

Decision of the FIBAA Accreditation and Certification Committee



21th Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	24/060 Cluster 4
Higher Education Institution:	National Economics University, Hanoi
Location:	Hanoi, Vietnam
Study Programmes:	Business Management (Bachelor) Public Relations (Bachelor) Leisure and Event Management (Bachelor) The Vietnam-Netherlands Master's Programme in Development Economics (Master) Executive MBA in Economic Management (MBA)
Type of Accreditation:	initial accreditation

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

Accreditation with conditions:

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

.

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

Conditions:

For the programme Business Management (Bachelor):

- Condition: The University ensures that students have English language proficiency when starting studies.

For the programme Public Relations (Bachelor):

- Condition: The University ensures that students have English language proficiency when starting studies.

For the programme Leisure and Event Management (Bachelor):

- Condition: The University ensures that students have English language proficiency when starting studies.

For the programme Executive MBA in Economic Management (MBA):

- Condition: The University aligns the defined qualification level of entrants with FIBAA requirements. Certified proof of this experience must be shown at the time of the admission.
- Condition: The University ensures that students have English language proficiency when starting studies.

For all programmes:

- Condition 1: The University ensures that all students receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- Condition 2: The University implements a student workload evaluation system which includes a systematic control loop of students' workload and allocation of ECTS-credits.

Proof of meeting these conditions is to be submitted by December 27, 2026.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

National Economics University, Vietnam

Bachelor/Master programmes:

- Business Management (Bachelor)
- Public Relations (Bachelor)
- Leisure and Event Management (Bachelor)
- The Vietnam-Netherlands Master's Programme in Development Economics (Master)
- Executive MBA in Economic Management (MBA)

Degree awarding institution (if relevant):

National Economics University

Qualification awarded on completion:

- Business Management (BA Hons)
 - Public Relations (BA Hons)
 - Leisure and Event Management (BA Hons)
 - The Vietnam-Netherlands Master's Programme in Development Economics (Master)
 - Executive MBA in Economic Management (MBA)
-

General information on the study programme

Brief description of the study programmes:

Business Management (Bachelor)

The Bachelor programme **Business Management** is a four-year Bachelor programme that is partially taught in English language. It provides knowledge of business administration areas such as Business Strategy, Financial Management, Risk Management, Supply Chain Management and governance aspects. The programme aims to train future professionals and managers with knowledge of business administration, leadership and management skills, as well as the ability to innovate and adapt in a rapidly changes new environment. There is a range of electives and an internship included. The graduates from the programme should be enabled to take up positions as business professionals working in various types of domestic and international enterprises as well as experts in functional business areas.

Public Relations (Bachelor)

The **Bachelor of Public Relations programme (PR)** is a four-year programme that is partially taught in English language. It intends to equip students with basic and contemporary comprehensive and specialised knowledge of public relations, enriched by knowledge of socio-economics, management, business administration and professional skills. The graduates from the programme should be enabled to work in positions as media relations executives, strategic public relations planner, public information executives, or similar positions. Integrated into the curriculum are internships and electives.

Leisure and Event Management (Bachelor)

The **Bachelor of Leisure and Event Management (LAEM) programme** is a four-year programme that is partially taught in English language. It has the goal of preparing students for a future career in the area of tourism, leisure and event management. The programme aims to provide knowledge and skills in economics, business administration and tourism, leisure and event management. Targeted employers for graduates include businesses and organisations operating in three main fields: tourism, leisure, and events. The programme includes internships and electives.

The Vietnam-Netherlands Master's Programme in Development Economics (Master)

The **Vietnam-Netherlands Master's Programme in Development Economics (MDE)** is a two-year programme taught mostly in English. MDE intends to provide a comprehensive understanding of core economic principles and the development of economies and financial systems. Furthermore, it intends to foster analytical thinking as a cornerstone of research. The programme aims to equip students with the tools to analyse data and information effectively and combines it with skills in research methodology. Targeted positions for graduates are leaders, policy makers, consultants, and researchers in private and public organisations. Integrated into the programme are electives.

Executive MBA in Economic Management (MBA)

The Executive **Master in Economic Management** Programme (MEM) is a programme in Vietnamese language that aims to enable graduates to become competent executive managers and be capable to enhance efficiency and effectiveness of the public sector operations and the quality of serving society. The programme provides participants with advanced, in-depth and updated knowledge about the management and operations of public and socio-political organisations. Specifically, the programme intends to improve knowledge

and skills of analysing and planning policies, skills of deploying, coordinating and organising the implementation of strategies, plans, policies for socio-economic development. In addition, the programme intends to serve as a bridge to create a network of experienced managers. The programme offers a moderate number of electives.

Type of study programme:

Bachelor programmes:

- Business Management
- Public Relations
- Leisure and Event Management

Master programmes:

- The Vietnam-Netherlands Master's Programme in Development Economics (Master)
- Executive MBA in Economic Management (MBA)

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

Business Management (Bachelor)	8 semesters, 128 VC/209 ECTS
Public Relations (Bachelor)	8 semesters, 130 VC/209 ECTS
Leisure and Event Management (Bachelor)	8 semesters, 130 VC/209 ECTS
The Vietnam-Netherlands Master's Programme in Development Economics (Master)	4 semesters, 60 VC/98 ECTS
Executive MBA in Economic Management (MBA)	4 semesters, 60 VC/95 ECTS

Mode of study:

Business Management (Bachelor)	full-time
Public Relations (Bachelor)	full-time
Leisure and Event Management (Bachelor)	full-time
The Vietnam-Netherlands Master's Programme in Development Economics (Master)	full-time
Executive MBA in Economic Management (MBA)	part-time

Didactic approach:

study programmes with obligatory class attendance

Double/Joint Degree programmes:

Bachelor programmes: optional, but not active yet

Master programmes: no

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

Business Management (Bachelor):	50 places, no parallel courses
Public Relations (Bachelor)	50 places, no parallel courses
Leisure and Event Management (Bachelor)	60 places, no parallel courses
The Vietnam-Netherlands Master's Programme in Development Economics (Master)	30 places
Executive MBA in Economic Management (MBA)	30 places

Programme cycle start in:

Business Management (Bachelor):	winter semester
Public Relations (Bachelor)	winter semester
Leisure and Event Management (Bachelor)	winter semester
The Vietnam-Netherlands Master's Programme in Development Economics (Master):	winter semester
Executive MBA in Economic Management (MBA)	winter semester

Initial start of the programme:

Business Management (Bachelor)	2023
Public Relations (Bachelor)	2023
Leisure and Event Management (Bachelor)	2024
The Vietnam-Netherlands Master's Programme in Development Economics (Master):	1994
Executive MBA in Economic Management (MBA)	2011

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the programmes Business Management (Bachelor), Public Relations (Bachelor), Leisure and Event Management (Bachelor), The Vietnam-Netherlands Master's Programme in Development Economics (Master), Executive MBA in Economic Management (MBA) was made 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 programme 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:

Dr. Trung Quang Ngo

Van Lang University

Vice President/ Dean, Faculty of Commerce/ Director, International Education Institute (Economics and Business, E-commerce, Economic Development, Green Marketing)

Andrii Pinchuk

Kyiv-Mohyla Business School (KMBS)

Student: Executive MBA

Prof. Dr. Kai Rommel

International School of Management (ISM)

Professor and Vice President of Research (Development Economics, Microeconomics, Macroeconomics, Resource Economics, Consumer Behaviour)

Dr. Steffen Ronft

Baden-Württemberg Ravensburg Cooperative State University

Lecturer and Program Director,

Business Administration – Trade Fair, Congress, and Event Management

Prof. Dr. Mechthild Schrooten

Bremen University of Applied Sciences

Professor of Economics, specializing in Money and International Integration

Program Director, Master's in Global Management (MBA)

Inna Sidorova

BGC Partners LP

Business Manager

Prof. Dr. Beate Werner

IU International University of Applied Sciences

Professor of Business Management & Scientific Methods

Prof. Dr. Jeffrey Wimmer

University of Augsburg, Germany

Professor of Communication Science

FIBAA project manager:

Prof. Dr. Sabine Haller

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 9 to December 11, 2025, via the video conferencing tool *Zoom*. The same cluster included an appraisal of the programmes Business Management (Bachelor), Public Relations (Bachelor), Leisure and Event Management (Bachelor), The Vietnam-Netherlands Master's Programme in Development Economics (Master), Executive MBA in Economic Management (MBA). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment February 2, 2026. The statement on the report was given up February 17, 2026. It has been taken into account in the report at hand.

Summary

For the programme Business Management (Bachelor):

The Programme **Business Management (Bachelor)** offered by National University Vietnam fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031 under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Accreditation with condition:

- **Condition (see chapter 2.5):** The University ensures that students have English language proficiency when starting studies.

Proof of meeting this condition is to be submitted by December 27, 2026.

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

- **Recommendation (see chapter 3.2.1):** The University formulates detailed requirements for internships to guarantee the quality of internships.

For the programme Public Relations (Bachelor):

The Programme **Public Relations (Bachelor)** offered by National University Vietnam fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031 under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Accreditation with condition:

- **Condition (see chapter 2.5):** The University ensures that students have English language proficiency when starting studies.

Proof of meeting this condition is to be submitted by December 27, 2026.

For the programme Leisure and Event Management (Bachelor):

The Programme **Leisure and Event Management (Bachelor)** offered by National University Vietnam fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031 under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Accreditation with condition:

- **Condition (see chapter 2.5):** The University ensures that students have English language proficiency when starting studies.

Proof of meeting this condition is to be submitted by December 27, 2026.

There are criteria in which the programme **exceeds** the quality requirements:

- Integration of theory and practice (see chapter 3.1.3)
- Logic und plausibility of the didactical concept(see chapter 3.3.1)

For the programme The Vietnam-Netherlands Master's Programme in Development Economics (Master):

The Programme offered by National University Vietnam fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031 under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

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

- **Recommendation 1(see chapter 1.2):** The University intensifies its cooperation with the Erasmus University in Rotterdam.
- **Recommendation 2 (see chapter 3.1.2):** The University either adjusts the title of the programme or revitalises its cooperation with the Netherlands.
- **Recommendation 3 (see chapter 3.2.1):** The University formulates detailed requirements for internships to guarantee the quality of internships.
- **Recommendation 4 (see chapter 3.3.3):** The University invites regularly industry-specific lecturers to MDE programme.

For the programme Executive MBA in Economic Management (MBA):

The Programme Executive MBA in Economic Management (MBA) offered by National University Vietnam fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031 under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Accreditation with conditions:

- **Condition (see chapter 2.4):** The University aligns the defined qualification level of entrants with FIBAA requirements. Certified proof of this experience must be shown at the time of the admission.
- **Condition (see chapter 2.5):** The University ensures that students have English language proficiency when starting studies.

Proof of meeting these conditions is to be submitted by December 27, 2026.

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

- **Recommendation (see chapter 3.4.4):** The University increases the proportion of foreign language content.

For all programmes:

Accreditation with conditions

The panel members identified need for improvement regarding the following aspects². They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2.2): The University ensures that all students receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2** (see chapter 5.1): The University implements a student workload evaluation system which includes a systematic control loop of students' workload and allocation of ECTS-credits.

Proof of meeting these conditions is to be submitted by December 27, 2026.

Furthermore, the quality requirement that has not been fulfilled 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 University takes goal-oriented measures to foster internationality and increases the international composition of student body.

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

- **Recommendation 1** (see chapter 1.3.2): The University provides more detailed information about employability.
- **Recommendation 2** (see chapter 3.2.4): The University provides detailed guidelines to ensure gender equality and non-discrimination
- **Recommendation 3** (see chapter 3.3.2): The University ensures regular updates of teaching materials.
- **Recommendation 4** (see chapter 4.3.1): The University ensures that global competitions with other HEIs are highly promoted.
- **Recommendation 5** (see chapter 4.3.2): The University strengthens networks with international companies.
- **Recommendation 6** (see chapter 4.4.1): The University ensures a strong and stable Wi-Fi-connection in all parts of the buildings.

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

- **Recommendation 7** (see chapter 4.4.2): The University updates relevant books in the library regularly.
- **Recommendation 8** (see chapter 4.5.2): The University installs a clearly defined alumni management. It creates efficient platforms between alumni, students and management with regular agenda to be performed.
- **Recommendation 9** (see chapter 5.23.2): The University ensures anonymous feedback and handling of survey responses.

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.

