently asked questions.

Prospective students can visit the AEP office, meet with AEP programme coordinators, get direct counselling from the assigned counselling staff or programme coordinators at the School’s office or via telephone and e-mail as well as participating in the School’s Facebook livestreams, in which prospective students’ questions are answered by the AEP’s admission counselling team.

For LSIC, the School of Trade and International Economics further supports admission through consultation activities via flyers, social media platforms, the school website, and dedicated phone lines. During admission consulting sessions, the School’s lecturers and current students of LSIC join consult with applicants.

2.4 Selection procedure

Based on MOET’s overall plan for selection for full-time programmes, the University coordinates to implement the following steps:

Step 1: Registration

Applicants register via MOET’s Admission Portal or the National Public Service Portal. Selections are conducted at the University under applicable methods: direct selection or combined selection using upper-secondary exam results, academic records, or other assessments.

Step 2. Virtual filtering

The University carries out selection according to its own admission methods and criteria or may collaborate with other institutions under a shared plan. MOET provides guidance on the schedule and supports preference processing. After the preference-registration period ends, the University downloads data including registered preferences; academic records; exam results and graduation scores; results of exams organised by higher-education institutions; and applicants’ area-based and policy-category priority data.

Principles of selection:

- Cutoff scores are set so admitted candidates match the quota, but not below the entry threshold.
- For each programme/major/group, applicants are considered equally based on scores and converted cutoffs, regardless of preference order, except as specified in Admission Regulations (2025).
- Priority points must align with the levels set out in Admission Regulations (2025).

After each cycle, the University uploads lists of candidates projected to be admitted. The system automatically removes lower-ranked preferences for candidates eligible under multiple options, retaining their highest-ranked preference.

The University repeats selection in subsequent cycles, adjusting cutoff scores to meet quotas. In the final cycle, official cutoff scores are set, and the final list of admitted candidates is uploaded.

Step 3. Announcement

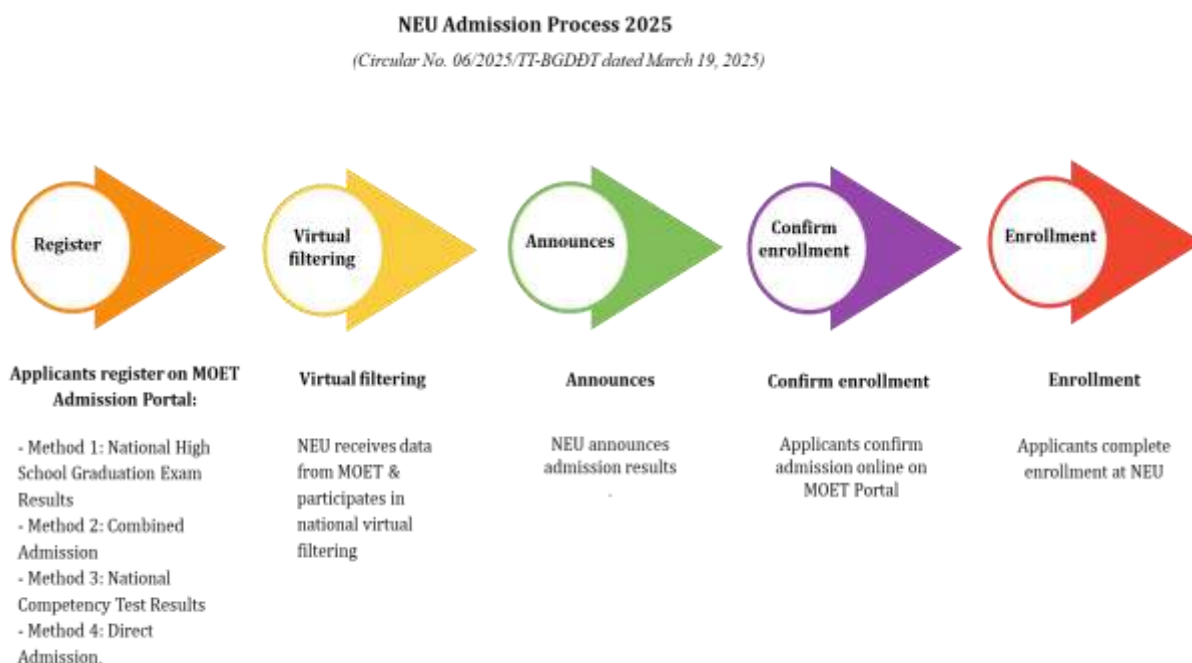
The University announces cutoff scores (and any additional conditions or tie-breaking criteria, if applicable) for each programme/major by admission method. Applicants can check their results on the University's portal or that of a consortium/group conducting joint selection.

Step 4. Confirmation of enrolment

The University issues admission notices detailing procedures and mode of enrolment. Candidates confirm enrolment online before completing on-site procedures. Once confirmed, candidates may not join admissions at other institutions or additional rounds, unless approved by the University.

Step 5. Enrolment

On enrolment, students must submit their admission documents, pay tuition fees, confirm their personal and academic information, and attend orientation activities.



2.5 Ensuring foreign language proficiency (Asterisk Criterion)

There are no foreign language entry requirements for full-time Bachelor candidates at NEU. In former cohorts that started before 2025, students transferring from the “regular” programmes taught entirely in Vietnamese to the “advanced” programmes had to take an English proficiency assessment, essay writing, and an interview as part of the admission procedure. Students could either submit valid English certificates (e.g. IELTS) or take an internal English test

administered by NEU. For cohort 67 and onwards (2025 and later), the requirements changed so that there is no English requirement at the admission stage for all programmes.

In all five study programmes, there are three compulsory English courses worth 3 Vietnamese credits (4,74 ECTS credits), distributed among the first two semesters (EC, LS, IT, LSIC) or three semesters (DM) respectively.

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

NEU aims at transparency and accessibility by making all admission-related information publicly available through multiple channels, including the University's official website, admission brochures, and guidance documents issued by the Admissions Office. Interested parties can access these materials with instructions on the application process, required documents, deadlines, and selection criteria.

For the candidates:

- In terms of providing information: Each interested candidate is provided with complete, clear, reliable, consistent and timely information to make suitable decisions and best prepare for application;
- In terms of application opportunity: No candidate loses the opportunity to apply due to regulations unrelated to qualifications and capacity, troubles caused by or prohibitive costs paid for application;
- In terms of capacity assessment: Candidates are assessed objectively, fairly and reliably with regards to their learning ability and prospects for success, meeting the requirements of the training programme and discipline;
- In terms of commitment fulfilment: The University fulfils its commitments to candidates; advise, support, and resolve complaints, protect the legitimate interests of candidates in risky cases.

For the public:

- Regarding information transparency: The University is responsible for timely publishing full and clear admission information via suitable media for the joint supervision of society and state management agencies;
- Regarding accountability: The University is responsible for reporting at the request of state management agencies and accounting for major pressing issues of public concerns in an appropriate manner.

Appraisal:

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

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. However, with regard to prospective international students, the counselling services could be further developed. The website and social media channels with

information regarding the programmes are all in Vietnamese language and not sufficiently distributed in English. Therefore, the panel **strongly recommends** providing all information on the website in English language to facilitate access for international students.

The selection procedure (including and entrance examination) is transparent and ensures that qualified students are admitted.

Across all five study programmes, three English language courses are offered aiming to ensure that students can successfully complete their studies. Still, there is no required level of English language proficiency or mandatory result in a recognised language test for admission. Since in DM, EC, IT, and LS, 30% of the programme is delivered in English, and in LSIC the programme is delivered entirely in English, the panel does not understand why there is no entry threshold for applicants' English language proficiency. It therefore recommends the following **condition**:

The University clearly defines the admission requirements with regard to the English language skills in the admission regulations.

The admission procedure is clearly outlined in the relevant documentation, which is accessible to interested parties. The decision regarding admission is based on transparent criteria and communicated online in writing.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

All five programmes have Programme Learning Outcomes (PLOs) that reflect the programmes' objectives. The programme's PLOs are assigned to specific tasks within each course and to particular learning activities across the curriculum. For each course, Course Learning Outcomes (CLOs) are defined to align with the PLOs, and integrate foundational, fundamental and specialised knowledge from basic to advanced levels. This includes both compulsory and elective courses. These courses are designed to equip students with both knowledge and skills (including hard and soft skills), and to foster autonomy, self-responsibility and professionalism in a working environment.

Compulsory and elective courses are structured with credits accumulated over each semester of the study programme. The curriculum is designed to optimise study time, the volume of knowledge delivered and the development of student competencies, while also taking into account individual student interests.

Curriculum Overview

Here: Bachelor's Programme Digital Marketing, 8 Semesters

1st Semester

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		.1	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
M1	The Marxist - Leninist philosophy (Compulsory)	3										Lecture, Seminar		
M2	Fundamental Laws (Compulsory)	3										Lecture, Seminar		
M3	Microeconomics (Compulsory)	3										Lecture, Seminar		
M4	Mathematics for Economics (Compulsory)	3										Lecture, Seminar		
M5	English 1 (Compulsory)											Lecture, Seminar		
M6	English for marketing(Selective)											Lecture, Seminar		
M7	Physical Education (Compulsory)	4												
M8	Military Education (Compulsory)	8												
M9	Study skills in university (Compulsory)	2								45	45	Lecture, Seminar	Class participation: 10%; Midterm examinations: 40% (include 02 midterm exams); Final examination: 50% (computer-based, 40 multiple choice questions in 60 minutes).	50%
2nd Semester														
M10	Science socialism (Compulsory)		2									Lecture, Seminar		
M11	English 2(Compulsory)											Lecture, Seminar		
M12	Statistics in economics and business (Compulsory)		3									Lecture, Seminar		
M13	Business Management 1 (Compulsory)		3							45	48	Lecture, Seminar	Attendance (10%) Midterm Test (20%) Individual Project (20%) Final Exam (50%)"	50%
M14	Macroeconomics 1 (Compulsory)		3							45	56	Lecture, Seminar	Class participation accounts for 10%; Midterm examinations account for 20% (Final examination accounts for 70%	
3rd Semester														

M15	Marxist - Leninist political economics (Compulsory)			2								Lecture, Seminar		
M16	Ho Chi Minh Ideology (Compulsory)			2								Lecture, Seminar		
M17	English 3 (Compulsory)			3								Lecture, Seminar		
M18	Introduction to Information Technology (Compulsory)			3								Lecture, Seminar		
M19	Principles of Marketing (Compulsory)			3								Lecture, Seminar		
M20	Business Communication (Selective)			3								Lecture, Seminar		
	4th Semester													
M21	History of Vietnamese Communist Party (Compulsory)			2								Lecture, Seminar		
M22	Data Science in Economics and Business (Compulsory)			3								Lecture, Seminar		
M23	Principles of Accounting (Compulsory)			3								Lecture, Seminar		
M24	Marketing research (Compulsory)			3								Lecture, Seminar		
M25	Consumer Behavior (Compulsory)			3								Lecture, Seminar		
M26	Principle of programming (Compulsory)			3								Lecture, Seminar		
	5th Semester													
M27	Introduction to Digital Marketing (Compulsory)				3				45	105		Lecture, Seminar	Attendance: 10% Individual assignment: 20% Team assignment: 20% Final Exam: 50%	50%
M28	Corporate finance (Compulsory)				3							Lecture, Seminar		
M29	Website Design (Compulsory)				3				45	105		Lecture, Seminar		
M30	Multimedia technologies (Selective)				3							Lecture, Seminar		
M31	Services marketing (Selective)				3							Meeting, Discussion		
M32	B2B Marketing (Selective)				3				45	105		Lecture, Seminar	Attendance (10%) Individual Midterm test (20%) Group Assignment (20%) Final exam (50%)	50%
M33	Integrated Marketing Communications (Compulsory)				3									
	6th Semester													
M34	Web and social media analytics (Compulsory)				3				45	105		Lecture, Seminar	Attendance (10%) Group Presentation (20%) Group report (20%) Final Exam (50%)	50%
M35	Digital Selling Skills & Sale Management (Compulsory)				3				45	105		Lecture, Seminar	Attendance (10%)	50%

														Individual Midterm test (20%) Group Assignment (20%) Final exam (50%)	
M36	Fieldtrip project of Digital marketing tools (Compulsory)						3			15	135	Lecture, Seminar	Attendance (20%) Form (40%) Content (40%)	80%	
M37	Product Management (Selective)						3					Lecture, Seminar			
M38	Distribution channel management (Selective)						3			45	105	Lecture, Seminar	Attendance (10%) Individual Midterm test (20%) Group Assignment (20%) Final exam (50%)	50%	
M39	Digital Content Marketing (Compulsory)						3			45	105	Lecture, Seminar	Attendance: 10% Midterm Test:20% Group discussion and write up : 20% Final exam: 50%	50%	
	7th Semester														
M40	Marketing Management (Compulsory)						3					Lecture, Seminar			
M41	Price Management (Compulsory)						3					Lecture, Seminar			
M42	Social media marketing (Compulsory)						3			45	105	Lecture, Seminar	Attendance (10%) Individual Midterm test (20%) Group Assignment (20%) Final exam (50%)	50%	
M43	Digital Optimisation (Selective)						3			45	105	Lecture, Seminar	Attendance (10%) Group Presentation (20%) Group Report (20%) Final exam (50%)	50%	
M44	Brand management (Compulsory)						3					Lecture, Seminar			
M45	Principle of Public Relations (Selective)						3					Lecture, Seminar			
M46	AI application in business and management						3			45	105	Lecture, Seminar			
M47	Digital Marketing Planning (Selective)							3		45	105	Lecture, Seminar	Attendance (10%) Group Presentation (20%) Group Report (20%) Final exam (50%)	50%	

M48	Second Foreign Language (Selective)							3					Lecture, Seminar		
M49	Customer Relationship Management (Selective)							3		45	105		Lecture, Seminar	Attendance (10%) Group Assignment 1 (20%) Group Assignment 2 (20%) Final exam (50%)	50%
	8th Semester														
M50	Graduation thesis of Digital Marketing (Compulsory)								10	20	480		Lecture, Seminar	1)The score for the 'Graduation Project' given by the supervising lecturer accounts for 50%, (2) The score for the 'Graduation Project' given by the Examination Committee accounts for 50%	

Curriculum Overview

Bachelor's Programme in E-Commerce, 8 Semesters

Semester 1

Module No.	Course name	Compulsory or elective	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
	Semester 1														
1	The Marxist - Leninist philosophy	Compulsory	3								45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 40% Final Exam: 50%	50%
2	Mathematics for Economics	Compulsory	3								45	90	lecture course	Written, 90 minutes Class participation: 10%; Midterm examinations : 40% (include 02 midterm exams); Final examination: 50% (computer-based, 40 multiple choice questions in 60 minutes)	50%
3	Fundamentals of Laws	Compulsory	3								45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group Work - Report and Presentation: 20% Final exam: 50%	50%
4	English 1	Compulsory	4								60	120	lecture course	Written, 90 minutes Attendance: (10%) Mid term Test: (40%) Final Exam (50%) : Multiple choice, problem solving	50%

5	English 2	Compulsory	4								60	120	lecture course	Written, 90 minutes Attendance: 10% Mid term Test: 40% Final Exam: 50% (Multiple choice , problem solving)	50%
	Semester 2														
6	Political Economics of Marxism and Leninism	Compulsory	2								30	60	lecture course	Written, 60 minutes Attendance: 10% Mid term Test: 40% Final Exam : 50%	50%
7	Microeconomics 1	Compulsory	3								45	90	lecture course	Written, 90 minutes Attendance: 10% 02 Mid term Test: 40% Final Exam: 50%	50%
8	Macroeconomics 1	Compulsory	3								45	90	lecture course	Written, 90 minutes Attendance: 10%, 02 Mid Term Test: 40%, Final Test: 50%	50%
9	Statistics for Economic and Business	Compulsory	3								45	90	lecture course	Written, 90 minutes Attendance: 10% Mid term Test: 40% Final Exam: 60% (Multiple choice , problem solving)	50%
10	English 3	Compulsory	4								60	120	lecture course	Written, 90 minutes Attendance: 10% 02 Midterm Test: 40% Final Exam: 60% (Multiple choice , problem solving)	50%
	Semester 3														
11	Scientific Socialism	Compulsory	2								30	60	lecture course	Written, 60 minutes Class participation: 10%; Midterm examinations : 40% (include 02 midterm exams); Final	50%

															examination: 50%.	
12	Accounting Principles	Compulsory			3						45	90	lecture course	Written, 90 minutes Class participation: 10%; Midterm examinations : 40% (include 02 midterm exams); Final examination: 50%.	50%	
13	Commercial Business	Compulsory			3						45	90	lecture course	Written, 90 minutes Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation) : 20% Final exam: 50%	50%	
14	Management Information Systems	Compulsory			3						45	90	lecture course	Written, 90 minutes Class participation: 10%; Midterm examinations : 40% (include 02 midterm exams); Final examination: 50%.	50%	
15	Computer Network and Data Communication	Compulsory			3						45	90	lecture course	Written, 90 minutes Class participation: 10%; Midterm examinations : 40% (include 02 midterm exams); Final examination: 50%.	50%	

16	Introduction to Logistics and supply chain management	Elective			3						45	90	lecture course	Written, 90 minutes Class participation: 10%; Midterm examinations : 40% (include 02 midterm exams); Final examination: 50%.	50%
17	Financial Management	Elective			3						45	90	lecture course	Written, 90 minutes Attendance: 10% Mid term individual Test: 20% Group assignment: 20% Final Exam :50%	50%
18	Human Resource Management	Elective			3						45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 20% Group discussion and write up : 20%	50%
	Semester 4														
19	History of the Vietnamese Communist Party	Compulsory			2						30	60	lecture course	Written, 60 minutes Attendance: 10% Midterm Test:40% Final Exam :50%	50%
20	Introduction to data science in economics and business	Compulsory			3						45	90	lecture course	Written, 90 minutes - Attendance: 10% - Midterm exam: 40% - Final exam: 50%	50%
21	International Trade	Compulsory			3						45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test:40% Final Exam :50%	50%
22	Fundamentals of E-commerce	Compulsory			3						45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test:40% Final Exam :50%	50%
23	Legal issues in E-Commerce	Compulsory			3						45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test:40% Final Exam :50%	50%

24	Digital Marketing	Compulsory				3					45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 40% Final Exam : 50%	50%
	Semester 5														
25	Ho Chi Minh Ideology	Compulsory				2					30	50	lecture course	Written, 60 minutes Attendance (10%) Midterm Test (30%) Final Exam (60%)	50%
26	E- Commerce Operation Management	Compulsory				3					45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 40% Final Exam : 50%	50%
27	Strategy for E – Commerce	Compulsory				3					45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 40% Final Exam : 50%	50%
28	Cryptography and Security Information	Compulsory				3					45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 40% Final Exam : 50%	50%
29	Payment in International Trade	Elective				3					45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 40% Final Exam : 50%	50%
30	Database Management Systems	Elective				3					45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test: 40% Final Exam : 50%	50%
31	Enterprise Resource Planning (ERP) Systems	Elective				3					45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment (Problem solving and presentation) : 20% Final exam: 50%	50%
32	Import - Export Practice	Compulsory				3					45	90	lecture course	Written, 90 minutes Attendance:	50%

														10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation) : 20% Final exam: 50%	
	Semester 6														
33	International Business	Compulsory						3			45	90	lecture course	Written, 90 minutes Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation) : 20% Final exam: 50%	50%
34	E-logistics	Compulsory						3			45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Group project and Presentation: 20% Final exam: 50%	50%
35	Warehouse management	Elective						3			45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Projects and Presentation: 20% Final exam: 50%	50%

36	Customs Economics	Elective						3			45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Projects and Presentation: 20% Final exam: 50%	50%
37	Data Visualization in Business	Elective						3			45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Projects and Presentation: 20% Final exam: 50%	50%
38	E - Commerce Transaction: Theory and Practice	Compulsory						3			45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Projects and Presentation: 20% Final exam: 50%	50%
39	Transportation and Freight Forwarding in International Trade	Compulsory						3			45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Projects and Presentation: 20% Final exam: 50%	50%
40	Internship of E-Commerce	Compulsory						4			10	150	Coaching	Research report	100%
	Semester 7														

41	International Economic Integration	Compulsory							3		45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Report and Presentation: 20% Final exam: 50%	50%
42	E – government	Compulsory							3		45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Report and Presentation: 20% Final exam: 50%	50%
43	Payment for E – Commerce	Compulsory							3		45	90	lecture course	Written, 90 minutes Attendance: 10%; Individual assignment: 20%; Group assignment - Report and Presentation: 20% Final exam: 50%	50%
44	E-Commerce Project Management	Compulsory							3		45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test:40% Final Exam :50%	50%
45	Social Media Networks for Business	Compulsory							3		45	90	lecture course	Written, 90 minutes Attendance: 10% Midterm Test:40% Final Exam :50%	50%
46	Essay on E-Commerce	Compulsory							3		10	90	Coaching	Research report	100%
	Semester 8														
47	Graduation Thesis of E-Commerce	Compulsory							10		10	300	Coaching	Research report	100%
total			17	15	23	17	23	25	18	55					

Curriculum Overview

Bachelor's Programme IT, 8 Semesters

Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
												i.e. lecture course, seminar		
	1st Semester													
M1	Phylosophy of Marxism and Leninism (Compulsory)	3								45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam : 50%	90%
M2	Algebra (Compulsory)	3								45	45	Lecture, Discussion	Attendance: 10% Mid term Test: 30% Final Exam (90min) : 60% Multiple choice/ problem solving	90%
M3	Introduction to Information Technology (Compulsory)	3								45	105	Lecture, Discussion	Class participation: 10%; Midterm examinations: 40% (include 02 midterm exams); Final examination: 50% (computer-based, 40 multiple choice questions in 60 minutes).	50%
M4	General Physics (Compulsory)	3								45	45	Lecture, Discussion	Class participation: 10%; Midterm examinations: 40% (include 02 midterm exams); Final examination: 50% (computer-based, 40 multiple choice questions in 60 minutes).	90%
M5	English 1 (Compulsory)	3								45	45	Lecture, Discussion	Attendance: (10%) Mid term Test: (40%) Final Exam (50%) : Multiple choice ,	90%

													(Group Work): 20% ; Final exam (individual effort): 50%	
M27	Java Programming (Compulsory)			3						45	60	Lecture, Discussion	Participation (individual effort): 10%; Mid-term exam 1 (individual effort): 20%; Mid-term exam 2 (Group Work): 20% ; Final exam (individual effort): 50%	50%
M27.10	5th Semester													
M28	Communist Party History (Compulsory)		2							33	40	Lecture, Discussion		90%
M29	Time Series Analysis and Forecasting (Compulsory)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
M30	System Analysis and Design (Compulsory)				3					45	105	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	50%
M31	Practical Training (Compulsory)			3						45	60	Lecture, Discussion		60%
M32	Web Programming (Selective)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
M33	Cryptography and Information Security (Selective)				3					45	105	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	50%
M34	Human-Computer Interaction (Selective)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
M34.9	6th Semester													

M35	Ho Chi Minh Ideology (Compulsory)			2						33	50	Lecture, Discussion	Attendance (10%) Mid term Test (30%) Final Exam (60%)	60%
M36	Knowledge Discovery in Database (Compulsory)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
M37	Data Visualization (Selective)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
M38	.Net Programming (Selective)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
M39	Multimedia Technologies (Selective)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
M40	Application of AI in business and management (Selective)						3			45	105	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	50%
M41	Digital Finance (Selective)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/ problem solving	60%
7th Semester														
M42	Digital Strategy (Selective)			3						45	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam (90min) : 50% Multiple choice/	60%

Curriculum Overview														
Bachelor's Programme in Logistics and Supply chain management (Excellent Educational Program), 8 Semesters														
Modul No.	Title of Module / Course Unit + Compulsory or Elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
	1 st Semester													
M1	The Marxist - Leninist philosophy (Compulsory)	3								45	60	Lecture, Discussion	Attendance: 10% Mid term Test:40% Final Exam :50%	90%
M2	Mathematics for Economics (Compulsory)	3								45	45	Lecture, Discussion	Attendance: 10% Midterm examinations: 40% (include 02 midterm exams); Final examination: 50% (computer-based, 40 multiple choice questions in 60 minutes).	90%
M3	Fundamental Laws (Compulsory)	3								45	45	Lecture, Discussion	Attendance: 10%; Individual assignment: 20%; Group Work - Report and Presentation: 20% Final exam: 50%	70%
M4	Microeconomics 1 (Compulsory)	3								45	60	Lecture, Discussion	Attendance: 10% 02 Midterm Test: 40% Final Exam: 50%	90%
M5	Macroeconomics 1 (Compulsory)	3								45	60	Lecture, Discussion	Attendance: 10% 02 Midterm Test: 40% Final Exam: 50%	90%
M6	English 1 (Compulsory)	4								60	90	Lecture, Discussion	Attendance: 10% 02 Midterm Test:: 40% Final Exam: 50% (Multiple choice , problem solving)	90%
	Physical Education (Compulsory)	4												
	Military Education (Compulsory)	8												

	2 nd Semester												
M7	Political Economics (Compulsory)	2							30	40	Lecture, Discussion	Attendance: 10% 02 Midterm Test:40% Final Exam : 50%	90%
M8	Probability and Mathematical Statistics (Compulsory)	3							45	90	Lecture, Discussion	Attendance: 10% 02 Midterm test: 40% Final exam (90min): 50% (computer-based, 40 multiple choice questions in 60 minutes)	90%
M9	International Business (Compulsory)	3							45	90	Lecture, Discussion	Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation): 20% Final exam: 50%	70%
M10	English 2 (Compulsory)	4							60	90	Lecture, Discussion	Attendance: 10% 02 Mid term Test: 40% Final Exam: 50% (Multiple choice , problem solving)	90%
M11	English 3 (Compulsory)	4							60	90	Lecture, Discussion	Attendance: 10% 02 Mid term Test: 30% Final Exam: 60% (Multiple choice , problem solving)	90%
	3 rd Semester												
M12	Scientific Socialism (Compulsory)	2							30	40	Lecture, Discussion	Class participation: 10%; Midterm examinations: 40% (include 02 midterm exams); Final examination: 50%.	90%

M13	E-commerce (Compulsory)		3					45	90	Lecture, Discussion	Attendance: 10%; Mid-term exam 1 (Application assignment): 20%; Mid-term exam 2 (Group Work): 20% ; Final exam: 50%	70%
M14	Introduction to Logistics and supply chain management (Compulsory)		3					45	90	Lecture, Discussion	Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation): 20% ; Final exam: 50%	70%
M15	Data science in economics and business (Compulsory)		3					45	90	Lecture, Discussion	Attendance: 10%; Midterm examinations: 40% (include 02 midterm exams); Final examination: 50%	90%
M16	Operation management (Compulsory)		3					45	90	Lecture, Discussion	Participation (individual effort): 10%; Mid-term exam 1 (individual effort): 20%; Mid-term exam 2 (Group Work): 20% ; Final exam (individual effort): 50%	70%
M17	Human Resource Management (Compulsory)		3					45	90	Lecture, Discussion	Attendance: 10% Mid term Test: 20% Group discussion and write up : 20% Final exam: 50%	70%
M18	Global Supply Chain Management (Compulsory)		3					45	90	Lecture, Discussion	Attendance: 10% 01 individual assignments (10%) 01 group assignment (20%) 01 midterm test (10%) Final exam (50%).	90%
4th Semester												