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

List of Figures:

Figure 1. Organisational Structure of NEU.....	16
Figure 2: Admission procedure.....	36

List of Tables:

Table 1: Overview of National Economics University.....	14
Table 2 Statistical Data for the Bachelor of Management.....	18
Table 3: Statistical Data for the Bachelor of Public Relations.....	18
Table 4: Statistical Data for the Bachelor of Leisure and Event Management.....	19
Table 5: Curriculum of the programme Business Management.....	41
Table 6: Curriculum of the programme Public Relations.....	43
Table 7: Curriculum of the programme Leisure and Event Management.....	45
Table 8: Curriculum of The Vietnamese-Netherlands Master's Programme in Development Economics.....	46
Table 9: MDE learning outcomes.....	48
Table 10: Curriculum of the programme Executive MBA in Economic Management.....	49
Table 11: Learning Outcomes of the Executive MEM programme.....	51
Table 12: Practical skills linked to courses in the programme Business Administration.....	52
Table 13: The modular structure of the programme Business Management.....	60
Table 14: The modular structure of the programme Public Relations.....	60
Table 15: The modular structure of the programme Leisure and Event Management.....	61
Table 16: The modular structure of the programme MDE.....	61
Table 17: The modular structure of the programme Executive MEM.....	62
Table 18: NEU's grading scales.....	63
Table 19: List of Guest lectures in the programmes Business Management and Public Relations.....	68
Table 20: List of Guest lectures in the programme Leisure and Event Management.....	69
Table 21: List of Guest lectures in the programme MDE.....	69
Table 22: List of Guest lectures in the programme MEM.....	69
Table 23: Faculty of Business Management.....	78
Table 24: Faculty of Marketing.....	78
Table 25: Faculty of Hospitality and Tourism.....	79
Table 26: Faculty of Economics (MDE).....	79
Table 27: List of Faculty MEM.....	79
Table 28: List of Cooperations with HEI and other Institutions.....	86
Table 29: Materials for training and scientific research at National Economics University.....	90

Information

Information on the Institution

Over its 69-year history, the **National Economics University (NEU)** has strived to offer students education and practical experiences that enable them to succeed in the rapidly changing global labour market. According to the self-evaluation report, NEU is committed to academic excellence and places great emphasis on continuously improving the learning environment, teaching resources, and practical skills relevant to professional practice³. It also strives to foster partnerships with reputable academic institutions worldwide.

As a comprehensive and research-oriented university, NEU has established strong ties with national and international research institutes, governmental agencies, and non-governmental organisations. Each year, the University hosts more than one hundred seminars, workshops, and international conferences, attracting distinguished scholars, researchers, and practitioners from around the world.

According to the self-evaluation report, with its dedicated faculty, motivated students, committed staff, and engaged alumni, NEU has earned a reputation as one of Vietnam's flagship universities and is increasingly integrated into the international higher education community⁴.

Table 1: Overview of National Economics University

No.	Contents	Data and Information (as of 30 th June 2025)
1	Name of HEI:	National Economics University
2	Legal status of HEI:	Public
3	Year of Foundation:	25 th January 1956
4	Number of fulltime academic staff:	750, of which: - Professors: 17 - Associate professors: 112 - PhD: 479 - Masters: 266 - Bachelor: 05
	Number of non-academic staff:	255 staff
5	Number of part-time staff, where applicable:	(none)
6	Number of students enrolled:	- Bachelor (full-time): 32,163 - Bachelor (part-time): 3,426 - Bachelor (distance learning): 13,727 - Master (full-time): 4,809 - Doctoral (full-time): 442

Mission Statement of National Economics University

The National Economics University (NEU) was established under Decree No. 678-TTg⁵, originally named the 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

³ See SER, p.1

⁴ See SER, p.1

⁵ Decree No. 678-TTg dated 25 January 1956

was renamed three times: the University of Economics and Finance in 1958, the University of Planning and Economics in 1965, and the National Economics University in 1985.

Following Vietnam's *Doi Moi* 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."⁶

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 organisations, and enterprises.

NEU is committed to fostering an educational environment in which every member can reach their full potential and contribute meaningfully to society. The University promotes **five core values**:

- Innovation – Encouraging academic freedom, creativity, and critical thinking to advance knowledge and practice.
- Solidarity – Promoting cooperation and knowledge-sharing among faculty, staff, students, and partners.
- Integrity – Ensuring transparency, honesty, and ethical conduct in academic and managerial activities.
- Effectiveness – Planning and utilising resources efficiently to support sustainable development.
- Responsibility – Cultivating accountability at both individual and organisational levels.

These values represent the guiding principles for NEU's academic, research, and governance activities, ensuring continuous improvement and international integration.

Academic freedom is safeguarded to encourage innovation and the development of critical thinking. Collaboration and knowledge sharing are promoted among professors, staff,

⁶ See SER, p. 3

All independently offered programmes are reviewed and updated twice within each five-year cycle by the relevant academic units and approved by the NEU President. Joint programmes with international partners are reviewed and updated collaboratively by both parties.

The School of **Advanced Education Programme (AEP)** was founded in 2006 as a functional department of NEU to implement its strategy to improve the quality of higher education in Vietnam. AEP is committed to providing highly valued undergraduate educational opportunities. AEP is in charge of managing 29 undergraduate programmes, which consist of

- **Advanced education programmes:** The programme curricula are modelled after the ones of California State University, Long Beach (USA). Lecturers in the programmes come from universities around the world, including NEU, and others in Vietnam, the United States, and many other countries.
- **Excellent education programmes:** These 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 universities worldwide.
- **Profession-oriented higher education (POHE) programmes** operate under the Vietnam-Netherlands Higher Education Project with the aim of enhancing students' professional capacity by designing academic programmes that cater to the requirements of the labour market. The project primarily focuses on implementing the groundbreaking policy of "education according to social needs" proposed by the Ministry of Education and Training. National Economics University, with the assistance of Dutch experts, has developed POHE programmes starting in 2008.
- Undergraduate programmes in English at NEU are developed based on programme curriculums of higher education institutions in developed countries. AEP's current undergraduate programme in English, Business Analytics, is developed based on the curriculum of NEU and California State University, USA.

The **Faculty of Business Management (FBM)** is an academic unit of NEU School of Business. The Faculty has 43 faculty members, including four associate professors, 29 doctorates, and 11 masters. The Faculty is responsible for providing four undergraduate programmes, four postgraduate programmes, and a joint undergraduate programme in cooperation with Dongseo University (South Korea). The Faculty of Business Management and AEP developed the programme **Business Management**. The Faculty is responsible for managing of the programme curriculum and involved in arranging teaching staff for courses in the programme.

The **Faculty of Marketing** is an academic unit of NEU School of Business. The Faculty has 44 faculty members, including one professor, six associate professors, 20 doctorates, and 17 masters. The Faculty is responsible for providing four undergraduate and postgraduate programmes in marketing, public relations and valuation. The Faculty of Marketing and AEP developed the programme **Public Relations** (Excellent Education Programme) in 2023. The Faculty is responsible for managing of the programme curriculum and involved in arranging teaching staff for courses in the programme.

The **Faculty of Tourism and Hospitality** has built and developed the training sector for over 30 years. Their vision is to establish itself as a preeminent location for scientific research and professional training that is respected both domestically and worldwide. The mission of the Faculty of Tourism and Hospitality is to contribute to the development of the National Economics University and the nation's economy through the provision of human

resources for tourism business management and high-quality hotels, who have the ability to implement prestigious scientific research works, create consulting and training products and services to meet the needs of society in accordance with the standards of the companies in Vietnam and all over the world. The Faculty of Tourism and Hospitality and AEP developed the programme **Leisure and Event Management**. The Faculty is responsible for managing of the programme curriculum and involved in arranging teaching staff for courses in the programme.

The **School of Graduate Studies (SGS)** is in charge of administrative management of 40 master programmes and 28 doctoral programmes of NEU with about 1200 master students and 90 doctoral candidates enrolled each year. Besides, SGS directly manages two senior executive master's programmes, the Executive Master in Economic Management (Executive MEM) programme is one of them. SGS Director is in charge of controlling both the Master and the MBA programme.

Below the statistical data of the programmes are listed. As the three bachelor programmes only started recently there are no graduates yet.

Table 2 Statistical Data for the Bachelor of Management

	1. Cohort 2023	2. Cohort 2024	3. Cohort 2025
# Study Places offered by HFI	50	50	50
# Applicants			
y	17	34	113
f	14	20	72
m	3	14	41
Application rate	34.00%	68.00%	226.00%
# First-Year Students			
y	14	28	105
f	8	19	62
m	6	7	43
Rate of female students	0,57	0,73	0,59
# Foreign Students			
y	0	0	0
f			
m			
Rate of foreign students	0,00	0,00	0,00
Percentage of occupied study places	0,28	0,52	2,10
# Graduates			
y	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: Statistical Data for the Bachelor of Public Relations

		1. Cohort 2023	2. Cohort 2024	3. Cohort 2025
# Study Places offered by HEI		50	100	100
# Applicants	Σ	77	149	59
	f	52	121	52
	m	25	28	7
Application rate		154,00%	149,00%	59,00%
# First-Year Students (accepted applicants)	Σ	46	111	54
	f	41	95	47
	m	5	16	7
Rate of female students		0,89	0,86	0,87
# Foreign Students	Σ	0	0	0
	f			
	m			
Rate of foreign students		0,00	0,00	0,00
Percentage of occupied study places		0,92	1,11	0,54
# 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: Statistical Data for the Bachelor of Leisure and Event Management

		1. Cohort 2024	2.. Cohort 2025
# Study Places offered by HEI		40	80
# Applicants	Σ	n.a.	n.a.
	f		
	m		
Application rate		n.a.	n.a.
# First-Year Students (accepted applicants)	Σ	34	81
	f	24	61
	m	10	20
Rate of female students		0,705882353	0,75308642
# Foreign Students	Σ	0	0
	f	0	0
	m	0	0
Percentage of occupied study places		85,00%	101,25%

Table 3: Statistical data: The Vietnam-Netherlands Master's Programme in Development Economics

		2022	2022	2023	2023	2024	2024	2025
# Study Places offered by NEU		30	30	30	30	30	30	30
# Applicants	Σ	19	17	37	26	8	18	14
	f	7	8	16	16	2	8	8
	m	12	9	21	10	6	10	6
Application rate		63,33%	56,67%	123,33%	86,67%	26,67%	60,00%	46,67%
# First-Year Students (accepted)	Σ	19	17	37	26	8	18	14
	f	7	8	16	16	2	8	8
	m	12	9	21	10	6	10	6
Rate of female students		37%	47%	43%	62%	25%	44%	57%
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		63,33%	56,67%	123,33%	86,67%	26,67%	60,00%	46,67%
# Graduates	Σ	15	14	26	17			17
	f	4	7	12	10			
	m	11	7	14	7			
Success rate (students who finished their studies)		78,95%	82,35%	70,27%	65,38%	0,00%	0,00%	121,43%
Dropout rate (students who dropped their studies)		0,00%	0,13%	0,05%	0,15%	0,15%	0,15%	0,15%
Average duration of study								
Average grade of final degree								

Table 4: Statistics for Executive MEM

		6. Cohort 2021	7. Cohort 2022	8. Cohort 2023	9. Cohort 2024	10. Cohort 2025
# Study Places offered by HEI		30	30	30	30	30
# Applicants	Σ	11	12	6	11	4
	f	5	4	3	7	2
	m	6	8	3	4	2
Application rate		36,67%	40,00%	20,00%	36,67%	13,33%
# First-Year Students (accepted applicants)	Σ	11	12	6	11	4
	f	5	4	3	7	2
	m	6	8	3	4	2
Rate of female students		0,454545	0,333333	0,5	0,636363	0,5
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		36,67%	40,00%	20,00%	36,67%	13,33%
# Graduates	Σ	10	7	0	0	0
	f	4	3			
	m	6	4			
Success rate (students who finished their studies)		90,91%	58,33%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		9,09%				
Average duration of study		30 month	30 month			

Average grade of final degree		8,76	8,65			
--------------------------------------	--	------	------	--	--	--

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The objective of the Bachelor programme **Business Management** is to train the students in the field of management, reaching international standards, with the ability to synthesise, analyse and organise business activities at home and abroad in the context of the world economy becoming increasingly competitive and co-dependent. The programme aims to train future professionals and managers with knowledge of business administration, leadership and management skills, as well as the ability to innovate and adapt in a rapidly changes new environment.

The programme intends to help the students to:

- Have in-depth knowledge development: Provides in-depth knowledge of business administration areas such as Business Strategy, Financial Management, Risk Management, Supply Chain Management, and governance aspects other. Ensure students have a clear understanding of modern management principles and methods.
- Develop analytical and decision-making skills: Equip students with in-depth analysis of business information, thereby helping them make strategic decisions based on data and real-world situations.
- Build leadership and team management: Develop leadership capabilities in depth, from motivating and shaping the direction of the organisation, to managing and working effectively in diverse environments.
- Develop creative and innovative thinking: Training innovative thinking, the ability to create creative solutions in solving business problems and challenges.
- Understand the global business environment: Provides students with a broader view of the international business environment, from economic changes to cultural and political factors.
- Develop the ability to manage change: Building the ability to manage and adapt in a constantly changing environment, from shaping strategies for sustainable development.
- Enhance communication and interaction skills: Develop the ability to communicate effectively, build networking relationships, and interact in diverse business environments.
- Perform research and practical application: Build the ability to perform real-world research, from data collection to analysis and making recommendations in real business scenarios.