M19	History of the Vietnamese Communist Party (Compulsory)			2				30	60	Lecture, Discussion	Attendance: 10% Individual assignment: 20% Group assignment: 20% Final Exam: 50%	70%
M20	Financial Management (Compulsory)			3				45	72	Lecture, Discussion	Attendance: 10% Mid term individual Test: 20% Group assignment: 20% Final Exam: 50%	70%
M21	Commercial Enterprise Management 1 (Compulsory)			3				45	60	Lecture, Discussion	Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation): 20% Final exam: 50%	70%
M22	Commercial Business (Compulsory)			3				45	90	Lecture, Discussion	Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation): 20% Final exam: 50%	70%
M23	Logistics Planning and Control Systems (Compulsory)			3				45	81	Lecture, Discussion	Attendance: 10%; Midterm examinations: 40% (include 02 midterm exams); Final examination: 50%	90%
M24	Import-Export Practice (Compulsory)			3				45	90	Lecture, Discussion	Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation): 20% Final exam: 50%	70%

	5 th Semester													
M25	Ho Chi Minh Ideology (Compulsory)				2				30	60	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam: 50%	90%	
M26	Business transaction and negotiation (Compulsory)				3				45	81	Lecture, Discussion	Attendance: 10%; Mid-term exam 1 (Individual assignment): 20%; Mid-term exam 2 (Group Work - Report and Presentation): 20% Final exam: 50%	70%	
M27	International Economic Integration (Compulsory)				3				45	90	Lecture, Discussion	Attendance: 10%; Individual assignment: 20%; Group assignment - Report and Presentation: 20% Final exam: 50%	70%	
M28	Logistics infrastructure (Compulsory)				3				45	90	Lecture, Discussion	Attendance: 10%; Individual assignment: 20%; Group assignment - Report and Presentation: 20% Final exam: 50%	70%	
M29	Supply chain design (Compulsory)				3				45	90	Lecture, Discussion	Attendance: 10%; Individual assignment: 20%; Group assignment - Report and Presentation: 20% Final exam: 50%	70%	
M30	Law on international trade (Compulsory)				3				45	90	Lecture, Discussion	Attendance: 10%; Individual assignment: 20%; Group assignment - Report and Presentation: 20% Final exam: 50%	70%	
	6 th Semester													
M31	Warehouse management (Compulsory)				3				45	81	Lecture, Discussion	Attendance: 10%;	70%	

M37	Principles of Accounting (Elective)						3			45	90	Lecture, Discussion	Attendance: 10% 02 Mid-term Test (True and False; Problem solving): 40% Final Exam (Multiple choice): 50%	90%
M38	Port Management (Elective)						3			45	90	Lecture, Discussion	Attendance: 10%; Individual assignment: 20%; Group assignment (Report and Presentation): 20% Final exam: 50%	70%
7th Semester														
M39	Global Purchasing Management (Compulsory)						3			45	81	Lecture, Discussion	Attendance: 10%; Individual mid-term exam: 20%; Group project: 20% Final exam: 50%	70%
M40	Multimodal transport (Compulsory)						3			45	90	Lecture, Discussion	Attendance: 10%; Individual mid-term exam: 20%; Group project: 20% Final exam: 50%	70%
M41	Enterprise Resource Planning (ERP) Systems (Compulsory)						3			45	90	Lecture, Discussion	Attendance: 10%; Individual assignment: 20%; Group assignment (Problem solving and presentation): 20% Final exam: 50%	70%
M42	International Marketing (Compulsory)						3			45	90	Lecture, Discussion	Attendance: 10%; STP in the international market (Team oral and written presentation): 20%; Final project (Team oral and written presentation): 20% Final exam: 50%	50%
M43	Internship in Logistics and supply chain (Compulsory)						4			10	100	Coaching	Research report	100%
8th Semester														

M44	Graduation Thesis in Logistics and supply chain management (Compulsory)								10	10	300	Coaching	Research report	100%
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Curriculum Overview

Bachelor's Programme LSIC, 8 Semesters

1st Semester

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
												i.e. lecture course, seminar		
M1	The Marxist - Leninist philosophy (Compulsory)	3								45	30	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam: 50%	90%
M2	Foreign Language 1(Compulsory)	3								45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Writing portfolio: 20% Final Assignment: 50%	70%
M3	Mircoeconomics 1 (Compulsory)	3								45	90	Lecture, Discussion	Attendance: 10% Individual Report: 20% Midterm Exam: 20% Final Exam: 50%	70%
M4	Calculus for Business (Compulsory)	3								45	45	Lecture, Discussion	Attendance: 10% Midterm exam 1: 20% Midterm exam 2: 20% Final Exam: 50%	90%
M5	Teamwork skills (Selective)	3								45	10	Lecture, Discussion	Participant: 10% Individual tests: 20% Group works: 20% Final Exam: 50%	70%
M6	Physical Education (Compulsory)	4												
M7	Military Education (Compulsory)	8												

2nd Semester

M8	Political economics of Maxism- Leninism (Compulsory)		2							30	30	Lecture, Discussion	Attendance: 10% Midterm Test: 40% Final Exam : 50%	
M9	Foreign Language 2 (Compulsory)		3							45	90	Lecture, Discussion		70%
M10	Macroeconomics 1 (Compulsory)		3							45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 20%	90%

														Writing portfolio: 20% Final Group Presentation: 50%	
M11	Critical Thinking (Compulsory)		3							45	90	Lecture, Discussion	Attendance: 10% Midterm exam 1: 20% Debate: 20% Final Exam: 50%	70%	
M12	Business Statistics		3							45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 40% Final Exam: 50%	90%	

3rd Semester

M13	Ho Chi Minh Ideology (Compulsory)			2						30	30	Lecture, Discussion	Attendance: 10% Mid term Test: 30% Final Exam: 60%	90%
M14	English for Logistics and Supply Chain Management (Compulsory)			3						45	90	Lecture, Discussion	Attendance: 10% Group Projects: 20% Individual midterm exam: 20% Final Exam: 50%	70%
M15	Principles of Management and Operations (Compulsory)			3						45	7	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Group Project: 20% Final Exam: 50%	70%
M16	Managerial Accounting (Compulsory)			3						45	90	Lecture, Discussion	Attendance: 10% Midterm Exam 1 & 2: 40% Final Exam: 50%	90%
M17	Principles of Marketing (Compulsory)			3						45	96	Lecture, Discussion	Attendance: 10% Individual tests: 20% Group Work 1: 10% Group Work 2: 10% Final Exam: 50%	70%
M18	Business Communication (Compulsory)			3						45	6	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Group Presentation: 20% Final Exam: 50%	70%

4th Semester

												L,S		
M19	History of Vietnamese Communist (Compulsory)			2						30	30	Lecture, Discussion	Attendance: 10% Mid term Test: 40% Final Exam: 50%	90%

M20	Legal and Regulatory Environment of Business (Compulsory)				3					45	10	Lecture, Discussion	Attendance: 10% Midterm Exam: 40% Final Exam: 50%	
M21	Management Information Systems (Compulsory)				3					45	90	Lecture, Discussion	Participation: 10% Midterm Exam 1: 20% Midterm Exam 2: 20% Final Exam: 50%	90%
M22	Principle of Logistics Management (Compulsory)				3					45	37,5	Lecture, Discussion	Participation and Question and Answer: 10% Group Project: 20% Midterm Exam: 20% Final Exam: 50%	70%
M23	International Economics (Compulsory)				3					45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Group Discussion: 20% Final Exam: 50%	70%
M24	Commercial Business (Compulsory)				3					45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Group Works: 20% Final Exam: 50%	70%
M25	Introduction to Physical Geography(Selective)				3					45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Group Discussion: 20% Final Exam: 50%	70%

5th Semester

M24	Scientific socialism (Compulsory)				2					30	30	Lecture, Discussion	Attendance: 10% Midterm exam 1: 20% Midterm exam 2: 20% Final examination: 50%	70%
M25	Organizational Behavior (Compulsory)				3					45	90	Lecture, Discussion	Attendance: 10% Group Presentation: 20% Individual Essay: 20% Final Exam: 50%	50%
M26	Operations Planning and Control (Compulsory)				3					45	90	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Individual: 20% Final Exam: 50%	70%

M27	Global supply chain management (Compulsory)					3				45	30	Lecture, Discussion	Attendance: 10% Group Work: 20% Midterm Exam: 20% Final Exam: 50%	70%
M28	Business Finance (Compulsory)					3				45	90	Meeting, Discussion	Attendance: 10% Midterm Exam 1 & 2: 40% Final Exam: 50%	90%
M29	International Business (Compulsory)					3				45	72	Lecture, Discussion	Attendance and Participation: 10% Midterm Exam: 20% Group Work: 20% Final Exam: 50%	70%
M30	Personal & Family Financial Management (Selective)					3				45	30	Lecture, Discussion	Group Works: 10% Individual Project: 20% Midterm Exam: 20% Final Exam: 50%	70%
M31	Behavioral Research Method (Selective)					3				45	60	Lecture, Discussion	Attendance and Process evaluation:10% Group Work: 40% Final Exam: 50%	50%
M32	Law on International Trade (Selective)					3				45	90	Lecture, Discussion	Attendance: 10% Group Assignment: 20% Midterm Exam: 20% Final Exam: 50%	70%
6th Semester														
M33	Introduction to Global Logistics (Compulsory)					3				45	90	Lecture, Discussion	Attendance and Participation: 10% Midterm Exam: 20% Group Works: 20% Final Exam: 50%	
M34	Electronic Commerce (Compulsory)					3				45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Group Assignment Report: 20% Final Exam: 50%	70%
M35	Major Research Paper (Compulsory)					3				10	125	Lecture, Discussion	Participation: 20% Report: 80%	0%
M36	Business Ethics (Selective)					3				45	60	Lecture, Discussion	Attendance and Participation: 10% Quizzes: 20% Group Exercises: 20%	50%

														Final Exam: 50%	
M37	Project Cost - Benefits Analysis (Selective)						3			45	5	Lecture, Discussion	Attendance: 10% Group works: 20% Midterm Exam: 20% Final Exam: 50%	70%	
M38	Business Communication and Negotiation (Selective)						3			45	90	Lecture, Discussion	Attendance: 10% Midterm Exam: 20% Group Projects: 20% Final Exam: 50%	70%	
M39	Logistics and Transport Management (Selective)						3			45	90	Lecture, Discussion	Attendance and Participation: 10% Midterm Exam: 20% Group Work: 20% Final Exam: 50%	70%	
M40	Payment and Credit in International Trade (Selective)						3			45	91	Lecture, Discussion	Midterm Exam: 20% Group Work: 20% Final Exam: 50% Final Exam: 50%	70%	

7th Semester

M41	Business Strategy and Policy (Compulsory)						3			45	90	Lecture, Discussion	Attendance and Participation: 10%	50%
M42	Procurement Management (Selective)						3			45	72	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Group Work: 20% Final Exam: 50%	70%
M43	Service Management (Selective)						3			45	90	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Group Work: 20% Final Exam: 50%	70%
M44	International Management: cross culture and behavior (Selective)						3			45	72	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Group Work: 20% Final Exam: 50%	70%
M45	Foreign trade Practice (Selective)						3			45	72	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Group Work: 20% Final Exam: 50%	70%

M46	Inventory Management (Selective)							3		45	60	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Group Work: 20% Final Exam: 50%	70%
M47	Retail and Manufacturing Logistics (Selective)							3		45	60	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Group Work: 20% Final Exam: 50%	70%
M48	E-Logistics (Selective)							3		45	90	Lecture, Discussion	Attendance: 10% Individual Exam: 20% Group Work: 20% Final Exam: 50%	
8th Semester														
M49	Graduation Thesis (Compulsory)								10	10	300	Meeting, Discussion, Writing, Presentation		0%

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

All study programmes

The training level of all five study programmes is aligned with university standards, granting a bachelor's degree.

Digital Marketing

The Digital Marketing programme was developed to meet students' demand for up-to-date marketing knowledge driven by technology development required to make the right decision in the 4.0 economy. The name of the programme reflects its general orientation in terms of its objectives, academic content, and learning outcomes. It also serves to differentiate the Digital Marketing programme with other marketing and information technology programmes in its focus on the digital aspect of marketing activities.

E-Commerce

The name "E-commerce Excellent Educational Programme" has been chosen to clearly reflect the programme's focus on preparing students for careers in the dynamic and growing industries of e-commerce with advanced education level.

Logistics and Supply Chain Management

The name "Logistics and Supply Chain Management" has been strategically chosen to reflect the programme's focus on preparing students for careers in the dynamic and growing industries of logistics, trading, and supply chain.

Information Technology and Digital Transformation

The name of the study programme aligns with the national regulations as per the Decision No 167/ QĐ-ĐHKTQĐ, 2nd March, 2018 issued by the National Economics University under the MOET. The name was chosen to reflect a dual focus on foundational IT skills and digital transformation. It signifies the integration of traditional IT education with modern concepts of digital innovation, essential for businesses in the digital age.

LSIC

The name "Logistics and Supply Chain Management in English Integrated with AGKN Certificate (LSIC)" has been strategically chosen to reflect the programme's focus on preparing students for careers in the dynamic and growing industries of logistics and supply chain management.

3.1.3 Integration of theory and practice (Asterisk Criterion)

For all five programmes, the theoretical and practical components are defined in the course outlines. The relationship between theory and practice is structured within each course, across courses within a semester, and across semesters. Programme objectives and PLOs, as well as course-level objectives and learning outcomes, are specified for both theoretical and practical content.

To integrate theoretical concepts and practical application, the study programmes employ a range of learning methods:

- DM employs case studies and discussions,
- EC employs lectures, seminars, problem-based learning and critical thinking activities,

- LC employs lectures, seminars, problem-based learning, critical thinking, and positive thinking,
- IT employs practical examples and case studies, e.g. in courses like “Digital Transformation”, “Information Technology Project Management”, and “Data Analysis Programming”, furthermore, there are capstone projects and internships, such as the “Practical Training” course.
- LSIC employs lectures, seminars, problem-based learning, critical thinking, and positive thinking as well as practical and internship experiences.

Students are encouraged to draw on their own observations and personal experience when solving relevant cases. The practical components and internships are designed progressively, moving from simple to complex tasks, from broad to in-depth learning, and from single-disciplinary to multidisciplinary applications.

The faculty members possess practical business experience. The programme also invites visiting lecturers and guest speakers to share industry insights with students. For graduation, students are required to complete a final project in which they apply the theoretical knowledge acquired to identify, analyse and propose solutions and recommendations for specific issues within a particular context or organisation.

Second- and third-year students (DM, EC, LC, IT) or LSIC first year students participate in field trips to companies relevant to their field of study, aiming at providing them with hands-on experience and insight into industry operations. In their final year, students undertake internships with partner companies, aiming at enabling them to integrate knowledge and skills to analyse phenomena, identify causes and propose solutions to issues related to their field of study.

3.1.4 Interdisciplinary thinking

Digital Marketing

Because of the increasing importance of technology-based activities, such as digital advertising, social media, or AI, the programme is designed to help students acquire not only the generic business and economic knowledge, but also specialised knowledge within digital marketing, and foundational technological skills. The curriculum covers a wide range of disciplines, divided into five main groups of PLOs: Knowledge, Skill, Informatics, English as a Foreign Language, and Self-reliance and Personal responsibility. The modules aim to equip the students with skills and technology proficiency required for the digital marketing environment. For example, the module “Website Design” develops students’ computer skills, while “Web and Social Media Analytics” enables them to analyse a company’s online activities. The interdisciplinary approach to knowledge acquisition also extends to the Graduation Thesis, where students may choose appropriate methods to critically evaluate and propose solutions for a selected organisation.

E-Commerce

The programme provides specialised and interdisciplinary knowledge in business administration, finance and human resource management, the legal and regulatory environment, and information technology. These areas are integrated into courses such as “Cryptography and Information Security”, “Database Management Systems”, “Data

Visualisation in Business”, “Computer Networks and Data Communication”, “Fundamental Laws”, “Microeconomics” and “Macroeconomics”.

Logistics and Supply Chain Management

The programme encompasses a broad spectrum of knowledge, combining industry-specific skills with essential insights from fields such as politics, history and law, offered through a range of elective courses. In logistics, students explore topics such as transportation management, warehousing, inventory control and distribution strategies. Supply chain management covers procurement, demand forecasting, supply chain design and integration, and sustainability. Service management focuses on customer service excellence, service quality and relationship management, while business administration includes strategic management, financial management, marketing and organisational behaviour.

Additionally, students gain interdisciplinary knowledge in politics, by examining political environments and regulations affecting international trade and logistics; in history, by drawing lessons from global trade and logistics developments; and in law, by focusing on international trade legislation, regulatory frameworks and compliance requirements.

Information Technology and Digital Transformation

The programme embraces interdisciplinary learning by incorporating broader societal, economic, and political contexts influencing digital transformation. The module “Political Theory and Law” introduces students to legal frameworks necessary for navigating digital ethics and regulations, while “Microeconomics” and “Macroeconomics” provides insights into the economic impacts of technological advancements. Furthermore, there are modules such as “Mathematics and Statistics” and “Foreign Language (English 1, 2, 3)”. In the module “Digital Transformation”, students analyse case studies that integrate economic principles learned in “Microeconomics” with technological advancements. During the module “Information Technology Project Management”, students collaborate on developing a multimedia application, integrating principles from “Multimedia Technologies” and “Internet of Things”.

LSIC

The programme includes industry-specified knowledge in logistics and supply chain management, as well as knowledge from other fields such as business administration, culture, legal and regulation environment, and business ethics with modules such as “Critical Thinking”, “Calculus for Business”, “Microeconomics”, “Macroeconomics”, and with elective modules that are primarily focused on specialised knowledge areas or soft skills development.

3.1.5 Ethical aspects

All programmes

All lecturers and students at NEU are required to comply with the University’s integrity regulations. The University Inspecting Department is responsible for supervising and enforcing compliance among individuals and organisations within NEU. The regulations set out specific requirements and guidelines to ensure ethical conduct in teaching, learning and research. To support this, the University provides the necessary tools to facilitate compliance. For example, all assignment submissions must be checked for plagiarism via Turnitin.com, with a maximum similarity threshold of 25%.

Digital Marketing

Ethical practices are emphasised in individual modules, from the fundamental ones such as “Marketing Research” to specialised modules such as “Web and Social Media Analytics”, where there is a chapter dedicated to ethical data collection.

E-Commerce

Ethical aspects, business ethics and social responsibility are integrated into the curriculum through modules such as “Commerce Business”, “E-Government”, as well as “Management Information Systems”, where students learn appropriate attitudes and behaviours related to safety and social ethical standards in the field of management information systems.

Logistics and Supply Chain Management

Ethical aspects, business ethics, and social responsibility are integrated into the curriculum through modules such as “Introduction to Logistics and Supply Chain Management”, where students explore the significance of ethical conduct in the industry, “Law in International Trade”, which addresses legal ethics and professional responsibility, as well as “Global Purchasing Management”, where students study the ethical considerations in procurement and supply chain management.

Information Technology and Digital Transformation

The programme emphasises on integrating ethical considerations across its curriculum through case studies and discussions, where students can critically analyse the ethical implications of data handling practices. The module “Digital Transformation” underscores how technological innovations intersect with ethical dilemmas. Students delve into real-world examples where digital transformations have ethical implications for businesses and society at large.

Students’ ethical reasoning and decision-making abilities are tested in assessments, that may include analysing ethical case studies, proposing ethical solutions to hypothetical scenarios, or critiquing the ethical implications of technological advancements.

LSIC

Ethical aspects, business ethics, and social responsibility are integrated into the curriculum through modules such as “Legal and Regulatory Environment of Business”, “Organisational Behaviour”, “Business Strategy and Policy”, and a dedicated module “Business Ethics”.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Digital Marketing

Scientific practice is formally introduced to the students for the first time through the module “Marketing Research”. In this module, students learn how to identify research problems, determine research objectives, research design, and conduct research following scientific standards. Specifically, the students are guided to apply the theoretical framework learned from the programme to solve a practical problem facing their businesses using qualitative and quantitative approaches, common methods of data collection, and the techniques and skills for data analysis and results presentations

Scientific methods are not limited to the research-related module. Lecturers in the subsequence modules are working with specific problems and approaches that require

scientific methods and practices in modules such as “Data Science in Economics & Business”, “Statistics”, and “Macroeconomics” as well as “Web and Social Media Analytics” and “Digital Optimisation” which includes the experimental examination of different proposed designs in the form of A/B testing.

E-Commerce

Academic skills are taught through theoretical subjects as well as through exercises and essays of the subjects. Two modules in particular, “Essay on E-commerce” and “Graduation Thesis of E-commerce”, require students to be able to write scientific essays. “Essay on E-commerce” teaches theoretical and practical knowledge in conducting articles or case studies related to general and in-depth knowledge of the e-commerce industry.

Students learn methods such as Problem Based Learning, Methods of critical thinking, Scientific research methods, and quantitative and qualitative methods. These methods are presented in the curriculum across different modules such as “Statistics in Economics and Business”.

Logistics and Supply Chain Management

Academic skills are developed through a combination of theoretical subjects, practical exercises, and essays. Courses such as “Philosophy” and “Economics” aim to lay the foundational theoretical framework, while the “Internship in Logistics and Supply Chain” and the “Graduation Thesis” specifically require students to write scientific essays.

The programme uses and teaches methods such as problem-based learning, critical thinking, scientific research, and both quantitative and qualitative methods. To further enhance their research capabilities, students are encouraged to participate in NEU’s annual scientific research activities.

In addition to the main curriculum, NEU offers courses on research methods in the field of social sciences as supplementary coursework. These courses provide additional academic support and skill development. Furthermore, generic skills courses are available aiming to equip students with essential competencies for both academic and professional growth.

Information Technology and Digital Transformation

The students are exposed to various academic skills essential for their professional development and future academic pursuits through a combination of theoretical learning, practical application, and self-study methods. The programme involves students in research activities to foster their scientific inquiry skills and deepen their understanding of current technological trends and challenges. Research opportunities include participation in faculty-led research projects, independent research initiatives, and collaborative endeavours with industry partners.

LSIC

Academic skills are developed through theoretical subjects as well as through exercises and essays within these subjects. The “Major Research Paper”, and “Graduation Thesis” require students to demonstrate their ability to write scientific essays. The module “Major Research Paper” aims to provide students with an initial exposure to the practical aspects of logistics and supply chain management. It aims to develop their ability to identify, evaluate, analyse,

and solve industry-related problems by applying the knowledge and skills acquired in the first four semesters of the programme.

Students apply methodological competence through various approaches, including problem-based learning, critical thinking, scientific research, and quantitative and qualitative methods. These methodologies are integrated into the curriculum across different subjects. The module “Behavioural Research Methods” is offered as an elective. To further enhance their research capabilities, students are encouraged to participate in NEU’s annual scientific research activities.

3.1.7 Examination and final thesis (Asterisk Criterion)

All programmes

Each module typically includes participation, individual and group assignments, midterm, and a final examination, usually weighted at 10% for participation, 40% for midterm evaluation (consisting of one individual assignment and/or one group assignment), and 50% for the final exam. Assessment formats are designed to ensure students achieve the CLOs and PLOs and include assignments, quizzes, practical projects and presentations. Assignments often involve critical analysis of business cases, while exams use multiple-choice or essay questions to assess theoretical understanding and practical application.

To graduate, students must complete a final thesis (“Graduation Thesis”) demonstrating their ability to apply appropriate research methods to analyse and propose solutions for a topic specific to their field of study. Students receive requirements and guidance for this project. The thesis requires them to integrate knowledge and skills gained throughout the programme and their internship to analyse and solve practical problems.

Criteria and procedures for examinations and the final thesis are published in the programmes’ handbook and syllabi. For the final thesis, the faculty / school additionally organises meetings, where instructors guide students through group work and assist with these requirements,

Appraisal:

For all study programmes, the curriculum adequately reflects the respective qualification objectives. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) enable students to acquire additional competences and skills.

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

Theoretical questions are, where possible, explained by means of practical examples. During the online conference, the expert panel learned that mostly free versions or sample versions of relevant software solutions are used. The panel emphasises that it is important for students to become familiar, during their studies, with the software they will use in their future professional careers. As all study programmes prepare students for professions in which digital data-processing software is used daily, it is essential that they gain experience with this software while their study at the University. The expert panel encourages the University strengthening the practical use of digital and analytical tools within the curriculum by ensuring

consistent and structured access for all students, independent of individual lecturers or class sections. Appropriate implementation models may include educational licences, open-source tools, simulations, industry-based applications, or dedicated practice settings. For this reason, the expert panel **recommends** granting licences for full versions of the most important software solutions. The software solutions should be validated with employers on sectoral relevance by integrating this point into the employer's survey or other relevant meeting formats.

There is evidence that the programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

The expert panel has doubts as to whether the modules offered are sufficient to prepare students for academic work and whether they provide an adequate grounding in scientific methods. This is because the degree programmes teach methodological skills in very different modules and not in a consistent manner across programmes. The expert panel therefore recommends the following **condition**:

The University improves the quality and quantity of methodological courses in order to demonstrate the programmes' focus on research.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses ("Graduation Thesis") are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programmes' qualification objectives.

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Table 6 Structure of the study programmes

	DM	EC	LS	LSIC	IT
Projected study time	4 years / 8 semesters				
Number of credits (national credits and ECTS credits) 1 national credit = 1,58 ECTS credits	123 national credits / 194,34 ECTS credits	130 national credits / 205,4 ECTS credits	130 national credits / 205,4 ECTS credits	132 national credits / 208,56 ECTS credits	128 national credits / 202,24 ECTS credits
Workload per credit	1 credit point is equivalent to 15 teaching hours (TH) (a teaching hour is 50 minutes) of theoretical teaching/studying or 45-90 internship hours or 15-30 hours of writing essay, do assignment, writing thesis.				Typically, 25-30 hours (based on national guidelines)
Number of modules	39			43	40
Time required for processing the final thesis/project and awarded credits	4 months, 10 national credit points				Typically 1 semester (10 national credit points)
Number of contact hours	3 hours per week				Varies per course, typically 45 hours per semester course

Digital Marketing

The programme is a four-year programme comprising two main knowledge blocks: general education and professional knowledge. Students must achieve a total of 123 national credits to complete the programme divided into 39 modules. One national credit accounts for 1,58 ECTS credits. This is valid for all study programmes.

In the general education block, students must complete fifty national credits, including six modules of general courses, five modules of compulsory university courses, and four modules of foundation courses for the major.

In the professional knowledge block, there a total of 82 national credits, divided in four common courses within the professional field modules, ten modules of compulsory courses, and ten

modules of elective courses. Students also complete an internship and graduation thesis, which together account for ten credit points. Additionally, students must complete six modules in physical and military education to be eligible for graduation, as is the norm for Vietnamese universities.

E-commerce

The programme is a four-year programme comprising two main knowledge blocks: general education and professional knowledge. Students must achieve a total of 130 national credits to complete the programme divided into 39 modules.

The program is designed with two main knowledge blocks, including general education (47 credits, approximately 36%) and professional education (83 national credits out of a total of 130 national credits, approximately 64%). Within the professional education block, there are foundational knowledge courses in E-commerce (15 national credits – 11%), major-related knowledge (27 national credits - 21%), specialized knowledge (27 national credits - 21%), and internships (14 national credits - 11%). Additionally, students must complete six modules in physical and military education to be eligible for graduation, as is the norm for Vietnamese universities.

Besides, training, internships, and career skills development from the first year in an international internship environment, guaranteed by commitments and agreements between the University and program partners, such as leading e-commerce platforms, digital marketing agencies, and online retail enterprises

Logistics and Supply Chain Management

The programme is a four-year programme comprising two main knowledge blocks: general education and professional education. Students must achieve a total of 130 national credits to complete the programme divided into 39 modules.

In the general education block, students must complete 47 national credits, including six modules of general courses, four modules of university required courses, and four modules of major courses.

In the professional education block, there are a total of 83 national credits, divided into five modules of major foundation courses, six modules of compulsory major courses, three modules of elective major courses, and nine modules of specialization courses. Students also complete an internship and graduation thesis, which together account for 14 national credit points. Additionally, students must complete requirements in physical and defence education to be eligible for graduation, as is the norm for Vietnamese universities

Information Technology and Digital Transformation

The programme is a four-year programme comprising two main knowledge blocks: general education and professional knowledge. Students must achieve a total of 128 national credits to complete the programme divided into 39 modules and graduation thesis.