The graduates from the programme Business Management should be enabled to take up positions as business professionals working in various types of domestic and international enterprises as well as experts in functional business areas such as operations, sales, marketing, human resources, finance, logistics and supply chain, production, quality, projects, research and development, general administration, corporate culture development in companies, economic groups, government agencies or non-profit organisations. They also should be enabled to act as self-employed entrepreneurs. If they continue on the path of academics and research and are trained at the postgraduate level, the graduates may also

pursue a career as a lecturer or researcher of a training institution in economics and business management.

The **Bachelor of Public Relations programme** aims at training students to have solid political qualities, ethics and good health, social responsibility; basic knowledge of socio-economics, management, business administration, specialised knowledge and skills in Public Relations; to be able to analyse the influence of internal and external environment on public relations activities; to be able to propose public relations solutions/programmes to maintain and develop relationships and establish an image for organisations/corporates in the context of Industry 4.0; to be able to plan and implement many types of tasks related to public relations in businesses, organisations and corporates in the context of globalisation and multiculturalism.

The programme is designed to equip students with basic and contemporary comprehensive and specialized knowledge of public relations. Students are also provided opportunities to practice and apply knowledge and skills of marketing and public relations at businesses and organizations. Students in the programme learn and practice the skills that are essential for their job in addition to general skills such as communication, presentation, negotiation, relationship building, decision making, problem solving, teamwork, leadership. Students are also equipped with specialised skills such as qualitative and quantitative analysis.

The graduates from the programme should be enabled to work in positions as media relations executives; strategic public relations planner; internal and external public relations executives, public information executives; fundraising and community development executives; or public relations directors in state-owned agencies; domestic and international corporations, enterprises, social organisations or finance and banking institutions. If pursuing post-graduate training and research programme, the graduates may also pursue an academic career in this field.

The Bachelor of Leisure and Event Management (LAEM) programme has the goal of training future international leisure and event management bachelors: “Having moral, political, and healthy qualities; Having professional knowledge and capacity in economics, business administration, leisure and event management, meeting the development requirements of the industry, society and international integration; having abilities to think independently, work in an international multicultural environment and adapt to future personal development requirements”⁸.

Targeted employers for LAEM programme students after graduation include businesses and organisations operating in three main fields: tourism, leisure, and events. Although there are no graduates yet, they are supposed to find job opportunities at international, multinational, and global companies and organisations within the tourism sector, such as positions in the MICE (Meetings, Incentives, Conferences, and Exhibitions) departments of travel companies and organisations related to MICE tourism; event service providers and companies offering related services like venue provision, catering, etc. (including event-related positions in hotels and resorts); and leisure service providers such as theme parks, gaming, casinos, sports, esports, live performances, etc. Additionally, students can pursue in-depth research in the fields of tourism, entertainment, and events by pursuing an academic career.

To meet the requirements of the target employers, the LAEM training programme is designed to provide students with not only the basic knowledge of economic management and business administration in the global business environment, but also specialised knowledge, practical

⁸ See SER, p. 11

skills in international leisure and event management, and the ability to work autonomously and responsibility in an international working environment.

Established in 1994, the **Vietnam-Netherlands Master's Programme in Development Economics (MDE)** aims to equip students with in-depth and updated knowledge in this field. The programme's key objectives are:

- Solid background in Development Economics: MDE Intend to provide a comprehensive understanding of core economic principles and the development of economies and financial systems. These foundations are essential for exploring related fields such as public policy and environmental economics. Furthermore, it fosters strong analytical thinking as a cornerstone of research. Students also acquire knowledge of financial institutions and markets, alongside practical skills such as project evaluation and impact evaluation of development programmes.
- Advanced analytical tools: The programme aims to equip students with the tools to analyse data and information effectively. This includes comprehensive training in statistics and econometrics. MDE strives to foster a data science perspective, empowering students to solve real-world problems through expertise in data collection, visualisation, and presentation. By the second year, students are expected to be able to conduct empirical studies in economics independently.
- Rigorous research skills: Beyond economics and econometrics, MDE offers such courses as *Research Methodology* and *English Academic Writing*. These courses aim to ensure that students can conduct academic research, from drafting concept notes and proposals to presenting and defending their ideas.

The target group for the MDE programme includes aspiring and current professionals in the fields of economics and development sectors, both domestically and internationally. The University seeks to train future leaders, policy makers, consultants, and researchers who are well-equipped with advanced analytical skills and knowledge, enabling them to effectively contribute to the sustainable socio-economic development of Vietnam and other developing countries.

MDE graduates are intended to be enabled to become leaders in various fields and organisations such as policy makers, economic and policy consultants, researchers, and development and finance experts. To meet those occupations' requirements, MDE graduates are expected to be able to

- analyse the operations of economies, business and households' decisions in a developing economy
- collect, process, and analyse data
- design, analyse, and evaluate policies and development programmes
- conduct research
- identify problems and propose suitable solutions
- MDE graduates are well-positioned to pursue doctoral programmes in economics or related fields.

The **Executive Master in Economic Management Programme (MEM)** at the National Economics University aims to enable graduates to become competent executive managers and be capable of solving any arising problems in a scientific and systematic approach based on their own experiences and academic knowledge. Thus, they may enhance

efficiency and effectiveness of the public sector operations and the quality of serving society.

The Executive MEM Programme provides learners with advanced, in-depth and updated knowledge about the management and operation of public and socio-political organisations. Specifically, the programme intends to improve (i) knowledge and skills of analysing and planning socio-economic policies; (ii) skills of deploying, coordinating and organising the implementation of strategies, plans, policies and programmes for socio-economic development; of solving practical problems in public organisation management; (iii) capability to lead, guide and inspire colleagues, organisations and stakeholders towards providing public services with increasingly high quality to society; (iv) ability to self-study and supplement knowledge to develop oneself at the doctoral level. In addition, the programme intends to serve as a bridge to create a network of experienced managers.

Appraisal:

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

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. 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

For all Bachelor programmes:

The University has established a network of partner universities, which includes dual degrees and exchange semesters. These include Saxion University (Netherlands), University of East Anglia – UEA (United Kingdom), Macquarie University (Australia), Griffith University (Australia), University of Waikato College (New Zealand), California State University, San Bernardino (United States) and the University of Baltimore (United States). The California State University and University of Baltimore are open to all bachelor students of the AEP school, while the others are limited to students of certain programmes.

The programmes are mostly taught in English language. Several courses in the programmes are taught by lecturers who are from foreign universities, which come from network of foreign lecturers from various higher education institutions in developed countries and can invite them to teach in the programme.

For the MDE programme:

As a joint initiative between NEU and the International Institute of Social Studies (ISS) of Erasmus University Rotterdam (the Netherlands), the **MDE programme** offers a unique learning experience. Entirely conducted in English by NEU lecturers, most of whom earned

their PhD abroad, and ISS lecturers, providing students with direct international exposure and a multicultural academic environment.

Initially funded by the Dutch Government from 1994 to 2002, the MDE programme was continued under the direct leadership of NEU and then the Institute of Public Policy and Management - IPPM. Following the University's restructuring plan in 2019, the Faculty of Economics has taken responsibility for the programme's implementation since then. The current MDE curriculum was initially designed by the ISS and further developed by the faculty after consulting other similar master's programmes at universities around the world. The curriculum is delivered by MDE lecturers, most of whom have earned their doctoral degrees or worked in universities abroad and have experience collaborating with international scholars.

For the MEM programme:

The international value of the **Executive Master in Economic Management** programme is related to typical students that consist of managers in public organisations, state agencies and businesses. In addition to lecturers at National Economics University, who earned their post-graduate degree in foreign countries, there are experts from Foreign Trade University, Hanoi University of Science and Technology, FPT University, Central Economic Committee, etc. International aspects are integrated by guest lectures and study visits.

Appraisal:

The programmes' design appropriately take into account the required international aspects, with respect, too, to its graduates' employability. This applies above all to the bachelor's programmes, which are taught in English and offer exchange opportunities. The MDE is also conducted in English. However, during the digital site visit, the panel gained the impression that cooperation with has lost intensity in recent years and that there is no longer any exchange of lecturers, especially since digital media have opened up new opportunities for cooperation. The panel therefore formulates a **recommendation for the MDE**: the University intensifies its cooperation with the Erasmus University in Rotterdam.

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

1.3 Positioning of the study programme

Positioning of the study programme on the educational market

In the programme **Business Management**, the capstone courses in the programme are selected from the curriculum of California State University, Long Beach (USA). According to self-evaluation report, the students in the programme have access to state-of-the-art study materials and they are trained for skills which are highly relevant to their future career in

business administration⁹. The students also have opportunities to apply for internships in local and international business organisations as NEU's partners in the professional field.

Students in the **Public Relations** programme are trained for management of social media, content creation, public communication, public relations planning, etc. for the achievement of organisational goals. Although there are a dozen of local higher education institutions offering different undergraduate programmes in public relations, the Public Relations programme at NEU is distinguished by a curriculum adapted to international universities, including Leeds Beckett University (UK), RMIT University (Australia), and Boston University (USA).

Concerning the Bachelor programme **Leisure and Event Management**, National Economics University is the first university training institution in the field of travel and hospitality. After 35 years of building and developing training in the tourism and hotel industry, the university has developed a wide variety of programmes in the area of international hospitality management. Based on the practical training in fields related to tourism, leisure, and event management, and the market demand for human resources with expertise in these areas at the bachelor level, the Faculty of Tourism and Hospitality has established the Tourism major, specialising in Leisure and Event Management.

With the high demand for human resources and the shortage of professionals in leisure and event management sectors in Hanoi, the northern region, as well as nationally and internationally, in the past ten years, many training institutions have also launched programs in this field. Therefore, the Leisure and Event Management training programme at NEU faces competition in attracting students from these institutions. However, the LAEM Programme differentiates itself from the competitors by being taught 100% in English (except for political, defense, and physical education subjects), featuring a clear international orientation and practical experiences starting from the first year and distributed evenly over four years.

MDE was launched in 1994 and a pioneer at that time. With one exception, NEU remained the sole provider of English-taught master's programmes in Development Economics in Vietnam until the early 2010s. While other universities such as Vietnam Fulbright University (VFU) and Vietnam-Japan University (VJU) offer English-language master's programmes in public policy, which is close to Development Economics, but their focuses lean more on public administration/management rather than academic and economic research. Other programmes in Developing Economics are all delivered in Vietnamese, which provide students with fewer career opportunities, limited access to English-written high-quality materials, and a narrower international network.

In the educational market of Vietnam, based on the approval by Ministry of Education and Training in 2011, National Economics University was the first institution launching the **Executive MEM programme** as a pilot programme. Especially, this is the first programme for managers and leaders only. This focused group results in an appropriate design that matches with participants' needs. The survey in 2021 of the employers of programme graduates reveals that the competencies of the graduates were positively acknowledged. The employers appreciated knowledge, skills and influences of graduates.

The reasons given for the positioning in the educational market of this study programme are plausible. All five programmes are prestigious programmes offered by the university. There are influential networks, particularly for alumni of the master's programmes.

⁹ See SER, p. 10

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

A study of potential job market for future graduates from the programme **Business Management** was conducted in 2023. The results from the study indicate that the future graduates from the programme are positively received in the job market. The graduates from the programme Business Management are prepared to work as business professionals in either local or international business organisations. They can be experts in functional business areas such as operations, sales, marketing, human resources, finance, logistics and supply chain, production, quality, projects, research and development, general administration, corporate culture development in companies, economic groups, government agencies or non-profit organisations. They can also start their entrepreneurial career. They can alternatively continue on the path of academics and research and are trained at the postgraduate level, students will gain deeper professional knowledge, more integrated thinking, and increase their ability to solve problems in the field of management of science and technology to work better and can also become a lecturer or researcher of a training institution in economics and business management.

A study of potential job market for future graduates from the programme **Public Relations** was conducted in 2023. The results from the study indicate that the holder of bachelor's degree in public relations is positively received in the job market. The future graduates from the programme are meant to be prepared to work in various positions such as media relations executives; strategic public relations planner; internal and external public relations executives, public information executives; fundraising and community development executives; or public relations directors in state-owned agencies; domestic and international corporations, enterprises, social organisations or finance and banking institutions.