In the general education block, students must complete 41 national credits, including 6 modules of general courses, three modules of compulsory university courses, and four modules of foundation courses for the major.

In the professional knowledge block, there a total of 87 national credit points, divided in four common courses within the professional field modules, five modules of fundamental knowledge of the field, ten modules of compulsory courses, five modules of elective courses, and 6 modules of advanced knowledge. Students also complete an internship and graduation thesis, which together account for ten credit points. Additionally, students must complete six modules in physical and military education to be eligible for graduation, as is the norm for Vietnamese universities.

LSIC

The programme is a four-year programme designed with two main knowledge blocks, including general education and professional education. Specifically, general education consists of 44 national credits, and professional education consists of 88 national credits out of a total of 132 national credits. Within the professional education block, there are foundational knowledge courses in Logistics and Supply Chain Management (15 national credits), Logistics and Supply Chain Management specialisation knowledge (45 national credits), advanced specialization knowledge in Logistics and Supply Chain Management (national 18 credits), and a graduation thesis (national ten credits).

3.2.2 Study and exam regulations (Asterisk Criterion)

All study programmes

Exam regulations follow the NQF issued by MOET. For each module, students are assessed through various components: participation, mid-term assessments or assignments, and a final examination. Component scores are rated on a ten-point scale.

The assessment method, assessment format, and the weighting of each component are specified in the module description and announced to students at the beginning of the term. All examination details, including the student list, exam timings, and locations, are communicated to students via the university website, their email, and the class monitor before the exam date.

The assessment components of the modules in the programme follow NEU regulations. In most modules, assessment consists of ten per cent participation, forty per cent mid-term examination or group assignment, and fifty per cent final examination. To complete a module successfully, students must: (a) achieve a minimum score of five (on a ten-point scale); (b) complete all assessment items; and (c) attend at least eighty per cent of class sessions. Academic performance assessments are based on the expected learning outcomes and evaluate students' cognitive learning levels in accordance with these outcomes for each course.

According to NEU regulations, each examination paper is marked anonymously by two lecturers appointed by the heads of the relevant faculty departments. The Quality Assurance Department ensures student anonymity by separating names from exam papers. The marking process must be completed within seven working days and takes place in departmental offices. If the score difference between the two markers exceeds one point, a third marker is appointed to review the paper. Students may request a review of their exam scores by submitting a form to the Quality Assurance Department, which then forwards it to the relevant department for re-marking. The re-marking is carried out by two lecturers different from the original markers.

Under NQF and NEU regulations, students who are absent from an exam without a valid reason receive a score of zero. Those with a valid reason may retake the exam, and the result will count as their first attempt. Course grades are calculated as a weighted average of the assessment components. Mid-term and final examination periods are announced at the beginning of the semester, with detailed exam schedules posted on students' dashboards four to six weeks before the exams. Students must attend at least eighty per cent of lectures to be eligible for final examinations. To pass modules, students must achieve a minimum average grade of four point five (on a ten-point scale, equivalent to a D on the ECTS or one point zero on the four-point grading system). Students who receive a failing grade (F) must re-register for the course.

Students may interrupt their studies for personal reasons, such as participating in academic mobility programmes. NEU has regulations on credit transfer and recognition. Credits earned during periods of study abroad may be transferred on a case-by-case basis, provided they do not exceed twenty-five per cent of the total programme workload. To be eligible for credit transfer, students must submit a learning agreement, a transcript of records, a certificate, and the course syllabus.

3.2.3 Feasibility of study workload (Asterisk Criterion)

All study programmes

The students' learning workload is calculated during curriculum development and is reviewed each semester through the teaching plan and teaching load. NEU regulates the minimum and maximum number of credits a student may register for, as well as the minimum number of accumulated credits required each semester. These regulations aim to ensure that the total workload does not exceed forty hours of student work per week.

To reduce the number of students failing to complete the curriculum, NEU and the programmes provide a system of academic support, including academic advisors, relevant functional departments, and an academic-alert system. This system identifies students at risk of being required to suspend or discontinue their studies and ensures they receive timely advice on how to improve their learning outcomes, except in cases of force majeure.

To help students complete their programmes within the standard eight semesters, or four years, they are assessed and graded each semester and receive guidance from academic advisors and other functional departments. The academic-alert system also helps students with low accumulated credit points recognise the risk of delay and adjust their study plans to complete their studies within the permitted timeframe.

Student support and advisory services are provided through the University's general system, including lecturers, academic advisors, and specialists in functional departments. In addition, personalised support is offered for programme-specific issues to meet the individual needs of each student.

3.2.4 Equality of opportunity

The programmes accept students regardless of gender, class, religion, sexual orientation, disability, or other aspects, provided they meet the programme qualifications. All students have equal benefits and responsibilities at NEU. NEU students are registered for their membership

of NEU Student Union. The Union helps to ensure that there is no discrimination of gender, race, age, religion, etc.

Additionally, NEU continuously seeks donors for scholarships to support talented students as well as those from poor families, facing difficult conditions, or with disabilities. The scholarship fund at NEU is substantial, and decisions on equality are reviewed annually.

NEU facilitates examinations for students with special needs, e.g., students with a mobilisation impairment can replace practical Physical exams with written exams or oral tests or waive these physical courses upon a case-by-case approval. Students are allowed to use their specific equipment helping them with their disabilities.

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assign credits per module on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated; the recognition of periods of practical work is also defined.

Upon graduation students receive diploma supplement. However, it is missing a Grade Distribution Table⁶. In addition to the national/institutional grading scale with its explanation (Grading Table), the HEI should provide a Grade Distribution Table showing the statistical distribution of passing grades in the respective programme. This table must reflect how the grading scale is actually applied in that programme. Therefore, the expert panel recommends the following **condition**:

The University ensures that all students receive a Grade Distribution Table along with their degree certificate, transcript, and Diploma Supplement upon graduation and stipulates these requirements in a binding document.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programmes' success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. During the online visit, the expert panel was

⁶ See ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

surprised to learn that none of the interview partners out of the programme management and faculty have yet encountered students with disabilities or special needs. Here, it would be interesting to know whether this is because the entry threshold to the study programmes is too high. Therefore, the expert panel **suggests** systematically reviewing its admission processes, student support structures, and outreach practices to determine whether any unintended barriers may be preventing applicants with disabilities or special needs from entering the programmes. The panel further **suggests** developing clear strategies for inclusive access, ensuring an appropriate support services and making it visible and accessible, and strengthen staff awareness and preparedness for working with students requiring additional support.

Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

3.3 Didactical concept

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

All study programmes

The didactical concept of each study programme is grounded in the specific Programme Learning Outcomes (PLOs) set out in the curriculum. Every module is structured to support these outcomes, aiming to ensure that students develop the competencies and knowledge expected by the respective industry. The course syllabi outline the learning objectives that shape both teaching approaches and assessment methods.

Teaching methods are developed to meet the needs of the programmes' stakeholders, taking into account the University's goals, mission and vision for training, as well as the results of demand surveys conducted with students and employers.

When two lecturers teach the same subject or module, their respective roles are assigned by the Head of Department, the convenor, or the Programme Management Board.

Blended learning at NEU combines online educational resources with traditional classroom teaching to create a flexible and engaging learning environment. This approach aims to enables students to access a range of multimedia materials, interactive assignments, and collaborative projects both online and in person. NEU uses a learning management system

(LMS) and educational technologies to support the blended learning model, aiming to ensure that students can easily access course materials and communicate with lecturers and peers.

Digital Marketing

The programme's approach focuses on developing students' ability to carry out marketing tasks in both offline and online contexts, through a coherent alignment of goals, learning outcomes, and the design of the programme framework and module content. A variety of teaching methods is used, including lectures on theoretical concepts, discussions of practical case studies and contemporary business issues, exercises and simulations, seminars, and field studies.

Interactive teaching methods aim to give students the opportunity to express their views and share practical experiences during both in-class and extracurricular activities. Theoretical and practical elements are integrated into lectures delivered not only by the University's academic staff but also by invited industry professionals. In some modules, students are able to visit businesses relevant to the subject area.

E-Commerce, Logistics and Supply Chain Management, and LSIC

Logistics and Supply Chain Management and LSIC focus on equipping students with a global perspective on managing logistics and supply chain, supported by collaboration with international partners in programmes implementation. In the case of LSIC, the programme is in the process of mapping its curriculum with the Business programme at the University of Waikato and University of Northampton.

For all three study programmes, teaching and learning methods include lecture–seminar formats, tutorials, group exercises, individual assignments, case studies, and problem-based learning. For instance, when learning outcomes focus on knowledge acquisition, lectures and case studies are used more extensively. When outcomes require students to develop practical skills, teaching methods emphasise hands-on activities, while attitude-related outcomes are supported through internships and the completion of a graduation thesis.

Information Technology and Digital Transformation

The programme employs a wide range of teaching methods. Lectures provide the theoretical foundation, supported by practical laboratory sessions, interactive seminars, workshops, and field trips to industry partners. A key aspect of the programme's didactical approach is the integration of theoretical concepts with practical application. Strong emphasis is placed on active learning methods that foster critical thinking, problem-solving, and innovation in digital contexts.

Through real-world case studies and project work, students are encouraged to apply theoretical knowledge to practical situations, aiming to help them prepare for challenges in the IT sector. Interactive approaches such as problem-based learning, project-based learning, and the flipped classroom model further promote active engagement and collaborative learning.

3.3.2 Course materials (Asterisk Criterion)

All study programmes

The course materials are specified in the course outline for each subject within the curriculum. These materials are listed in the course syllabus and include textbooks, e-books, case studies, exercises, business games, and other recommended readings.

The materials for each module are prepared and provided by the lecturer or lecturer team responsible for developing and delivering the module. Lecturers supply a range of resources, including textbooks, lecture notes, scripts, recommended literature, practical examples, and case studies. Each year, lecturers may propose that the University purchase updated textbooks for their modules. They are also encouraged to develop case studies that reflect local business and management issues to make the module more practice-oriented.

Course documents for each module, in accordance with University regulations, are uploaded to the compulsory platform⁷ and to the optional MS Teams application within Office 365. Compulsory reading materials are available through the University library, along with printed copies provided by lecturers.

3.3.3 Guest lecturers

All study programmes

All study programmes invite guest lecturers to enhance the educational experience.

Guest lecturers from other universities bring diverse academic perspectives and research insights into emerging trends. Their lectures often delve deeply into advanced topics not covered extensively in standard coursework, exposing students to their research and methodologies and aiming to foster deeper understanding and critical thinking.

From the business and industry sector, experienced professionals and leaders are invited to share their practical experiences and challenges. These sessions bridge the gap between theoretical knowledge and practical application, aim to equip students with industry-relevant skills and insights. Industry guest lecturers also offer career advice and mentorship, guiding students on potential career paths and the evolving demands of the professional field.

Occasionally, guest lecturers from governmental bodies provide insights into policies and regulations. Understanding the regulatory environment and its implications is considered crucial for students as they prepare for their future careers.

Guest lectures from cultural and social spheres aim to enrich students' understanding of the broader implications of theories and enhance their cultural competence. They explore cultural norms, societal values, and global trends, encouraging students to consider the ethical dimensions of their future roles as professionals.

⁷ www.lms.neu.edu.vn.

3.3.4 Lecturing tutors

NEU permits to propose and implement a lecturing tutor system to enhance the educational experience. This system is designed to provide additional academic support and personalised guidance to students. These tutors play a crucial role in assisting students with their coursework, offering insights and fostering a supportive learning environment. Especially for modules taught by foreign lecturers, there are weekly four-hour tutoring sessions that students can attend.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. However, they are not up to date. Therefore, the expert panel recommends the following **condition**:

The University ensures that all courses use up-to-date and relevant literature and updates the literature references in the course descriptions.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. During the online visit, the expert panel appreciated the opportunity to speak to an international guest lecturer from the University of Bremen, Germany, who lectures in the LSIC programme.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

All study programmes

The programmes' curriculum and individual module's syllabus are designed to international standards and by referencing and benchmarking against programmes from universities

overseas. Many of the referencing materials, such as textbooks, extra readings, or case studies, are selected following international standards and to address intercultural aspects. In DM, EC, LS, and IT, nearly half of all courses are conducted in English to prepare students for global career opportunities. English-language textbooks are used and three mandatory English modules. LSIC is conducted entirely in English and English-language textbooks are used.

Students have the opportunity to study abroad at partner universities, such as the University of Waikato, the University of Northampton, and Leeds Beckett University, and gain credit points there. This experience aims to broaden students' educational horizons, expose them to diverse cultural and academic environments, and enhance their global perspectives. Furthermore, summer programmes are held annually to accommodate international students for classes and intercultural exchanges.

Digital Marketing

The assignments from certain courses, such as “Web and Social Media Analytics”, highlight the intercultural aspects of digital marketing by requiring students to audit the activities of local and international brands. Since Autumn 2024, the module “Content Marketing” is delivered entirely in English by lecturers coming from Leeds Beckett University. And at least two other modules, “Web & Social Media Analytics” and “Digital Optimisation” will follow the same delivery format, with the lectures being delivered by visiting professors from Leeds Beckett University, and the tutorial seminars by the local lecturers.

E-Commerce

The teaching content of some courses includes intercultural aspects for students to understand cultural diversity impacts on e-commerce, especially online export activities or international business: “International Trade”, “International Business”, “International Economic Integration”, “Import-Export Practice”. Furthermore, the programme offers internship opportunities with international companies in e-commerce sectors, providing students with practical experience, exposure to global industry standards, and valuable professional networks.

Logistics and Supply Chain Management

The teaching content of some courses includes intercultural aspects for students to understand cultural diversity impacts of cultural diversity on logistics and supply chain management. The programme offers internship opportunities with domestic companies in the logistics and supply chain sectors.

LSIC

The teaching content of several courses of the programme integrates both global and domestic logistics aspects to enhance students' understanding of the complexities within supply chain dynamics. These elements are incorporated into the course materials and teaching methods. Additionally, the programme offers field trips and internship opportunities with leading domestic companies in the logistics and supply chain sectors, providing students with practical experience and exposure to industry standards.

3.4.2 Internationality of the student body

According to NEU's admission policy, the programmes are open for foreign students to apply for.

NEU offers support services for international students to ensure a smooth transition and enriching experience. These include language support programmes, cultural integration activities, and dedicated counselling services to address the unique needs of international students. These initiatives aim to foster a welcoming and supportive environment, and to encourage students to choose NEU for their higher education experience.

Furthermore, NEU actively collaborates with universities and institutions abroad to offer exchange programmes, joint research projects, and international internships. With about forty of these, there are agreements for short-time student mobility. These opportunities aim to enable students to gain practical experience and global exposure, making them competitive in the international job market. The partnerships with prestigious universities abroad aim to ensure that NEU students can benefit from the best educational practices and resources.

3.4.3 Internationality of faculty

Many of the lecturers of all five study programmes have international experience. They have obtained their Master's and/or PhD degrees from foreign universities in Japan, Australia, the UK, the US, Korea, and other countries, and have work experience in foreign and international settings. These lecturers share their personal experiences from studying and working abroad, providing practical examples and case studies as well as bringing diverse perspectives into the classroom, to enrich discussions and enhance students' understanding of global business practices.

Furthermore, lecturers have opportunities for annual training abroad at universities such as Macquarie University, the University of Adelaide, and the University of Waikato, to further enhance their practical skills and teaching abilities. Additionally, the programmes support short-term exchanges with international experts, bringing diverse viewpoints and teaching methods into the curriculum.

3.4.4 Foreign language contents

DM, EC, LS, IT

The programmes feature modules taught in English, accounting for nearly half of all courses. For these modules, lecturers use course materials in English, including textbooks, research articles, industry reports, and other educational resources. The Internship report and Graduation Thesis have to be written in English. Additionally, there are three compulsory English modules in each study programme.

The programmes also include guest lectures, seminars, and workshops conducted in English by industry experts and international faculty as well as internship opportunities with multinational companies further immerse students in English-speaking environments.

Additional to formal coursework, students are encouraged to engage with and read materials in English throughout their studies to stay ahead of the latest industry developments and continually improve their language skills. Access to a wide range of English-language resources, including textbooks, research articles, and industry reports, aims to allow students to deepen their understanding of business concepts and apply them effectively in real-world scenarios.

LSIC

The programme adopts English as its primary medium of instruction, except for courses focusing on political education, defence education, and physical education, which are taught in Vietnamese.

During three first semesters, the programme offers a dedicated supplementary course aimed at enhancing students' foreign language proficiency. This course is designed to strengthen students' ability to comprehend and communicate effectively in English, ensuring they are well-prepared to engage with the programme's English-language course materials and academic content throughout their studies.

Appraisal:

International contents are an integral part of the curriculum of DM, EC, LS, and IT. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

For the LSIC programme, the acquisition of intercultural competences and skills are at the core of the programme's learning objectives and is strongly promoted. The programme is distinct from the other bachelor's programmes by offering the AGCIN certificate (provided in cooperation with the University of Bremen), which gives students and graduates an advantage over others that do not possess an international certificate.

The international composition of the student body corresponds to the programmes' concept. The measures taken to promote internationality are goal-oriented but not yet specifically tailored to the individual study programme, especially for exchange programmes targeted at EC, LS, and IT students. Therefore, the expert panel **recommends** tailoring exchange programmes more specifically for the needs of students of EC, LS, and IT to make student exchange easier and more attractive. Furthermore, the expert panel **recommends** measuring incoming and outgoing students to better monitor student mobility.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. During the online visit, the expert panel learned that the English language proficiency of faculty members varies. It therefore **recommends** strengthening measures to enhance the English language proficiency of faculty members, aiming to ensure consistent capacity to deliver teaching, supervision, and communication in English across all programmes.

For DM, EC, LS, and IT, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes.

For LSIC, lectures and course materials in foreign languages predominate, as English is sole language of instruction besides the mandatory politics, Physical Education, and Defence courses in Vietnamese. Internationality is clearly a key element of the study programme's profile.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All programmes

Key skills of the programmes include communication skills, Leadership and Management Capabilities, Problem-Solving Skills, Networking and Resource Coordination, Business Environment Analysis, Economic, Financial, and Sustainability Analysis, Entrepreneurial Skills and Startups, as well as Operational Skills.

There are dedicated (in some cases elective) modules such as “Integrated Marketing Communications”, “Business Communications” (DM), “Operation Management”, “Business Transaction and Negotiation” (LS), “Communication, Report Writing, and Presentation in IT and Digital Transformation” (IT), “Teamwork Skills”, “Business Communications” (LSIC).

The students’ competencies and skills are developed through the lectures and a variety of in-class and out-of-class activities such as discussions, individual and group projects, presentations, seminars, and field trips. Furthermore, lecturers and guest lecturers contribute to students’ multidisciplinary competencies and skills with their knowledge of various areas of business, management, and marketing.

Personal development activities further enrich the student experience, with professional development workshops covering resume building, interview skills, and career planning. Mentorship programs connect students with alumni or industry mentors for personalised guidance, while soft skills workshops on time management, stress management, and cultural sensitivity enhance overall professional readiness.

Appraisal:

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

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

Digital Marketing

The programme equips students with general competencies in information technology, soft skills, problem-solving, and marketing-specific abilities. Students are expected to develop the following skills:

- Basic information and communication technology skills, including techniques for data collection and analysis, and the ability to apply digital marketing tools in researching, analysing and managing marketing activities in a technology-driven environment.
- The ability to integrate knowledge and skills to analyse phenomena, identify problems and understand their causes in both physical and digital marketing contexts.
- Effective communication skills—both hard and soft—using direct and indirect channels (written communication, online platforms, telephone), and the ability to explain and discuss professional issues in Digital Marketing in Vietnamese and English.
- Professional working skills suited to a dynamic and diverse environment, including independent working, collaboration, teamwork, information sharing and contributing to organisational goals.
- The ability to apply acquired knowledge to identify marketing problems in specific situations and propose appropriate solutions.

E-Commerce

The programme emphasises both practical and theoretical learning to ensure that graduates are well prepared for the demands of the job market. Students work in simulated environments that replicate the e-commerce functions of technology enterprises, giving them hands-on experience and helping them develop problem-solving skills. In addition, internships at e-commerce companies enable students to apply theoretical knowledge in real settings and gain valuable industry insights.

Key attributes such as professional working skills in international contexts, strong communication abilities, foreign-language proficiency, confidence and dynamism aim to further enhance students' competitiveness in the job market.

Logistics and Supply Chain Management

The programme emphasises both practical and theoretical learning to ensure that graduates are well prepared for the demands of the job market. Students work in simulated environments that replicate logistics and supply chain management functions of technology enterprises, providing hands-on experience to develop problem-solving skills. Additionally, internships at logistics, manufacturing, trade, and service businesses allow students to apply theoretical knowledge in practical settings and gain valuable industry insights.

As the logistics and supply chain sector continues to recover, the programme positions students to benefit from strong recruitment opportunities.

Professional skills for international environments, strong communication abilities, foreign-language proficiency, confidence and dynamism aim to further increase students' competitiveness.

Information Technology and Digital Transformation

Through a blend of courses in computer science, digital transformation and specialised electives, students gain proficiency in areas such as software engineering, data analytics and digital strategy. The courses are designed to integrate hands-on projects, case studies and industry collaborations, giving students real-world exposure and practical experience. For example, modules in cloud computing, IoT and AI in business management not only provide technical expertise but also foster adaptability and innovation.

LSIC

Through a combination of theoretical knowledge and practical experience, students acquire competencies that are highly valued by employers. The curriculum provides an understanding of core logistics principles, including Introduction to Global Logistics, Logistics and Transport Management, Retail and Manufacturing Logistics, and E-Logistics, all of which are essential for managing complex supply chains and achieving organisational goals.

Throughout their four-year course of study, LSIC students receive a blend of theoretical instruction and practical experience, facilitated through internships as well as field trips, that equips them with widely recognised professional qualifications and prepares them for a broad range of career opportunities. The programme also focuses on developing key attributes such as professional skills for international environments, strong communication abilities, language proficiency, confidence and dynamism, all of which further enhance students' employability.

Appraisal:

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

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

4. Academic environment and framework conditions

4.1 Faculty

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

Table 7 Structure and Quantity of Teaching Staff

	DM	EC	LS	IT	LSIC
Full-time teaching staff	40	63	73	18	62
Part-time teaching staff incl. visiting/adjunct lecturers	1	7	0	0	9
Total number of teaching staff	41	70	73	18	71
Among them:					
Teaching staff with professional experience	31	45	73	0	55
Teaching staff with international experience	28	18	20	0	53
Number of professors	1	1	1	0	4
Number of associate professors	4	11	6	1	23
PhD holders	18	29	36	11	29
Master degree holders	18	30	30	7	15
Guest lecturers	9	7	9	0	7

For all study programmes, the General Education Knowledge modules as well as the Professional Education Knowledge modules are delivered by full-time academic staff. If guest lecturers are invited, it is made sure that they have at least a Master's degree.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

The University's lecturer recruitment process follows the regulations for recruiting public employees and workers, including competitive exams and evaluations. The competitive exam comprises two rounds: a general knowledge test and a trial lecture/interview. The evaluation also consists of two rounds: screening and trial lecture/interview. NEU adheres to high standards for both full-time and part-time lecturers. To become a lecturer at the University, applicants must have at least a master's degree, graduate with honour, possess an international English certificate equivalent to IELTS 6.5 or higher, have a qualification certificate for meeting the professional title standards for level III lecturers or equivalent as prescribed, and demonstrate pedagogical skills and research capabilities.

Standards for attaining the titles of Professor and Associate Professor are clearly defined by Decision No. 37/2018/QD-TTg dated August 31, 2018, of the Prime Minister, and the University's Regulations on the Appointment and Dismissal of Professors and Associate Professors issued under Decision No. 52/QD-NEU dated February 3, 2020, of the University President.

To become a Professor or Associate Professor at the University, lecturers must undergo a review process as stipulated by the State and the University, which includes document

submission, document review, candidate evaluation, overview report presentation, candidate assessment, confidence vote, and result publication.

NEU provides opportunities for lecturers to improve their professional qualifications with diverse annual training and retraining plans. Training courses include PhD training, teaching skills sharing, online courses on Coursera, short-term training abroad, foreign language proficiency improvement, the use of online teaching tools, standards for publishing international research articles, and scientific research methods.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

To assess the abilities and qualifications of lecturers during the recruitment process, NEU has established a Recruitment Council composed of a Chairman, who is either the Principal or a Vice-Principal designated by the Principal; a Vice Chairman, who is the Head of the Personnel Department; the Council's Secretary, who is an officer from the Personnel Department; and other members who possess relevant professional expertise related to the specific vacancy.

To ensure the pedagogical qualifications of its faculty, NEU requires all newly recruited full-time and part-time lecturers to hold a certificate in pedagogy. For lecturers recruited in previous years who did not yet possess such a certificate, NEU organised training courses after their appointment, enabling them to study, sit examinations, and obtain the required certificate. These courses and examinations were funded by the University and delivered by reputable external organisations, including Hanoi National University of Pedagogy and the Academy of Education Management.

After being recruited to the position of lecturer, each appointee must complete a 12-month probationary period. At the end of this period, the probationer must deliver a trial lecture and present a self-review and self-evaluation of their probation process. Those who meet the probation requirements will be appointed to the professional title of Lecturer by the Principal. All guest lecturers must meet NEU's standards for concurrent or visiting lecturers in terms of academic qualifications, scientific research background, and pedagogical competence. The process for submitting applications for the Rector's decision on appointing concurrent or guest lecturers includes voluntary applications, submission of academic CVs, copies of degrees and professional training certificates, evidence of pedagogical competence, evaluations from the Subject Council regarding teaching ability, and opinions from both the Faculty and the Subject Council.

NEU provides numerous opportunities each year for lecturers to enhance their professional qualifications and career development. These opportunities include a wide range of training and refresher courses, such as doctoral programmes with open registration, short-term workshops on teaching skills for early-career lecturers, online courses via platforms such as Coursera, overseas training programmes, language improvement courses for specialised lecturers, workshops on online teaching tools, training on standards for publishing scientific research in international journals, and courses on scientific research methodologies.

4.1.4 Practical business experience of faculty

Digital Marketing

Lecturers are not only required to have academic qualifications and teaching experience but also practical experience in public relations activities of businesses/organisations. Currently,

many of faculty members have industry exposure to enterprises with digital marketing activities through past experience or consulting activities. Industry professionals involved in supporting the University's teaching process are key members of businesses/organisations in Vietnam such as marketing directors, CEOs, directors, and managers of firms.

E-Commerce, Logistics and Supply Chain Management, and LSIC

To ensure high training quality, lecturers are required to possess strong academic qualifications, teaching experience, as well as practical industry experience. Many faculty members have hands-on experience in E-commerce, and/or logistics and supply chain businesses. These lecturers often hold positions at other universities and manage E-commerce and logistics enterprises, aiming to provide students with real-world insights and perspectives – firsthand knowledge of the operational challenges and strategic decisions faced by companies in this sector, for example. Their industry experience enables them to present case studies and examples that illustrate theoretical concepts in a practical context, thereby bridging the gap between classroom learning and real-world application.

Moreover, these lecturers bring their professional networks into the classroom, facilitating guest lectures, field trips, and internship opportunities that provide students with exposure to industry practices and professional environments.

Information Technology and Digital Transformation

Faculty members at bring a wealth of practical business experience from diverse international backgrounds, including the USA, France, Germany, China, and Taiwan, and a range of industries such as IT consulting, software development, project management, and digital transformation. Many faculty members have held senior positions in multinational corporations and government agencies, bringing firsthand knowledge of industry trends and challenges into the classroom.