With regard to the **Bachelor Programme Leisure and Event Management**, statistics for future importance and job opportunities are very positive. According to data from the General Statistics Office of Vietnam (GSO) and the Ministry of Culture, Sports and Tourism (MCST), in recent years, Vietnam tourism has experienced strong growth with an average annual growth rate of over 10% in international arrivals and more than 5% in domestic visitors. In the next phase, until 2025, the total revenue from tourism is forecasted to grow at an average rate of 13-14% per year; its direct contribution to GDP will reach 12-14%; tourism will create about 5.5-6 million jobs, including about two million direct jobs. The tourism and leisure sectors currently account for about 12-15% of GDP. Based on statistical analysis, the job market in the leisure and event management industry still lacks a significant number of workers, particularly highly skilled professionals. Occupations in this field are expected to continue being in high demand through 2030.

MDE is designed for working professionals, offering a full-time Master's degree in Development Economics. Most MDE students are currently employed in public or private sectors, seeking to enhance their research and analytical skills based on knowledge of economics, development, or finance for their current or future careers. MDE aims to equip graduates with a broad knowledge base applicable to diverse organisations, including government agencies, international and non-governmental organisations, banks and financial institutions, and research institutes. Such a foundation allows MDE graduates to pursue various career paths such as policymakers, economic and policy consultants, researchers, and development experts. Additionally, they are qualified to follow academic endeavours such as domestic or

international PhD programmes in Economics or related fields, and to become university lecturers in those fields.

Over the past 30 years, MDE graduates have made significant contributions to Vietnam's policy-making landscape. Alumni hold for example the position of the Governor of the State Bank of Vietnam, leaders of local governments (Chief Party of Can Tho City), research institutions, Director General of Institute of Labour Science and Social Affairs of MOLISA), universities (NEU, Foreign Trade University), private firms (FPT), and banks (VCB; BIDV).

The **Executive Master of Economics (MEM)** is designed for working professionals, offering a part-time MBA in Economics. Most MEM students are currently employed in the public sector, seeking to enhance their research and analytical skills based on knowledge of economics and management for their current or future careers. MEM aims to equip graduates with a broad knowledge base in economics and management applicable to diverse organisations, including government agencies, international and non-governmental organisations, banks and financial institutions, and research institutes. MEM students are generally employed in good positions and aspire to higher positions.

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

According to the self-evaluation report, NEU is a leading higher education institution in business, management and economics and plays a leading role in promoting research and training in these fields in Vietnam¹⁰. The University has identified its mission as a pioneer in these fields, developing and disseminating business, management and economics knowledge to the whole society, attracting talents and providing high-quality human resources for society. With a research orientation, the University has offered several development policies and guidelines in the business, management and economics and has provided many recommendations for localities, organisations and enterprises. NEU have thus developed various undergraduate and postgraduate programmes in business, management, and economics, including two undergraduate programmes: **Business Management** and **Public Relations**.

The **LAEM programme** is a pioneering initiative of the Faculty of Tourism and Hospitality at NEU. Its pioneering nature is evident in the programme's objectives, its strong international orientation, and its strategic positioning within the educational and job markets, as well as in alignment with the overall strategy of the University. It is further reflected in the programme's curriculum, structure, approach, and international focus, all geared towards equipping students with high employability upon graduation. NEU decided to develop the LAEM Programme because this programme is in line with the development strategy of the University, of the Faculty of Tourism and Hospitality, and meets the needs of human resource development in the current and future tourism force

MDE aligns with NEU's strategic vision to focus on internationalisation and steadily climbing the ranks within Asia. First, its curriculum adheres to international standards in the field of Development Economics. Second, it strives to equip graduates with the expertise needed across various sectors, including academic institutions, socio-economic development research institutes, and policy-making bodies. MDE graduates are intended to be prepared for impactful roles in both public and private sectors as well as at central and provincial levels.

¹⁰ See SER, p.13

The **Executive MEM programme** is the flagship programme of the University according to the self-evaluation report¹¹. The programme attracts experienced managers and government officers as prospective participants, who have ambition of changing their own working performance and improving their impact on the organisations. Also, the School formed a network of alumni and students so that they have good chances of exchanging knowledge and lessons learnt. This matches with the institution's concept that National Economics University concentrates on developing educational programmes that enable graduates with competencies and skills terms of economics, management and business administration.

The University focuses on improving training quality under the orientation of integration and linkage with reality. At the same time, interdisciplinary and transdisciplinary study is another target that Executive MEM Programme should be regarded as a contributor to this objective.

In addition to the academic mission as analysed above, this programme should be offered due to its strong network among academics and practitioners. The programme not only connects managers from different enterprises and organisations to exchange knowledge and experiences with each other, but it also builds up a network between these learners as a team to visit and co-operate with other organisations. Thanks to this multi-lateral relationship, all managers can learn from one another, compensate for each other's weaknesses and together they build up a strong business network in Vietnam with internal and external contracts and development. They should also back up the university by connecting students with organisations, providing other kinds of learners with training courses and field trips, etc. This matches with the strategic concept that the University maintains a widespread network with business community and organisations.

Appraisal:

The reasons given for the positioning in the educational market of this study programme 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 programme offered by the University are prestigious programmes. In particular, some alumni of the master's programmes now hold important positions in politics and business. The extensive network plays a central role, benefiting students in their search for jobs. However, the information about the whereabouts was mostly based on individual careers of alumni. The panel missed more standardised information about the whereabouts of the students. Therefore, they issue a **recommendation for all programmes**: The University provides more detailed information about employability.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programmes in the educational market			X		

¹¹ See SER, p. 15

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

2. Admission

2.1. Admission requirement

For all Bachelor programmes:

Based on the undergraduate admission regulations and the college admission by Circular 08/2022/TT-BGDĐT dated June 6, 2022, issued by the Minister of Education and Training of Vietnam, the National Economics University has established its undergraduate admission regulations in accordance with Decision No. 2533/QĐ-DHKTQĐ, dated November 1, 2022, issued by the President. These regulations are effective starting from the 2023 admission cohort. The following content outlines the key aspects of the University's admission policy for NEU's regulations for admission. The admission requirements of National Economics University (NEU) are clearly defined and comprehensible to all applicants. They are developed in accordance with the regulations of the Ministry of Education and Training (MOET) and strictly comply with the national legal framework governing higher education admissions.

All requirements and procedures are formally described and documented in NEU's official regulations and annual admission 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 enrollment. As result, applicants at the time of selection (before official admission results are announced) include:

- Persons who have been awarded a Vietnamese Upper Secondary Education (High School) Graduation Diploma, or a foreign qualification recognized as equivalent;
- 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 medically fit for study in accordance with current rules;
- 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.

Transparency and accessibility are ensured 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. Applicants, parents, and other stakeholders can easily access these materials, which provide clear instructions on the application process, required documents, deadlines, and selection criteria.

By integrating national regulations with NEU's institutional policies, the admission requirements not only guarantee compliance with external standards but also reflect the University's mission to attract talented students.

According to the regulations of the National Economics University, all candidates submitting the application at **MDE** are required to fulfill the following eligibility criteria:

Degree requirements

- Candidates with a bachelor's degree in Development Economics are eligible to apply for entry examination without taking part in any supplementary course.
- Candidates with a bachelor's degree in a close major are eligible to apply if they have completed three supplementary courses comprising Development Economics, Statistics, and Labor Economics before taking the entrance exam.

English requirement: Candidate must meet one of the following requirements:

- Hold a bachelor's degree or higher in a foreign language major or hold a bachelor's degree or higher from a programme primarily conducted in a foreign language. The applicable foreign language in this context is English.
- Hold a bachelor's degree or higher issued by a university within the past two years, where the programme's learning outcomes have met the foreign language proficiency requirement at level 4 or higher according to the six-level Foreign Language Competency Framework for Vietnam
- Possess one of the diplomas or foreign language certificates at a level equivalent to level 4 or higher according to the six-level Foreign Language Proficiency Framework for Vietnam or other equivalent certificates recognised by the Ministry of Education and Training, valid within two years from the date of issue to the date of application submission. English certificates equivalent to level 4 or higher: TOEFL iBT ≥ 46 , IELTS ≥ 5.5 , TOEIC (Listening ≥ 400 , Reading ≥ 400 , Writing ≥ 160 , Speaking ≥ 150), Cambridge Assessment English B2 or higher.

Eligible candidates can send the application package using the online form on the website. Required documents include a registration form, curriculum vitae, notarised copy of the transcript and a university diploma; four 3x4 colour photos, and a certificate of additional knowledge (if any).

To be admitted to the **Executive MEM** programme, the candidate should have at least two years working experience at the departmental management level or higher in public organisations, agencies or businesses. The management experience requirement matches well with the strategic goals of the programme that provide learners with advanced, in-depth and updated knowledge about the management and operations of public organisations and socio-political organisations.

Applicants holding a bachelor degree or master degree/PhD of the same major or similar major in the field of economics, administration and management are eligible for entry examination without taking part in any supplementary courses. Applicants having bachelor degree of other majors or faculties, not belonging to the aforementioned fields, should have completed five supplementary courses prior to the entry examination. This stipulation is to ensure that such candidates would be capable to study and complete the programme. The five supplementary courses are (1) Economics, (2) Business administration, (3) Management studies, (4) Development Economics, and (5) Monetary finance theory.

2.2 Counselling for prospective students

For all programmes:

Regarding admissions consulting activities, all information related to admission criteria is published on the website of National Economics University, admission counseling day at the university, to high schools in Hanoi and neighboring provinces.

NEU provides Admission Regulations and Admissions Schemes. These documents are publicly announced in the media for candidates. Admissions methods and criteria are also clearly defined and revised annually to review the effectiveness of admissions. The Admissions Schemes includes information about the mission of NEU, training scale, NEU's enrollment information, enrollment time, quality assurance conditions as well as the employment situation of students, statistics on the number and enrollment score in previous years. The database of annual enrollment results is used to self-research for the future enrollment.

From March to September, NEU organises admission consulting sessions on the University campus as well as some high schools in Hanoi and other provinces. In addition, NEU organises annual admission events on the University campus for applicants to provide them with necessary information prior to making decisions. Applicants then consider programmes for their admission registration.

Candidates can contact the admissions department through the phone number listed on the flyers and enrollment content. Candidates can visit the university through the programmes "One day as a NEU student" or "Enrolment counseling day" organised by NEU for 12th grade students from high schools. Prospects can visit experience facilities: classrooms, libraries, conference halls, football fields etc.

For the **Bachelor programmes**, the School 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; prospective students can get information about the programmes from the distributed brochures or dialogue with the assigned counsellors at the fairs.

The School website provides prospective students with information about admission to AEP's programmes and answers to frequently asked questions. Furthermore, it organises Facebook livestreams by which prospective students' questions are answered by the admission counselling team. Prospective students can visit the office, meet with programme coordinators, get direct counselling from the assigned counselling staff or programme coordinators at the School's office or via telephone and e-mail.

Staff is assigned to coordinate the admission counselling services for all programmes. All programme coordinators are also involved in the counselling service when needed.

The admission requirements are made accessible to candidates through brochures and the **MDE's** website. In addition, candidates can contact MDE for any inquiry. To ensure that applicants' inquiries are promptly responded, various counselling services and helpdesk are available through:

- phone calls to the MDE Office during office hours
- online consultancy on the MDE website
- visiting the MDE Office for in-person consultancy

- questioning on the MDE Facebook fan page

All the contact information above is available on the MDE's website.

Counselling services are also available after hours. Staff's mobile phones are accessible at weekends or holidays. Moreover, candidates can consult the MDE programme management board upon request.

The Management Board of the **Executive MEM** programme always assures that all details related to study plan, assessment and evaluation, fieldtrip, graduation project as well as institutional regulations are available on the School's website so that anyone wishing to take part in the programme can easily find out his/her missing information beforehand. Announcements, instructions and documents for Programme enrolment and arising problems are published on the website at easy-to-find section.

For direct counselling and support, there are Programme coordinators and secretaries. In any cases that prospective applicants need help, they should feel free to directly contact those people for the most informative and satisfying responses. These counselling one-to-one (learner-counsellor) sessions can be carried out through mobile phone (hotline) or in person (at the School office). The School also provides other counselling channels in social network sites such as landing page, Facebook page and Zalo app. By this way, any questions are automatically and instantly sent to the Management Board so that answers can be timely provided. It should be notified that the coordinators and secretaries are enthusiastic and experienced to give the best consultancy and support.

2.3 Selection procedure

For all Bachelor programmes:

Based on the Ministry of Education and Training's (MOET) overall plan for selection for full-time programmes, the University coordinates to implement the following steps:

Step 1. Register: Applicants register for selection on MOET's Admission Portal (hereinafter referred to as "the system") or on the National Public Service Portal. Applicants conduct their selections at the University under the applicable methods: selection/combined selection using upper-secondary graduation exam results, upper-secondary academic records, or other exams/assessments;

Step 2. Virtual filtering: The University organises selection according to its own admission methods and criteria or voluntarily collaborates in groups to organise selection according to shared methods and criteria under the general plan. MOET provides guidance on the selection schedule and supports preference processing on the system.

After the preference-registration period on the common admission support system ends, the University downloads data from the system, including registered preferences; upper-secondary academic records; upper-secondary graduation exam results and graduation consideration scores; results of examinations organized by higher-education institutions in the admission year; and applicants' area-based and policy-category priority data for use in selection.

After each selection cycle, the University uploads to the system the list of candidates projected to be eligible for admission to majors/programs (by admission method). The preference-

processing system will automatically remove lower-ranked preferences for candidates who are eligible under multiple preferences and return the list of candidates projected to be admitted according to their highest-ranked preference.

Based on the results of preference processing, the University repeats the selection process in the next cycle(s) and adjusts the admission cutoff scores to match the quotas within the prescribed timeframe. In the final cycle, the University determines the cutoff scores for majors/programs (by admission method) and uploads to the system the official list of candidates who meet the admission conditions. On the basis of the final preference-processing results, the University issues the final list of admitted candidates to the respective majors/programmes.

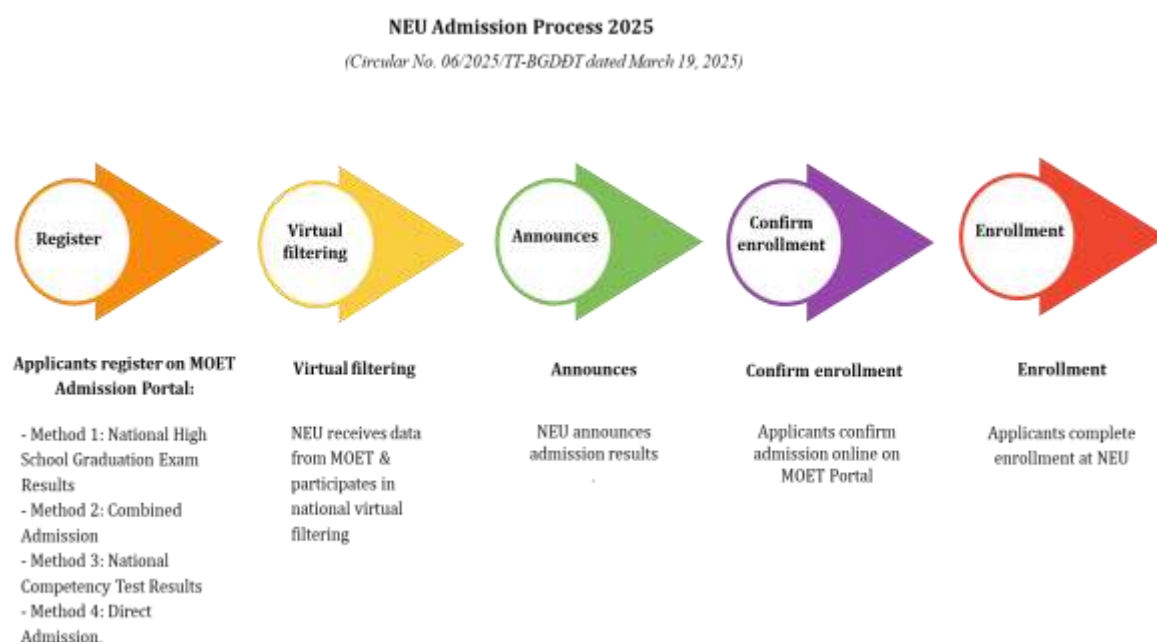
Step 3. Announces: The University announces the admission cutoff scores (and any additional conditions or tie-breaking criteria, if applicable) for majors/programs by admission method; and enables applicants to look up their individual selection results on the University's portal (or the portal of the consortium/group of institutions conducting joint selection).

Step 4. Confirmation of enrollment: The University sends admission notices to admitted candidates, specifying the procedures required for enrollment and the mode of enrollment. Candidates confirm enrollment online on the system before completing on-site enrollment at the University. Candidates who have confirmed their enrollment at the university are not allowed to participate in admission at other institutions or additional admission rounds, unless approved by the university.

Step 5. Enrollment: Upon enrollment, students are required to submit their admission documents, complete tuition fee payment, confirm their personal and academic information, and take part in orientation activities.

The admission procedure is presented in the following diagram:

Figure 2: Admission procedure



For the selection of **MDE** students there are two steps: the applications are scanned and there will be an entrance exam for prospects. This step assesses the candidate's overall abilities,

including logical thinking, analysis, critical evaluation, and problem-solving skills. This subject includes a 90-minute exam consisting of multiple-choice and essay questions. It covers knowledge in mathematics, logic, and economics. The test is followed by an interview that aims to evaluate the candidate's understanding of socio-economic issues and directly assesses their motivation for participating in the programme. The admission score is calculated as $\text{Admission Score} = (\text{Interview Score} \times 0.5) + (\text{The Exam Score} \times 0.5)$. After an official meeting, the NEU President will approve the final list, and official documents will be announced.

The entry examination for the **Executive MEM** programme consist of two parts:

Part 1: Evaluation on candidate's profile in terms of academic process as well as working and management experience. Profile score is concluded based on criterion of position, working and management experience; academic background and competencies of candidates.

Part 2: Interviews to assess candidate's motivation and capability of accomplishing the Programme; and to test management knowledge as well as management skills.

Conditions for successful candidates are:

- Satisfaction of foreign language requirement as mentioned above
- Score of each of the above two parts has an equal 50% weight. Admission total score is the sum of part 1 and part 2. The admission accepted score is top down.

2.4 Professional experience

The **Bachelor** programmes do not require professional experience.

The **MDE** programme does not require the graduate candidates to have prior professional experience before starting their studies.

The candidate for the **MEM programme** should have at least two years of management at department, project level or higher in public organisations and agencies, businesses. Management experience is counted from the day signed in the promotion decision to the examination date.

2.5 Ensuring foreign language proficiency

There are no English language requirements for **Bachelor's** programmes.

As outlined in the admission criteria, applicants for the **MDE programme** must meet the minimum English language standards by possessing one of the qualifications specified in Section 2.1 of this report. This requirement is higher than other master's programmes in Vietnam. The MDE programme uses this English proficiency threshold to ensure that students can effectively complete their studies in English. Furthermore, MDE conducts individual interviews with candidates in English before admission, further validating their language proficiency.

Specifically, the conditions on foreign language proficiency of the **Executive MEM** programme candidates are holding an undergraduate degree (or higher level) in a foreign language major; or an undergraduate degree (or higher level) where the programme was conducted mainly in

a foreign language. The other option is that they meet Level 4 or higher according to the 6-level Foreign Language Competency Framework for Vietnam.

2.6 Transparency and documentation of admission procedure and decision

For all programmes:

For the candidates:

- In terms of providing information: Each interested candidate is provided with complete, clear, reliable, consistent and timely information
- 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 program and discipline.
- In terms of matriculation chance: Candidates are given the highest chance of being admitted and have the right to determine their priority aspirations among the eligible training programs and disciplines.

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.

Upon completion of the admission process of **MDE**, an admission statement is issued by NEU and MDE. This statement will then be published on MDE's website and the list of successful applicants. Admission letters are also sent to applicants by post. Phone calls by the MDE Office are also followed to ensure that successful applicants are well-communicated regarding enrolment procedures. Those who were disqualified are also informed by post mails. All the documents collected from the candidates during the admission process, both in electronic and paper forms, are documented and made accessible for related staff.

Information about the **Executive MEM** is widely spread among prospective students who meet the requirements of management experience. Specifically, the admission targets at the following types of learners:

- Public sector: managers and leaders of central departments, ministries as well as provincial departments.
- Authorities of the Communist Party, social and political organisations at both central and provincial levels.
- Enterprise sector: managers and staff with working and managing experience in corporations, holdings, commercial banks and enterprises with foreign investment, etc.

Therefore, in addition to the publication on panel, website, etc.; the admission information is also shared on Facebook and direct counselling at potential authorities, departments and businesses.

The admission results are always released on the website ten days after all the tests have been scored and assessed by the University Professors. The whole process of marking for admission is supervised by the Management Board of the School, that of the University; and Inspectors of the University.

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 etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted.

Professional experience is not required for neither the bachelor programmes nor the MDE.

However, for an Executive MBA programme, professional experience is required of least seven years of professional experience after the first higher education qualification, with some at a leadership level. In order to be accepted into the Executive MEM programme, NEU only requires four years of professional experience, including two years of experience at department level. However, the requirements for admission to an executive MBA programme are seven years of management experience. The panel therefore formulates a **condition for the MEM programme**: The University aligns the defined qualification level of entrants with FIBAA requirements. Certified proof of this experience must be shown at the time of the admission.

The admission requirements for the **Bachelor programmes** (required language proficiency level or required result in a concrete language test) or preparatory language courses do not ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). English proficiency is not a prerequisite, although courses are mostly held in English throughout.

The admission requirements for the **MDE** (required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programme.

The admission requirements for the **MEM** (required language proficiency level or required result in a concrete language test) require proficiency in a foreign language. However, these may be other foreign languages, not necessarily English. Although the programme is conducted in Vietnamese, students should be able to follow international guest lectures and understand literature in English. Therefore, it is not guaranteed that students will be able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The panel therefore issues a **condition for the programmes Business Management, Public Relations, Leisure and Event Management, and the Executive MEM**: The University ensures that students have English language proficiency when starting studies.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			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)				Condition MEM	X Bachelor MDE
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X MDE	Condition BM, PR, LAEM, MEM	
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

Logic and conceptual coherence and rationale for degree and programme name

The **Business Management** programme curriculum is designed based on the bachelor programme of California State University, Long Beach (USA), which includes general knowledge and professional knowledge. The current curriculum has 128 Vietnamese credits (205 ECTS) of which, 41 are general knowledge and 87 belong to professional knowledge. Of the total 128 credits, 86 are compulsory courses, 15 are course project and thesis, whereas 27 are elective courses. The selective courses that students can choose in the programme in the general education including the courses in Arts, Arts & Humanities, Lifelong Learning and Self Development and twelve courses in professional education.

Table 5: Curriculum of the programme Business Management

1.Semester	Course Name	Credits	ECTS
	Marxist-Leninist Philosophy (Compulsory)	3	4.74
	Political economics of Marxism and Leninism (Compulsory)	2	3.16
	Scientific Socialism (Compulsory)	2	3.16
	Calculus for Business (Compulsory)	3	4.74
	Principles of Microeconomics (Compulsory)	3	4.74
	Total ECTS:	13	20.54
2. Semester			
	Writing Skills (Compulsory)	3	4.74
	Principles of Macroeconomics (Compulsory)	3	4.74
	Big data Analytics (Compulsory)	3	4.74
	Office Productivity Software (Compulsory)	3	4.74
	Vietnam Communist Party History (Compulsory)	2	3.16
	Ho Chi Minh Ideology (Compulsory)	2	3.16
	Total ECTS:	16	25.28
3. Semester			
	Critical Thinking (Compulsory)	3	4.74
	Military Education (Compulsory)	X	X
	Business Ethics (Compulsory)	3	4.74
	Introduction to Law and Business Transactions (Compulsory)	3	4.74
	Choose 1 out of 3 courses		
	Regional and People of the World (Selective)	3	4.74
	Introduction to World Literature (Selective)	3	4.74
	Introduction to Physical Geography (Selective)	3	4.74
	Choose 1 out of 3 courses		
	Small Group Discussion (Selective)	3	4.74
	Introduction to Modern Dance (Selective)	3	4.74
	Social Media Communication (Selective)	3	4.74

	Total ECTS:	15	23.7
4. Semester 4			
	Elementary Financial Accounting (Compulsory)	3	4.74
	Introduction to Business Statistics (Compulsory)	3	4.74
	Principles of Marketing (Compulsory)	3	4.74
	Human Resources Function (Compulsory)	3	4.74
	International Business (Compulsory)	3	4.74
	Managerial Decision-Making Processes (Compulsory)	3	4.74
	Supply Chain Management (Compulsory)	3	4.74
	Total ECTS:	21	33.18
5. Semester 5			
	Management Information Systems (Compulsory)	3	4.74
	Principles of Management (Compulsory)	3	4.74
	Business Communication (Compulsory)	3	4.74
	Event Management (Compulsory)	3	4.74
	Personal & Family Financial Management (Selective)	3	4.74
	Introduction to Computer Engineering and Computer Science (Selective)	3	4.74
	Leadership and Motivation in Organizations (Selective)	3	4.74
	Project Cost-Benefits Analysis (Selective)	3	4.74
	Total ECTS:	15	23.7
6. Semester 6			
	Business Strategy and Policy (Compulsory)	3	4.74
	Business Finance (Compulsory)	3	4.74
	Organization Theory (Compulsory)	3	4.74
	Entrepreneurship and New Venture Creation (Compulsory)	3	4.74
	Operations Planning and Control (Compulsory)	3	4.74
	Guest Speakers and Seminars/Major research (Compulsory)	3	4.74
	International Economics (Selective)	3	4.74
	Introduction to Development Economics (Selective)	3	4.74
	Environmental Issues of World Economy (Selective)	3	4.74
	Sustainable Business Management (Selective)	3	4.74
	Selected Topics in Management (Selective)	3	4.74
	Total ECTS:	21	33.18
7. Semester 7			
	Managing Quality for Productivity (Compulsory)	3	4.74
	Management and Society (Selective)	3	4.74
	Production Control (Selective)	3	4.74
	Logistics Management (Selective)	3	4.74
	Project Management (Selective)	3	4.74

	Behavioral Research Methods (Selective)	3	4.74
	Service Management (Selective)	3	4.74
	Experiential Entrepreneurial Management (Selective)	3	4.74
	Total ECTS:	15	23.7
8. Semester 8			
	Final Thesis	12	18.96
	Total ECTS:	12	18.96

The learning outcomes of the programme and of its educational components intend to equip students with basic knowledge of economics, management, society, and humanities; in-depth knowledge and skills in leadership, administration, and starting up all types of enterprises in the market economy and international integration; independent research thinking; the ability to research and supplement their knowledge according to the requirements of the job.