Faculty members integrate real-world case studies and examples into their lectures, illustrating how theoretical concepts in IT management, information technology, and computer science are applied in actual business scenarios. These insights aim to not only deepen students' understanding but also prepare them to tackle complex challenges in their future careers.

Part-time lecturers, who are engaged in various industries such as telecommunications, banking, e-commerce, and government sectors, complement the full-time faculty. Additionally, some part-time lecturers contribute to research collaborations.

4.1.5 Internal cooperation (Asterisk Criterion)

There are frequent meetings to exchange professional expertise and class organisation work. These meetings include Management Board meetings, Class Coordination Board meetings, department scientific activities, and semester-end meetings, with various stakeholders participating, depending on the meeting's content. Department scientific activities and semester-end meetings involve all lecturers, while Management Board and Class Coordination Board meetings are for the members of these boards only.

The forms of communication among lecturers are diverse and flexible. Lecturers have planned or spontaneous in-person meetings as well as maintaining regular communication through digital platforms via email or via chat groups on instant messengers such as Zalo, Viber, and

Facebook. Management Board and Class Coordination Board meetings are usually held weekly, department scientific activities once every 1-2 months, and semester-end and year-end meetings once each semester and each academic year.

4.1.6 Student support by the faculty (Asterisk Criterion)

Students receive assistance and guidance at every stage of their academic journey. School and Faculty members, staff, and assistants are available to address student enquiries and provide further clarification on academic content before, during, or after classes. During internship placements, NEU assistants support students by guiding them through procedural requirements and offering assistance throughout the internship period.

Additionally, each class is assigned an academic adviser who conducts regular class meetings every semester to assess students' learning progress and practical experiences, providing tailored guidance to optimise their academic outcomes. Students may also contact their academic advisers by phone, email, or in person to seek advice and resolve any academic challenges they encounter, aiming to ensure they receive personalised support to succeed in their studies.

Since 2020, NEU has introduced the LMS and Microsoft Teams platforms to enhance the effectiveness of online learning support. The LMS serves as a centralised platform where comprehensive course outlines and semester study plans are uploaded. Furthermore, the integration of Microsoft Teams with the LMS extends beyond regular coursework to support the internship programme, which is particularly beneficial for students undertaking internships in remote provinces and cities. This integration enables seamless communication and collaboration among students, faculty mentors, and internship supervisors, ensuring effective supervision, feedback, and support throughout the internship period.

Appraisal:

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

The academic qualifications, as well as the pedagogical and didactical competencies of the faculty, correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of its faculty members through an established procedure. Specific measures to support the further professional development of faculty members are implemented. The HEI ensures that assessors are familiar with existing testing and examination methods and are supported in developing their own skills in this area. Measures to promote the continued qualification of faculty members are systematically implemented.

While there are some faculty members that possess relevant practical business experience, after checking all submitted Curricula Vitae of full-time academic staff, the expert panel comes to the conclusion that the practical business experience of the faculty does not correspond to the requirement of the programme to integrate theory and practice.

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. A flexible methodology of individual study counselling is used with individual academic counsellors. Methods for enhancing the individual learning processes are being introduced and demonstrably applied.

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

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

The Programme Management Board brings together NEU's President and functional departments ensuring the training process of the programme.

For DM, EC, LS, and IT, the Dean of AEP is responsible for coordinating the activities of all AEP staff in running the programmes, supported by two Vice Deans.

The programme coordinator is a staff member working under the guidance of the Dean and is responsible for setting study schedules, arranging lectures and tutoring, organising examinations, and supervising the study progress of the programmes' students.

For the DM programme, the Faculty of Marketing; for the EC and LS programmes, the School of Commerce and International Economics; and for the IT programme, the Faculty of Information Technology assist AEP in designing the programme, developing and reviewing the curriculum, and arranging teaching staff for capstone courses.

For the LSIC programme, overseen by the School of Trade and International Economics, professional management is carried out by the Logistics and Supply Chain Subject Committee,

which coordinates with other specialised divisions. This committee is primarily responsible for developing, updating, and implementing programme content.

Administrative management responsibilities are undertaken by the Programme Management Board and programme coordinators and assistants. These units are responsible for devising and implementing the work plan in accordance with Ministry guidelines, university regulations, and approved programme content. They also report their outcomes to the Management Board and the Principal.

4.2.2 Process organisation and administrative support for students and faculty

Students and lecturers are supported at three levels: University level, faculty level, and programme level.

At University level, the Academic Affairs Office and the Political and Student Affairs Office, NEU's functional departments, provide administrative support to students.

The Academic Affairs Office is responsible for:

- Organising the reception and placement of students matriculating into classes
- Handing over class lists to faculties
- Receiving, managing, and verifying student records

The Political and Student Affairs Office is responsible for:

- Managing the student scholarship fund and processing student loan applications
- Evaluating students' training results
- Managing residential and temporary residence information for outbound students
- Organising dialogues with students to address questions and complaints
- Providing skills education, including life skills, career skills, and aesthetic education
- Organising career guidance, job placement, and extra-curricular activities.

Students are first supported by NEU's functional departments. During their studies and after graduation, the One-Gate system assists students with administrative matters (e.g., academic transcripts, student cards, registration). The Library and Information Centre provide services related to materials, databases, and other facilities for both lecturers and students. The Political and Student Affairs Office also guides and supports students and faculty in the assessment of political ideology, rewards, and discipline. Mental health concerns are supported by the Clinic (e.g., periodic health examinations).

The Youth Union organises activities and movements that help students develop personally and academically. Functional departments also offer short courses, such as analytics software training, research skills, and international publication skills for lecturers. NEU maintains a "Sharing Box" to collect comments and ideas from students and holds an annual "Student Dialogue" to gather student feedback and improve support services.

On the Faculty Level

Each faculty has administrative staff who provide information on administrative procedures and guide students and lecturers in dealing with other departments and units. They are available during working hours and receive regular training in IT and soft skills to improve service quality.

Each class also has an academic adviser who assists students and reports study-related issues to the programme coordinator. The academic adviser is responsible for advising students on programme content, structure, and requirements; monitoring and evaluating academic progress; participating in field trips; maintaining student evaluation records; and forwarding student feedback to the programme coordinator.

Most issues can be resolved through both offline support during office hours and online support services. Students may contact academic and administrative staff at any time for continuous academic and professional support.

On the Programme Level

Support for Students

- Orientation and Onboarding: The programmes begin with a orientation session to familiarise students with programme structure, curriculum, and available resources.
- Course Planning and Enrolment: Students receive guidance in planning their courses to ensure a well-rounded education in quality and innovation management. Advisers help students select courses aligned with their interests and career goals.
- Research Opportunities: Students are encouraged to participate in research projects. They have access to research resources and faculty guidance to explore innovative ideas and contribute to the field.
- Internships and Industry Collaborations: The programmes facilitate internships and partnerships with industry.
- Innovation Support Services: Students have access to innovation labs, makerspaces, and entrepreneurship centres, where they can use tools, technologies, and mentorship to develop innovative ideas and entrepreneurial projects.

Support for Faculty

- Faculty Development: The programmes support faculty in enhancing their knowledge and skills in innovative teaching methods and research in quality and innovation management. Professional development opportunities aim to help them stay updated with current trends and best practices.
- Collaborative Research: Faculty are encouraged to engage in interdisciplinary and collaborative research. They have access to research grants and support for disseminating research findings.
- Administrative Support: Faculty receive administrative assistance with course materials, scheduling, and grading. Staff also help organise events, seminars, and conferences related to quality and innovation management.
- Recognition and Rewards: The programmes recognise and reward faculty members who demonstrate outstanding innovation in teaching, research, and industry collaboration.

Appraisal:

The Dean and programme coordinator coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly. They are aided by Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Decision-making processes, authority,

and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

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

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

4.3 Cooperation and partnerships

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

The study programmes have cooperation agreements with foreign higher education institutions and research institutes. There are agreements with Leed Beckett University in the United Kingdom (Digital Marketing), the University of Waikato in New Zealand (E-Commerce, Logistics and Supply Chain Management, LSIC), the University of Northampton in the United Kingdom (E-Commerce, Logistics and Supply Chain Management, LSIC), the University of Hertfordshire in the United Kingdom (E-Commerce, Logistics and Supply Chain Management), and the University of Bremen, and the University of Sustainability – Charlotte Fresenius Private University in Austria (LSIC), as well as the University of Baltimore in the USA and Macquarie University in Australia (Information Technology).

Additionally, LSIC students can transfer under 2+2 or 3+1⁸ agreements to the University of Waikato, or to the University of Northampton under a 3+1 arrangement.⁹

Students can benefit from a well-established framework that facilitates credit transfers with ten prestigious universities across Vietnam. With domestic universities and institutes, NEU has agreements with

- Ho Chi Minh City University of Economics,
- Foreign Trade University,
- University of Commerce,
- Banking Academy,
- Academy of Finance,
- Academy of Policy and Development,
- University of Economics – HUE University,
- University of Economics – University of Danang
- and University of Economics and Business – Vietnam National University, Hanoi.

⁸ Meaning that either two years are spent at NEU and two at the partner institution or that three years are spent at NEU and one at a partner institution.

⁹ LSIC SER, p. 19.

The agreements include support of the partners for development of programme curricula and exchange of faculty and students in the programmes. The students also have an opportunity to transfer to foreign higher education institutions which recognise NEU's programmes.

Additionally, the programmes are dedicated to embracing global diversity by welcoming exchange students from esteemed institutions worldwide.

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

NEU, AEP, the Faculty of Business Management, and the Faculty of Marketing have developed wide networks of businesses enterprises, central and local government agencies, professional associations, and international organisations. AEP, the Faculty of Business Management, and the Faculty of Marketing regularly organise visits for students to organisations in these networks, by which the students have an opportunity to engage in practical business. Students can seek also internships in these organisations.

Digital Marketing	G Empire
E-Commerce	• Lazada Group • SAPO Technology Joint Stock Company • Meta Ecom Company • Mobifone Telecommunications Corporation • HDG Company
Logistics and Supply Chain Management and LSIC	• Bach Viet Shipping • STC Vietnam • Tan Cang - STC Human Resource Development Company Limited • Shinec Joint Stock Company • GK Logistics Vietnam • Furthermore, the LSIC programme six distinct courses that have been certified by the Asian-German Knowledge Network for Transport and Logistics (AGKN)
Information Technology and Digital Transformation	• MISA Joint Stock Company • Vietnam Posts and Telecommunications Group • VTI Joint Stock Company • Pyramid Software and Consulting Company

Appraisal:

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

LSIC has such cooperation agreements with the University of Waikato, or to the University of Northampton that students can study at NEU as well as one of the partner universities under 2+2 or 3+1 agreements. The curriculum of LSIC has been developed being benchmarked

against the programmes of these universities. Such cooperation has a formative impact on the curricular contents and on the profile of the graduates and significantly contributes to the development of qualifications and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills, e.g. in offering internship opportunities and, shared research, and guest lectures.

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

4.4 Facilities and equipment

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

NEU's campus is located in the inner city of Hanoi, with a total land area of 123,522 m² in use. The total floor area for teaching and scientific research activities is 112,303 m².

There are five buildings providing learnings spaces for students in NEU: building A2, lecture halls B, C, D1 and D2. Those buildings are fully equipped with a high-speed and free Wi-Fi system coverage throughout the campus, air conditioners and fans. The university has 538 classrooms, offices, laboratories, and multifunctional conference rooms equipped with modern facilities. There are 256 rooms available for approximately 30,000 students.

NEU has an elevator system connecting all classrooms in the A2 building to support people with disabilities (wheelchair accommodation). The office rooms and classrooms are arranged with students' needs in mind. Additionally, NEU has conference rooms with a capacity of one hundred to three hundred people, as well as two halls with a capacity of 500 to 1,000 people.

Table 8 Facilities at NEU

Type of facility	Quantity
Large halls and classrooms over 200 people	17
Classrooms from 100 to 200 people	3
Classrooms from 50 to 100 people	159
Classrooms under 50 people	77
University Pham Van Dong Library	1

Computer lab	14
Clinic	1
Youth Union Centre	1
Textbook Space	1
NEU Career Centre	1
Thesis Defence Room	5
Teaching Staff Break Room	24
Rest rooms	210
Faculties/Departments and staff' working space	225
Ceremony halls	2
Conference rooms	9
Student canteen	2
Staff canteen	1
Football court	1
Tennis court	1
Ping Pong room	1

All classrooms are fully equipped to support learning activities, including desks, chairs, amplifiers, microphones, computers, projectors, chalkboards, and whiteboards. Modern classroom equipment is maintained and updated annually to ensure and enhance training efficiency. The classrooms are fitted with one or two projector screens so that students with disabilities, regardless of where they are seated, can clearly view the presentation screen.

The university has purchased Microsoft Office 365 accounts for all faculty members and office staff, as well as 40,000 accounts for students. In addition, there are software applications for university management, library management, scientific research, and teaching. The university maintains 22 websites and software systems that support communication activities, administrative operations, and its overall functioning.

4.4.2 Access to literature (Asterisk Criterion)

The University's library has been newly invested in in terms of infrastructure with seminar rooms, functional rooms, and self-study rooms. It has a service capacity to accommodate 1,000 readers at a time. The library includes 12,667 book titles with 57,608 copies, 48 journal titles with 21,283 copies, 6,441 graduate theses, 17,985 master's theses, 1,577 doctoral dissertations, 850 scientific research projects, and 37,750 electronic books. Notably, the library provides readers with access to external databases including IG Publishing, Emerald Journals, ProQuest, Springer, and Elsevier databases.

The NEU Library is open from Monday to Saturday and occupies five storeys with a total area of 10,000 m², including 6,500 m² dedicated to reading spaces, 20 group study rooms, and 1,000 seats equipped with modern facilities. It provides information resources, covering both traditional collections (printed materials) and electronic databases purchased from international publishers.

The library includes dedicated areas such as a reading room for newspapers and magazines, a thesis and dissertation archive, and an electronic data room. These spaces are equipped with modern technology to support storage, access, and the development of academic services. Library management software supports book borrowing and returns, as well as document searches through the networked computer system, with increasing integration of mobile technology at NEU.