The programme's name Business Management is chosen based on the alignment with NEU's overall strategy, the contents of the curriculum and the programme objectives. The programme focuses on strategy and leadership, operations management, entrepreneurship and business development, business culture and sustainable development, quality management, and innovation.

The **Public Relations** programme is designed to provide students with fundamental knowledge of socio-economics, management, business administration, specialised knowledge and skills in Public Relations. The knowledge and skills provided by the programme can help to analyse the influence of internal and external environment on public relations activities; to be able to propose public relations solutions/programs to maintain and develop relationships and establish an image for organizations in the context of Industry 4.0; to be able to plan and implement many types of tasks related to public relations in businesses, organizations and corporates in the context of globalization and multiculturalism.

The current curriculum has 130 Vietnamese credits (205 ECTS), of which, 50 are general education and 80 belong to professional education. Of the total 130 credits, 115 are compulsory whereas 15 are electives. Some courses that students can choose from in the training programme such as *Communication Media Planning, Sales Promotion, Brand Identity, Digital Content Marketing, Multimedia Technologies, Social Marketing, Social Media marketing* or *Public Services Marketing*

The curriculum of the programme was approved in 2023 and is in accordance with the law and the University's regulations.

Table 6: Curriculum of the programme Public Relations

	Course Name	Credits	ECTS
1. Semester			
	Philosophy of Marxism and Leninism (Compulsory)	3	4.74
	English 1 (Compulsory)	4	6.32
	Mathematics for Economics (Compulsory)	3	4.74
	Fundamental of Laws (Compulsory)	3	4.74
	Microeconomics 1 (Compulsory)	3	4.74
	Behavioral Psychology	3	4.74

	Total ECTS:	19	30.02
2. Semester			
	Political Economics	2	3.16
	Scientific Socialism (Compulsory)	2	3.16
	English 2 (Compulsory)	4	6.32
	Macroeconomics 1 (Compulsory)	3	4.74
	Human Resource Management (Compulsory)	3	4.74
	Principles of Marketing (Compulsory)	3	4.74
	Foundation of Vietnamese Culture (Compulsory)	3	4.74
	Total ECTS:	20	31.6
3. Semester			
	Communist Party History (Compulsory)	2	3.16
	Ho Chi Minh Ideology (Compulsory)	2	3.16
	English 3 (Compulsory)	4	6.32
	Military Education (Compulsory)	X	X
	Principles of Public Relations (Compulsory)	3	4.74
	Marketing Research (Compulsory)	3	4.74
	Business Communication (Compulsory)	3	4.74
	Total ECTS:	17	26.86
4. Semester			
	Integrated Marketing Communications (Compulsory)	3	4.74
	Consumer Behavior (Compulsory)	3	4.74
	English for PR Major (Compulsory)	3	4.74
	Total ECTS:	9	14.22
5. Semester			
	Business Management 1 (Compulsory)	3	4.74
	Corporate Culture (Compulsory)	3	4.74
	Public Relations Planning (Compulsory)	3	4.74
	Event Management (Compulsory)	3	4.74
	Total ECTS:	12	18.96
6. Semester			
	Crisis Management (Compulsory)	3	4.74
	Advertising Agency management (Compulsory)	3	4.74
	Sponsorship Management (Compulsory)	3	4.74
	Writing Skills for Public (Compulsory)	3	4.74
	Internship for PR (Compulsory)	4	6.32
	Total ECTS:	16	25.28
7. Semester			
	Brand Management (Compulsory)	3	4.74
	Communication Media Planning (Selective)	3	4.74
	Modern Journalism (Compulsory)	3	4.74
	Ethics Foundation of Communications and Law (Compulsory)	3	4.74
	Total ECTS:	12	18.96
8. Semester			
	Graduation Thesis (Compulsory) PR Final Thesis	10	15.8
	Total ECTS:	10	15.8

Electives:			
	Choose 3 out of 4 courses		
	Digital Content Marketing (Selective) – Semester 4	3	4.74
	Social Marketing (Selective) - Semester 4	3	4.74
	Social Media marketing (Selective) - Semester 4	3	4.74
	Public Services Marketing (Selective) - Semester 4	3	4.74
	Choose 2 out of 3 courses		
	Sales Promotion (Selective)	3	3.16
	Brand Identity (Selective)	3	4.74
	Communication Media Planning (Selective) – Semester 7	3	4.74

The programme Public Relations helps to meet students' increasing demand for gaining knowledge and skills necessary to work in such public relations related positions in state-owned agencies; domestic and international corporations, enterprises, social organisations or finance and banking institutions. The name of the programme fits with the programme's objectives, curriculum contents and learning outcomes.

The content of the **LAEM** programme reflects the objectives and programme learning outcomes (PLOs) of the programme. Objectives, course descriptions, course learning outcomes, detailed content of the courses are supposed to ensure balance, coherence, and alignment with the intended PLOs and overall curriculum standards. In addition, the programme is designed to maintain a balance between compulsory and elective courses, fostering both connectivity and a well-rounded educational experience. This structure ensures that students develop the necessary competencies and skills. Practical components such as field studies, projects, and internships are seamlessly integrated into the curriculum in a scientific and logical manner. These elements are crucial in meeting the programme's training objectives and distinct requirements, setting them apart from others. Specifically, these practical aspects are incorporated into key courses including *Career Development in the Event and Leisure Industry*, *Introduction to Leisure and Event Management*, *Event Operations*, *Leisure Service and Event Operations*, *Project* as well as Internship courses. These elements are strategically distributed across the four standard academic years, ensuring consistent engagement and learning.

Table 7: Curriculum of the programme Leisure and Event Management

	Course Name	ECTS
1. Semester	Marxist-Leninist Philosophy	2.92
	Fundamentals of Laws	3.75
	Microeconomics 1	3.75
	Mathematics for Economics	3.50
	Career development in event and leisure industry	3.75
	Total ECTS:	17.67
2. Semester	Macroeconomics 1	3.75
	Essentials of Management 1	3.75
	Tourism Economics	3.50
	Internship	10.00
	Introduction to event and leisure management	3.75
	Event Operations	3.75
	Total ECTS:	28.50
3. Semester	Sociology	3.50
	Accounting Principles	3.75
	Cultural History of Vietnam	3.75

	Principles of Marketing	3.75
	Experience Management	3.75
	Psychology and Communication in Tourism	3.75
	Total ECTS	22.25
4. Semester	Political Economics of Marxism and Leninism	2.33
	Socio-Economic research Methods	3.75
	History of World Civilization	3.75
	Leisure Service and Event Operations	5.42
	Project	7.50
	Total ECTS:	22.75
5. Semester	Data Science in Economics and Business	3.75
	Artificial Intelligence in tourism and leisure	3.75
	Operation Management in Tourism and Leisure	3.75
	Culture Policy	3.75
	Gaming and Casino Management (elective)	3.75
	Business of wedding and social events (elective)	3.75
	Theatre and Performance (elective)	3.75
	Total ECTS:	26.25
6. Semester	Scientific Socialism	1.94
	Communist Party History	4.26
	Leisure Service Management	3.75
	Human Resource Management (elective)	4.58
	Sport Management (elective)	3.75
	Meeting, Incentive, Cooperation and Exhibition Management (elective)	3.50
	E-tourism (elective)	3.75
	Hospitality Business Management (elective)	3.75
	Travel Business Management (elective)	3.75
	Cultural Tourism (elective)	3.75
	Responsible Tourism (elective)	3.75
	Total ECTS:	40.53
7. Semester	Ho Chi Minh Ideology	2.84
	Marketing in Hospitality and Tourism (elective)	3.75
	Strategic Management in Hospitality and Tourism (elective)	3.75
	Revenue management in hospitality and leisure (elective)	3.75
	Cultural Tourism (elective)	3.75
	Total ECTS:	17.84
8. Semester	Graduation Thesis	18
	Total ECTS:	18

The LAEM programme is built on the basis of ensuring compliance with the Education Law, by-law documents and specific regulations. The name "Leisure and Event Management" is strategically chosen to clearly reflect the programme's focus on preparing students for careers in the dynamic and growing industries of leisure, tourism, and event planning. It directly communicates the comprehensive and interdisciplinary nature of the curriculum, which encompasses elements of business, marketing, hospitality, and recreation management.

The **MDE** curriculum is designed to ensure it adequately reflects the qualification objectives of the study programme. The programme requires 60 national credits (98 ECTS), with 45 credits dedicated to coursework and 15 for internship reports and graduation thesis. There are nine compulsory courses with 27 credits, and six elective courses adding 18 credits.

Table 8: Curriculum of The Vietnamese-Netherlands Master's Programme in Development Economics

1. Semester	Course Name	ECTS
-------------	-------------	------

	Philosophy	6.32
	Applied Statistics	4.74
	Research Methodology	3.16
	English Academic Writing	4.74
	Applied Microeconomics	4.74
	Applied Macroeconomics	4.74
	Total ECTS:	28.44
2. Semester	Applied Econometrics	4.74
	Development Economics	4.74
	Development Finance	4.74
	2 courses chosen from 3 following electives: - Economic Policy Analysis - Comparative Development Policy - Impact Evaluation of the Development Policies/Programmes. These courses belong to Group 1: Policy and development	9.48 (4.74 each)
	Total ECTS:	23.7
3. Semester	1 course chosen from 2 following electives: Cost – Benefit Analysis in the Development Programmes; Industrial Organization in Development)	4.74
	3 courses chosen from following electives in Group 1: Policy and development - Trade policies in developing countries - Fiscal and Monetary Policy in Developing Countries - Sustainable development and Environmental Policy Fiscal and Monetary Policy in Developing Countries - Sustainable development and Environmental Policy - Population and Development and in Group 2: Finance and development - Corporate Finance - Public Finance - International Finance - Microfinance - Financial Programming and Policies Should choose at least 2 course from Group 2.	14.22 (4.74 each)
	Intership report 1	4.74
	Total ECTS	23.7
4. Semester	Intership report 2	4.74
	Graduation Thesis	14.22
	Total ECTS:	18.96
Electives:	Elective courses: - Cost – Benefit Analysis in the Development Programmes - Industrial Organization in Development Group 1: Policy and development - Economic Policy Analysis - Comparative Development Policy - Impact Evaluation of the Development Policies/Programmes - Trade policies in developing countries - Fiscal and Monetary Policy in Developing Countries	

	- Sustainable development and Environmental Policy Fiscal and Monetary Policy in Developing Countries - Sustainable development and Environmental Policy - Population and Development Group 2: Finance and development - Corporate Finance - Public Finance - International Finance - Microfinance - Financial Programming and Policies	
--	---	--

The programme begins with fundamental courses, progresses to major courses, and then allows for personalisation through specialised courses. Specialised courses include two compulsory courses – *Development Economics* and *Development Finance*, in addition to five electives chosen from twelve courses, including seven courses on *Policy and Development* and five courses on *Finance and Development*.

Learning outcomes of the MDE programme and its educational components are carefully mapped to demonstrate mutual reinforcement.

Table 9: MDE learning outcomes

PLO	Description
Knowledge	Master the theoretical, academic, methodological and practical foundations in the field of Development Economics, applying them in analyzing development issues in Vietnam and around the world.
	Analyse corporate financial decisions, public finance and international capital flows, the operating mechanisms of financial institutions and financial markets in a developing economy.
	Analyse and evaluate development policies and programmes in developing economies.
Skills	Students are trained to think independently, objectively, coherently, and based on evidence about issues, opinions, and events before coming to conclusions.
	Students develop systematic analysis and synthesis skills by learning to ask relevant questions, carefully select and analyse evidence, and draw well-founded conclusions or judgments. Students are able to design, conduct, analyse, and present case studies and analyses.
	Ability to use English effectively at work.
Self-management and Self-responsibility	Ability to search, discover and develop solutions to problems in a creative and practical way.
	Ability to self-orient and adapt to changing professional environments; ability to adapt to the context of globalisation and Industry Revolution 4.0.

MDE is a collaborative programme between NEU (Vietnam) and ISS (the Netherlands) that offers a master's degree in development economics. This programme comes with various names including:

- The Vietnam – Netherlands Master's Programme in Development Economics: This is the programme's administrative title, which reflects that the programme is offered by NEU (Vietnam) in collaboration with ISS (the Netherlands).
- Master's in Development Economics: This is the name of the degree issued by NEU. The name adheres to the training major code list officially approved by the Ministry of Education and Training.
- Master of Arts in Development Economics: this is the English name of the degree, which is displayed in the certificate jointly issued by NEU and ISS to confirm the joint work of the two universities in the MDE programme.

The **Executive MEM** Programme at the National Economics University is a **part-time** Master's degree programme with 95 ECTS for executive managers. The contents of the Executive MEM programme were designed to enable participants to become qualified executives, who can solve managerial problems in a systematic, holistic and creative manner. The programme consists of providing foundation knowledge, major knowledge (Economic Management major), and specialised knowledge, with more focus on the last two knowledge blocks. Besides, individual work and group work are integrated in the programme that help the learners develop their executive competency through their own independent thinking and through working together and sharing knowledge with other learners.

Table 10: Curriculum of the programme Executive MBA in Economic Management

	Course Name	ECTS
1st semester	Philosophy	6.32
	Strategic management	4.74
	2 courses chosen from 4 following electives: - Managerial economics - International economic integration and globalisation - Management of information systems and technology - Environment and climate change	9.48
	Total ECTS:	20.54
2nd Semester	Leadership	4.74
	Innovation and change management	4.74
	1 course chosen from 4 following electives: - Development Project Formulation and Management - Development Planning - Urban and Regional Planning - Economic Policy Analysis and Evaluation These courses belong to Group 1: Planning and implementation	4.74
	1 course chosen from 4 following electives: - Organisational Behaviours - Finance Management - Organisational Management - Human Resource Management in the Organisations These courses belong to Group 2: Internal management	4.74
	1 course chosen from 4 following electives: - Public Service Marketing - Role of State in the Economy - Foreign Economic Policies - Land and Real Estate Administration These courses belong to Group 3: External management	4.74

	Total ECTS:	23.7
3rd Semester	Economic Law	4.74
	Public administration and ethics in public affairs	4.74
	Sustainable Development	4.74
	Class-based seminar 1: Research Methodology	1.58
	Class-based seminar 2: In class section on skill enhancement	1.58
	Field study 1	4.74
	2 courses chosen from 5 following electives: - Knowledge and Talents Management - Risk Management and Decision Making - Managing local development - Crisis Management - Managing across borders and cultures	9.48
	Total ECTS	31.6
4th Semester	Field study 2	4.74
	Graduation project	14.22
	Total ECTS:	18.96
	Total credits ECTS	94.8

The curriculum of the programme has been revised twice since 2011, and the latest revision was implemented at the end of 2024 based on opinions and feedback from employers (representatives of fourteen organisations), alumni (66 persons via questionnaire-based survey and a focus group discussion with five recent graduates), current participants, and other stakeholders. In general, the surveyed employers highly valued knowledge and skills demonstrated by the graduates after they returned to the organisations and their influences on workmates and the organisation in general. The highest scores were given to the relevance of programme goals and learning outcomes and practicality of the graduation project. That response was consistent with the feedback gathered from the focus group discussion with the current participants, who pointed out three greatest benefits they gained from the programme including (i) deepness and relevance of knowledge and skills to working requirements in highly demanding environment; (ii) teamwork; and (iii) networking and enrichment of their social capital. In addition, both ex- and current learners recommended having some changes and updates to the current curriculum. For example, while the target customers of the programme were executives who were working in public and non-profit organisations, courses in business administration should be provided to strengthen their understanding on business community's thoughts and behaviours. That understanding helps improve public-private partnership in all aspects of society. A course on *Economic Law* should be added to equip learners with fundamental knowledge on the current legal framework. Guest speakers should be well-known practitioners, who can share their experiences in using learnt knowledge and skills to deal with real-life cases. In addition, the final thesis for graduation should be replaced by the Graduation Project, which is more practically oriented. Such feedback has been incorporated in revision of the updated curriculum.

At the programme level, the learning outcomes of the Executive MEM programme are designed to well reflect the qualification objectives of the programme.

Table 11: Learning Outcomes of the Executive MEM programme

PLOs	Description
Knowledge	Being capable to apply knowledge of philosophy, research methods and economic theories in analysing and evaluating socio-economic issues and policies of governments in public governance and operation management of entities.
	Applying well knowledge to analyse policies; mastering principles, rules and process of planning and implementing policies, strategies, plans and socio-economic development programs in the economy, sectors and public organisations.
	Being able to identify and analyse the causes and trends of changes in the economic, politic and social environment; having in-depth knowledge for managing and executing creatively and flexibly in the changing environment.
	Being able to apply the principles of leadership in managing and executing issues efficiently in a public organisation.
Skills	Having quick adaptiveness and decisive decision-making capacity to effectively handle managerial issues of the organisation.
	Applying smoothly competency of working independence as well as teamwork to solve problems effectively; having communication and networking skills; being able to share and defend own opinions and persuade others.
	Having strategic vision, and leadership and executive skills; being proficient in handling managerial issues in economic and social affairs.
	Having skills of research, problem identification and analysis, generalization and prioritization of problems to be addressed, and being able to select an optimal solution to address problems.
	Having decision-making skills, and skills of motivating and monitoring the work and behaviours of subordinates in the organisation towards achieving preset plans, strategies, programs and projects.
Capability of autonomy and self-responsibility	Having self-study and self-research competency and being able to provide professional advice in daily work.
	Being confident and well self-controlled in communicating and discussing professional issues in the assigned management field

The name of the programme matches well with the programme's objectives, curriculum contents, learning outcomes and target learners (middle managers and executives of public and non-profit organisations, who are dedicating themselves to serve the community). It signals the programme for experienced managers to come for their postgraduate study. The curriculum was designed based on reference to the executive public administration models from different institutions in the world and it meets the requirements of the master degree, specifically for the learners as experienced managers. The Executive MEM degree is also in line with the regulations of the Ministry of Education and Training of Vietnam.

Integration of theory and practice and Interdisciplinary thinking

The theory and practice within the **Business Management** programme are interrelated throughout the curriculum. The theoretical knowledge of each course is regularly updated. Any update in the law and regulations of quality standards, corporation law, or the law and policies will be reflected in the courses' learning material as soon as it is introduced. In addition to updated knowledge in each course, the programme's professional divisions also develop practical exercises and collect data to build real-life case exercises. Officially, at the NEU, the proportion between lectures, exercises, and self-study for each course is 2:1:3, which shows an integration between lecture and practice. To be effective, each course combines the

knowledge and skill practice through the group assignments, from that the students can apply the skills in teamwork, presentation, and problem solving.

The programme not only aims to focus on providing students with academic knowledge but also to equip students with the necessary multidisciplinary competencies and skills through regular curriculum activities. Most courses require students to participate in presentation and group work exercises to gradually improve their team working, communication and public speaking skills. Specifically, the course *Business Communication* equips students these skills in-depth. Courses are also designed to require students to learn and apply diverse skills, such as critical thinking, research, and problem solving.

Students will learn from various sources, not only from lecturers, but also through materials provided by lecturers and invited experts (guest-lecturers) through seminars and events. The practical application is also reflected in the final thesis. Students have to complete the obligatory internship and apply knowledge and internship experience to report and defend their final theses. Blended learning methods are used for teaching and learning.

Table 12: Practical skills linked to courses in the programme Business Administration

Practical skills	Objectives	Related Courses
Character building skills	Building an ethical, caring, open, and socially sensitive attitude.	Business Ethics, Business Communication
Research skills	Able to conduct own research and answer problems critically	Behavioural research method, Statistics, and Math for economists
Management skills	Capable and skilled in the process of business decision-making	Strategic management, Entrepreneurship
Human relationship skills	Skilled in interpersonal relationships, teamwork, and respect for others	Human resources function, Leadership, and motivation in the organization

The programme aims to train students to have political qualities, ethics, and social responsibility; Basic knowledge of economics, management, society and humanities; In-depth knowledge and skills in leadership, administration, operation and start-up of all types of businesses in the market economy and international integration; independent research thinking; ability to research and supplement knowledge according to job requirements.

The programme **Public Relations** integrates theory and practice by organising occasional class-based seminars, inviting industry partners as guest speakers, including executive managers from companies with rich business and management experiences, and industry experts who are knowledgeable about the trends and practices of the industry domestically and globally. For graduation, the students must work on a final thesis in which they have opportunity to apply the theoretical knowledge learnt from the programme to address some practical problems of real businesses and propose solutions and recommendations for improving the situation.

In each course of the programme, using case study for the class discussion is a common method. In addition, students learn from various sources, not only from lecturers. Specifically, for some courses, the programmes invite guest lecturers who are currently working in multinational and domestic companies, and professional organisations to deliver seminars, workshops, or skills training sessions. The practical application is also reflected in the final thesis. Students have to complete the obligatory internship, apply knowledge and internship experience to report and defend their final theses.

The **LAEM** programme uses different learning methods such as lecture, seminar, problem-based learning, critical thinking, positive thinking, etc. The levels of practice and internship are designed from simple to complex, from breadth to depth, from applying single-disciplinary to multi-disciplinary knowledge. First-year students engage in 400 hours of practical experience with leading companies in the Leisure and Event Management sector as part of their Internship course. Second-year students participate in a student project that offers international exposure and the initial application of management skills in the *Leisure Service and Event Operations* course and *Project* courses. In their final year, students undertake a semester-long internship at a hotel.

The theoretical and practical contents are concretised in the course's outlines. The structure of the relationship between theory and practice in each course and in the entire curriculum is shown in each course, between courses in each semester, and between semesters, and creates a structure showing the sequence implementing these contents by week, month, term and school year, from simple to complex, from general to detail.

Objectives and output standards of the courses are integrated in the curriculum and are specified for each content of theory and practice. Thus, the content of theory and practice has a close relationship with the output standards of each course, as well as of the training program. The duration of theory and practice in the program is designed to ensure meeting the output standards of the courses and the program.

Due to the specific characteristics of the field of tourism and hospitality is a general and interdisciplinary economic sector, the content of the program includes not only industry knowledge, specialised knowledge in the field of tourism, event, service, business administration, but also knowledge of other fields and sciences, such as culture, history, environment, etc. In order to create flexibility, elective courses are incorporated into the curriculum. The selected courses are mainly specialised knowledge blocks or are used to equip students with soft skills. Courses such as *World Civilization History*, *Sociology*, *Philosophy and Theory*, etc., belong to the general knowledge.

Since **MDE** is an application-oriented programme, students are trained and encouraged to integrate theory with practical situations when participating in MDE courses. Even in fundamental courses MDE lecturers are required to explain theories in parallel to guide students on how to apply those theories to identify practical problems facing economic agents and the world and discuss empirical studies and real-world situations in which theories are made use of. Regarding major and specialised courses in economics, development, and finance as well as the writing of the graduation thesis, in addition to introducing theories, lecturers and supervisors are asked to (1) clarify how the content is related to the fundamental knowledge given in previous courses, and (2) how to apply the theories to deal with problems related to economic matters, development, and the financial sector. Analytic and research techniques help students empirically identify and address real-world issues, guided by economics, development, and financial theories.

During internship periods, students are required to visit enterprises, observe their operations, collect data, and engage with employees, thereby bridging the gap between theoretical knowledge and practical application.