The library website¹⁰ enables readers to search for information on topics of interest. The facility is fully equipped with modern furniture and equipment, including seating, tables, computers, search tools, and printing devices. The University regularly collects feedback from users through annual surveys.

Table 9 Number of documents and textbooks of NEU's library

No.	Document category	Description	Management software	Total titles	Total copies
1	Print book	The list of learning materials printed into books for training at the University, including textbooks, lectures, scientific research works, theses.	Libol 6.0	54,510	153,125
2	Print newspapers, magazines	Newspapers and magazines purchased by NEU are saved from 2010-2014, one copy per title, and from 2015-2017, the full number of publications is available.	Libol 6.0	48	20,754
3	E-book	The list of electronic books NEU bought from IG Publishing House, Elsevier, Springer	Website Level 2 - Library	10,749	10,749
4	E-magazine	The list of electronic magazines NEU bought from EMERALD publisher, SAGE publisher	Website Level 2 - Library	1,392	1,392
5	E-book from ProQuest Central	Database NEU bought from ProQuest Central with 148 topics covering all the fields, training specialisations and science research topics of the university	Website Level 2 - Library	26,987	26,987
6	Internal E-book	These are the publications of theses and dissertations that have been digitised by the Library.	Dspace	4,472	4,472
Total				98,158	217,479

Appraisal:

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programmes is available in the library and also kept up to date.

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

¹⁰ see: <https://opaclib.neu.edu.vn/>, last access: January 14, 2026.

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

4.4 Additional services

4.5.1 Career counselling and placement service

All study programmes

NEU has implemented support measures aimed at increasing the percentage of graduates securing jobs relevant to their fields of study. In addition to the content of the study programmes, these measures include:

- Academic Counsellors: Every student has an assigned academic counsellor, who is a lecturer in the respective study programme, and who counsels students in questions regarding career after studies.
- Active Employer Engagement: Recruiters are invited to provide consultation on recruitment processes. Faculties, institutes, and centres responsible for student management also invite employers to share job-hunting experiences and workplace skills.
- Internship Opportunities: Many students are introduced to career opportunities during their internships through faculty and school connections, often leading to job offers immediately after graduation.
- NEU Career Centre: Established in 2019, the Centre serves as the permanent unit responsible for career orientation and job support for students. Students can participate in annual career guidance activities covering career orientation, study methods, and professional internships.
- Job Fairs on the University level as well as the study programme level: Held periodically to meet real recruitment needs from dozens of businesses. Students receive guidance on application writing, CV preparation, job interviewing, and workplace communication skills. The University also encourages participation in professional examinations.
- Business Relationships: NEU maintains and expands partnerships with businesses to update the curriculum and invite guest lecturers. The University also facilitates students' access to the labour market throughout their studies, not only at graduation.
- Job Placement Success Survey: NEU conducts annual surveys to collect data on graduate employment status and to evaluate the effectiveness of job support measures.
- Start-up competition: For final year students, NEU organises a Start-up competition to support entrepreneurship activities. For this purpose, there is a fund for economic excellence, where alumni can contribute. The expert panel learned that shortly before the online visit, one alumnus donated one million US-Dollar for this fund.

4.5.2 Alumni Activities

In 2015, the President of NEU signed Decision No. 1056/QĐ-ĐHKTQĐ to promulgate Regulations on the organisation and operation of the alumni network of NEU.

Since then, an alumni network has been formally organised and expanded nationwide. The network has an executive board, with the honorary president being a former President of Vietnam. The executive board meets annually to review activities of the past year and outline the programme for the upcoming year. Additionally, this annual meeting serves as an event for connection and appreciation.

The University has a dedicated department to manage the regular activities of the network, assigning administrative staff to run the network's office. This department is also responsible for maintaining the network's website.

The activities of the NEU alumni network include:

- **Networking Events:** Regular meet-ups, reunions, and networking events to connect alumni with each other and with current students.
- **Career Development:** Workshops, seminars, and mentoring programmes to support career development and professional growth for alumni and students.
- **Social and Cultural Activities:** Social gatherings, cultural events, and community service projects that foster a sense of community and contribute to society. Annual golf tournaments attract thousands of alumni participants.
- **Guest Lectures and Panels:** Inviting distinguished alumni to give talks, participate in panel discussions, and share their experiences and expertise.
- **Fundraising and Scholarships:** Organising fundraising events and campaigns to support scholarships, research initiatives, and other university projects.
- **Online Platforms:** Maintaining online platforms and social media groups to facilitate communication and information-sharing among alumni.
- These activities help strengthen the bond between alumni and the institution, promote lifelong learning, and support the University's mission and goals.

AEP has developed its own alumni network. AEP alumni are invited to join a dedicated Facebook page, which shares information about network members and helps alumni connect and participate in various activities and events organised by AEP. The alumni network also facilitates guest lectures, internships, and field surveys, while alumni award scholarships to students and sponsor learning facilities for lecturers and students.

In the School of Trade and International Economics, annual activities involving alumni participation include career-orientation seminars for students, as well as seminars focused on innovating and enhancing the quality of training programmes.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. Additionally, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. There are job fairs on the University as well as at the study programme level. Sufficient staff is available for these purposes. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

An alumni organisation has been set up with the aim of developing an alumni network. Even though NEU was founded in 1956, a formal alumni organisation has only been set up in 2015. Since the five study programmes are quite young, the alumni network for the programmes is not yet fully-fledged and working.

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

4.5 Financing of the study programme (Asterisk Criterion)

NEU is a non-profit, public university under the supervision of MOET, financed by student fees and government support. The University's infrastructure investments are funded by the state budget, while regular expenditure is covered by students' tuition fees. These include payments for lectures and course fees, training costs (such as student activities, advertising, and marketing), management expenses, and training costs for lectures at partner universities remitted to the University.

The study programmes are financed through tuition fees, which are published so that students are aware of the financial requirements before enrolment. NEU's Finance and Accounting Department checks tuition fee payments each semester. In addition, the Schools receive alumni funding to support essential infrastructure, such as the construction of office buildings.

The University also offers a range of supportive policies to ease students' financial constraints. To recognise and reward academic excellence, scholarships are provided by NEU and its partner businesses to deserving students.

Appraisal:

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

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

5. Quality assurance and documentation

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

NEU follows quality standards set by MOET as well as international models such as the Asian University Network Quality Assurance (AUN-QA) and American and European standards. The quality management structure operates at both University and faculty/department levels.

At the University level, the Quality Assurance Council is responsible for consulting and monitoring strategy and planning for quality assurance. The Department of Quality Assurance and Accreditation advises on setting objectives, policies, processes, regulations, and specific plans for educational quality assurance across the University. The Council meets regularly every two years. The University reviews and updates study programmes in line with MOET and NEU regulations, incorporating feedback from lecturers and students to enhance teaching and support activities. Stakeholder input from seminars and surveys is also collected to support quality development.

At faculty level, the Quality Assurance Units are responsible for developing their own quality assurance plans, and for implementing the University's processes and regulations together with the programme coordinator. Programme development follows the PDCA cycle, aiming to ensure that tasks are planned, checked, evaluated, and improved regularly. The Department of Quality Assurance and Accreditation as well as the Department of Training Management also conduct quality control processes on the study programme level.

To maintain standards, the University focuses on training frameworks, teaching methods, course content, facilities, support services, and management systems. Feedback is actively collected from students, lecturers, and employers. Evaluation results are analysed and shared with lecturers and programme managers. Data from surveys and statistical activities are used as guides for adjustments to improve quality.

The Programme Management Board uses evaluations to review and improve programmes annually. Improvements may include adding new courses, replacing existing ones, or redesigning courses to better help students achieve programme goals and course objectives. Revised programmes are approved by the Faculty Council and the NEU President before implementation. Each course instructor receives evaluation results to support quality improvement. Based on detailed feedback, instructors may adjust teaching approaches, learning task design, adherence to schedules, and communication skills.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Students provide feedback on teaching activities for each course during their learning process via the University's general system. The IT department uploads evaluation sheets to the system, and students give direct feedback for each course each semester. The survey covers questions about whether the objectives and learning outcomes of the course align with the teaching content and methods used by the lecturers, on the adequacy of facilities, the provision of study materials, and overall student satisfaction with the module. The results are analysed

and sent to lecturers and the programme management board, with individual course survey results sent directly to lecturers.

Before their graduation, students moreover complete a survey containing questions on various aspects of the programme, including programme objectives, learning outcomes, the curriculum, the workload, and the acquired knowledge and skills. The results of both surveys are used for reviewing and updating the programmes.

For the quality of higher education services, annual surveys are conducted involving all undergraduate students, graduate students, and doctoral candidates. The survey content encompasses all activities related to the provision of educational services. The results of these surveys not only serve the University's quality assurance activities but are also reported to the Quality Management Department of the Ministry of Education and Training.

Furthermore, NEU periodically organises dialogue sessions with students at both faculty and University level to gather opinions and respond to the majority of student concerns. Assessment content is announced to students during these dialogue seminars. In addition, the academic adviser serves as a channel for timely and effective feedback between the University and the faculties.

The University's various fan pages also contribute to collecting viewpoints and providing quick responses to students. On NEU's official Facebook page, students and other interested parties have the opportunity to give feedback anonymously.

5.2.2 Evaluation by faculty

The Programme Management Board sends questionnaires using Microsoft Forms to gather lecturers' opinions regarding aspects such as study programme output standards, the structure and content of the programme, teaching methods, and class organisation activities. Furthermore, for each specific course, lecturers' views on students' in-class activities, students' sense of discipline, as well as support activities from the programme, will be collected. In addition to gathering opinions from lecturers about the curriculum and students' in-class activities through surveys, the Programme Management Board will also be ready to receive comments directly from its members.

The results of lecturers' assessments of the study programme, student learning activities, and the programme's support for each specific course will be analysed by the Programme Management Board, specifically by the study assistants. Once the evaluation results are available, the Programme Management Board will meet to conduct a joint assessment and provide solutions to address existing issues.

5.2.3 External evaluation by alumni, employers and third parties

The study programmes invite alumni, employers and third parties such as from professional associations to participate in evaluating regarding the programme objectives, PLOs and students' capabilities in dedicated seminars. This feedback is documented in seminar minutes and reviewed by the Programme Management Board. Alumni can furthermore evaluate the study programmes in a survey format.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

The faculties are responsible for developing programme descriptions. All course syllabi are prepared by the academic departments and approved by the Faculty Council. The programme descriptions, course syllabi and curriculum are then approved by the President of NEU and published on the University's website as well as on the respective Faculty / School website.¹¹

Additionally, other activities related to the University's training process are regularly updated on the NEU and faculty websites, on the Faculty's or School's social media fan pages, and through Student Union channels. Moreover, interested parents and students can ask the training assistants to get detailed information about the study programmes.

5.3.2 Information on activities during the academic year

Other activities during the academic year include general events for all University students, such as citizenship activities at the start of the course, introductory class meetings, national defence education sessions, medical examinations, and student feedback surveys on teaching. All of these are published in advance on the University's website and through academic adviser channels. Specific activities organised by the Faculties, Schools and study programmes, including updates and announcements, are also shared on their websites and on the programmes' Facebook fan pages.

Appraisal:

A quality assurance and development procedure has been established to systematically and continuously monitor and enhance the quality of the programme in terms of its content, processes, and outcomes. It takes into account evaluation results and analyses of student workload, success rates, graduate employment, and the profile of the student population. Faculty members and students participate in the relevant committees to plan and assess these procedures. Responsibilities are clearly defined.

The expert panel learned that the student surveys are not anonymous. Therefore, it recommends the following **condition**:

The University conducts the student surveys anonymously.

Evaluation by the students as well as quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated to the students in the form of dialogue sessions twice a year. The expert panel learned that students feel their feedback does not lead to a list of measures to be taken that are published in an appropriate manner. Therefore, it **recommends** closing the feedback loop for students by publishing evaluation results for students.

¹¹ See <https://aep.neu.edu.vn/en/train/eeep/> for DM, EC, LS, and IT (last access January 08.2026). See <https://courses.neu.edu.vn/major/logistics-va-quan-ly-chuoi-cung-ung-tich-hop-chung-chi-quoc-te-EP14> for LSIC (last access January 08.2026).

The outcomes of faculty evaluations are communicated back to faculty members by superiors if they directly concern the performance of individual faculty members. Otherwise, the Programme Management Board will discuss evaluation findings. To make faculty evaluation findings more useful, the expert panel **recommends** closing the feedback loop for faculty members by publishing evaluation results for these stakeholders. As faculty members mainly provide feedback during feedback seminars or conferences held twice a year, the expert panel further **recommends** collecting anonymous written feedback through evaluation forms. This would allow the University to gather and analyse input from faculty members who prefer to remain anonymous or who are reluctant to discuss issues in a public setting.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure (in format of seminars). To produce more measurable results and to make evaluation findings more useful, the expert panel **recommends** gathering additional feedback by using written evaluation forms.

The study programmes' content, curriculum and examination scheme have been documented and published (course plan and exam regulations). The expert panel noticed that information on the LSIC programme is not listed in the English language version of NEU's webpage "undergraduate programmes in English"¹². For visibility and transparency, it **recommends** HEI checking the websites for up-to-datedness and easy access, including in English and for persons with special needs.

NEU regularly publishes current news and information about the study programmes. The expert panel **suggests** posting more information about students' activities during the academic year to provide stakeholders with a clearer understanding of the student experience and the range of opportunities offered by the University.

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

¹² See <https://en.neu.edu.vn/vi/undergraduate-377/undergraduate-programs-in-english>.

Appendix

Abbreviations

Abbreviation	Explanation
AEP	School of Advanced Education Programmes
AGKN	Asian-German Knowledge Network for Transport and Logistics
FIATA	Federation of International Freight Forwarders Associations
LMS	Learning Management System
MOET	Ministry of Education and Training
NEU	National Economics University
PDCA	Plan-Do-Check-Act
SME	Small and middle Enterprises