Fundamental courses, such as *Applied Statistics* and *Research Methodology*, are specifically designed to boost multidisciplinary thinking. These courses familiarise learners with the application of analytical and research techniques taken from the courses to basic theories, data, and real-world issues across various disciplines, including economics, development, and finance. In addition, many MDE major and compulsory specialised courses provide

fundamental knowledge that assists students in choosing elective specialised courses of their interest. Finally, the interdisciplinary approach is also evident in research theses, many of which are inherently interdisciplinary, such as studies on education, immigration, or climate change problems using economic tools.

According to the curriculum of the **Executive MEM** programme, there are components that clearly reflect the integration of theory and practice. First, in addition to class-based courses, there are two field studies (practical seminars) in which participants have on-site visits, exchange ideas, and learn from the best managerial practices of local and/or foreign organisations (e.g. Taiwan, Korea and Japan). Besides, the Executive MEM Programme organises class-based seminars, inviting well-known practitioners as guest speakers, including government leaders, executive managers of foreign and local non-government organisations. For graduation, the students are required to work with a final project to make positive changes for their own organisations. Thus, with individual projects, they have the opportunity to apply the theoretical knowledge gained from the programme to address practical problems in their organisations, which are identified by themselves. Proposed solutions and recommendations to solve the problems were communicated and commented on by their employers.

Integration of theory and practice is also conducted in each course of the programme, where using case study for the class discussion is a common teaching method. The participants as managers from various organisations have a chance to share their practical knowledge and experiences, and exchange ideas. The lecturers also have practical experience as consultants or managers.

The programme's content is thus designed in the way to help the learners to acquire not only the general economic knowledge, the knowledge of the Economic Management major, but also the specialised knowledge of different disciplines such as law, planning and management of internal and external resources and forces influencing an organisation's operation. The interdisciplinary knowledge provided will assist management learners to deal with multi-faceted issues when managing their organisations in a globalising organisation. Interdisciplinary thinking is also encouraged when learners work with Graduation projects, which is a compulsory course for graduation.

Ethical aspects

For all programmes:

Ethical aspects are represented in all programmes' Learning Outcomes: graduates have ethical behaviour and attitude. In order to achieve academic integrity and improve students' perception regarding plagiarism, all reports and final thesis are required to be submitted to the Turnitin software. The plagiarism check is mandatory before any other assessment can be handled.

In addition, students are expected to:

1. Act honestly and ethically in the production of all academic work and assessment tasks;
2. Give recognition to any direct or indirect quotes used from other authors;
3. Acknowledge the ownership of ideas from others.

In accordance with the rules and regulations of NEU, any found cases of academic dishonesty will result in a failing grade in assignments, projects, exams, and theses, or even expulsion. This information is given and clarified to students at the beginning of their academic programme.

Methods and scientific practice

In the **Business Management** programme, the students train their academic skills with the compulsory courses in Writing Skills, Critical Thinking, and Major Research in the final year. The programme also has the compulsory course in *Introduction to Business Statistics* and the selective course in *Behavioural Research Methods*, which require the students to conduct an actual research project with the help of their group members and knowledge from other subjects. The programme also provides students with the necessary skills for research orientation and future career formation. The above courses are geared towards building reading, synthesising, analysing, and reporting skills.

As each research project of students is supervised by a lecturer, it is required the lecturers to have the experience in research. NEU encourages the teaching staff to participate in scientific, technological, and cooperative activities related to management. Most of the lecturers have experience and knowledge in different fields.

The programme **Public Relations** has a specific course related to research activities, namely *Marketing Research*. With this course, students are taught how to conduct research from developing research objectives and questions, different approaches in qualitative and quantitative methods for data gathering and analysis, such as sampling methods, conducting focus groups and/or in-depth interviews, questionnaire development, data analysis with SPSS, to writing a summative research report.

Two courses (*Internship project* and *Final thesis*) require students to write 40-50 pages essays following scientific research methodology. Instructors guide students step by step to practice complete research, from rationale statement, establishing research objectives, conducting experiment/survey/field study for data collection, to drawing conclusion and managerial recommendation from findings.

Apart from *Marketing Research* module, practical projects in course work, Internship project and thesis, students are also encouraged to participate in yearly research competition held by NEU and member schools, with prizes and bonus points are given to laureates. Advanced research seminars covering scientific methodology in discovering knowledge, where explanation rather than facts is the goal, are given to participants.

In the **Leisure and Events Management** programme, academic skills are equipped through theoretical subjects (such as philosophy), economics as well as through exercises and essays of the subjects. Especially, the two subjects, *Project* and *Final Thesis Writing Practice*, require students to be able to write scientific essays. Students can apply Methodological competence through methods such as: Problem Based Learning; Methods of critical thinking; Scientific research methods; Quantitative methods, qualitative methods, etc. These methods are presented in the subjects. Every year, students are encouraged to participate in scientific research activities as planned by the University under the guidance of assigned lecturers and supervisors. The university's annual scientific research programme attracts students on campus, including LAEM's students.

In the programme, there is a course evaluated as the "*Project*" course. Generally, this course

helps students initially approach the practical world of international hospitality management, forming skills in detecting, evaluating, analysing and solving problems through the application of knowledge, skills and competencies have been equipped in the first four semesters of the curriculum. This course is implemented in an international hotel environment, with the participation of the public, hotel administrators, and international students.

The programme requires students to complete a graduation thesis, conducted in the eighth semester. Students are guided and prepared to write the thesis through (i) Instructions in the detailed course outline (ii) the popularity of the graduation thesis semester for students. (iii) the guidance of the instructor.

In **MDE**, the courses *Applied Statistics*, *Research Methodology*, and *Applied Econometrics* are specifically designed to equip students with the ability to conduct scientific work, particularly in economic research, which is consistent with the objectives of this programme. Students are exposed to theories, analytical tools, and research skills via assignments and projects throughout these courses as well as major and specialised courses. As the curriculum and the thesis involve economic research, students gain comprehensive training in scientific methods from the start to the completion of their academic programme.

In the **Executive MEM** programme, the participants are provided with the knowledge and skills of research methods through the class-based seminar, organised in the second year of the programme, with the main purpose of helping the learners to work on the Graduation project. In this seminar, the learners study how to identify research problems, determine research objectives, design and conduct research following scientific standards. They are also equipped with the knowledge and skills pertaining to research approaches (i.e., qualitative and quantitative approaches), the common methods of data collection, and the necessary techniques and skills for data analysis and results presentations (e.g., surveys and multivariate data analysis using SPSS software).

In addition to the seminar of research methods, when studying some courses in the programme, the students have the opportunity to be involved in some research activities such as practice of conducting focus groups and/or in-depth interviews when studying the topic of development project formulation and management or development planning, and working on the individual assignments (for various courses such as *Local Development Management*), or conducting field study/observation method when experiencing some steps in knowledge creation process (for *Knowledge and Talents Management* course).

Examination and final thesis

For the Bachelor programmes:

Assessments of the programmes are specified in the syllabus for each module. The format and content of the exams are suited in format and content to ascertain the intended learning outcomes. Most of the courses contain at least one mid-term exam and one final exam. The courses can include another mid-term exam or one group project with presentation to assess the learning outcomes of students. The exams usually consist of both multiple-choice questions and essay-based questions. While the multiple-choice questions are often used to assess students' understanding of theories, the essay questions evaluate students' ability in applying theories into practice. Both essay questions and calculation questions are included in the exams. The questions in the final exam needs to indicate which course learning outcome in the course it meets. The lecturers of NEU must complete marking within seven working days

since the exam day. Students receive feedback from the markers and have the right to review the test if they are not satisfied with the published results.

In the final year, students will have an internship in a corporation and write two papers. One paper is a report analysing the financial performance of the corporation. The other paper is a thesis. The topic of the final thesis can be to analyse the financial performance of a corporation or to conduct a small amount of research related to financial topics. The goal of the final thesis is to examine students' ability to implement scientific research according to the learning outcomes of the training programme. To finish the thesis, students need to apply the knowledge and scientific methods that they study in the modules of the programme. In addition, the instructors will tell students the criteria, rules and procedures so that the students can finish the report.

Final thesis is assessed with two components scoring structures: essay and presentation before the thesis evaluation committee. The thesis evaluation committee includes at least two members, and they assess students based on the content of the thesis, the scientific methods applied, the presentation skills, the attitudes, and the ability to complete internship plan.

The programmes publish the requirements, guidelines on criteria, regulations, schedules of graduate internships and writes final thesis for students to ensure the publication of the thesis, specifically the thesis, by students. The department has a popular meeting for students and faculty. Instructors continue to work with students in groups to implement these contents.

The chosen examination forms in the **MDE** programme – either written exams or essays – are selected to comprehensively evaluate the student's understanding and mastery of the course material. Written exams, which are applied for 16 out of 23 courses, effectively test students' grasp of theoretical concepts and analytic and research abilities in a structured and time-efficient manner. They ensure that students can apply theoretical knowledge to solve problems appropriately.

On the other hand, essays, which are applied for seven courses such as *Research Methodology*, *English Academic Writing*, *Development Economics*, and *Corporate Finance* are designed to assess students' abilities to synthesise information, construct coherent arguments, and demonstrate their analytic and research skills in a more detailed manner. Moreover, essays allow students to explore various economics, development, and finance topics.

MDE graduation thesis writing involves a long process, beginning with choosing a research direction and a supervisor based on a list provided by the faculty. Under the supervisor's instruction, students detail their research direction with a proposal. After the supervisor approves this research plan, students proceed to develop their Thesis Research Design. A committee is appointed by the Scientific Committee of the Faculty of Economics for each student evaluates it. Upon approval, students can then begin their thesis work.

After finishing their graduation theses, students send their manuscripts to the faculty. The faculty then appoints an independent internal reviewer to assess the manuscripts, particularly in terms of their structure and contents, to make a decision of whether they are qualified for the defence. Based on comments received from this process, MDE students revise their theses accordingly and then ask their supervisors for written approval.

After all the above processes, theses are considered ready for public defence. Students present their thesis findings to a Defence Committee and a public audience during the defence. Since 2019, the Defence Committee, appointed by the Faculty of Economics Dean of

Economics, typically includes at least five examiners, including a member being assigned as the chair, two discussants, and at least two members coming from other institutions. The discussants will thoroughly review the theses and provide written feedback. The Defence Committee evaluates MDE theses based on the criteria rationale of the thesis, uniqueness, full citations, methodology and research methods.

In addition, the master's thesis and the defence presentation should demonstrate: (1) A deep understanding of theories and their effective application to solve practical problems in the project. (2) Thorough and rigorous analysis and evaluation of real data to support the conclusions drawn from the research, highlighting the scientific basis and value of the proposals and recommendations. (3). A clear and logical structure and content throughout the thesis. (4). A balanced presentation of the author's research results and arguments, compared to the description, evidence of actual data, or repetition of theories.

For each course in the **Executive MEM** programme, the participants are evaluated with a grade consisting of four components: class participation, individual assignment, group assignment and final examination. The exam topic includes essay-based questions, assessing the learners' ability to master the theoretical issues and apply them into analysing and developing solutions for managerial problems in practice. Therefore, the exams can measure the intended learning outcomes.

Before the latest revision of the curriculum, the Executive MEM programme's participants had to work on a final thesis for graduation. However, to enhance the programme's practicality, and to reflect recommendations of alumni as well, the final thesis is replaced by the graduation project. When working on the project, the participants can focus on applying the knowledge learnt from the programme to analyse and propose solutions and recommendations on improving a particular aspect in performance of the learners' organisations. Therefore, through working on the graduation project, they can enhance the ability of achieving the programme's objectives.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. Hereby, the panel refers exclusively to the business-related modules and excludes the general foundation/education courses. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

In the MEM programme, the contents of the programme take into account the students' prior professional experience and refer to it. The contents of the programme are in line with the EQUAL MBA Guidelines.

The degree and programme names of the Bachelor programmes correspond to the contents of the curriculum and the programme objectives.

The MDE is a programme that reflects a general curriculum in development economics in an appropriate form. However, the panel considers that the name 'The Vietnam-Netherlands Master's Programme in Development Economics' is only justified if it is clear that there is also an ongoing active cooperation between the two countries. This does not appear to have been the case in recent years. It therefore makes the following **recommendation for the MDE**: The

University either adjusts the title of the programme or revitalises its cooperation with the Netherlands.

Concerning the MEM programme, the curriculum adequately reflects the qualification outcomes. The name of the programme is interconnected with the condition in chapter 2.4. If the conditions for an Executive MBA are not met, the term 'Executive' may not be used in the name (see condition in chapter 2.4).

With regard to the integration of theory and practice, the programmes Business Management, PR, MDE and MEM meet the requirements. Theoretical questions are, where possible, explained by means of practical examples. Different instruments are used to integrate theory and practise such as internships, case studies and study visits. Theory and practice are well balanced.

In the LAEM programme, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The panel welcomes that internships, projects and guest lecturers contribute highly to the integration of theory and practice. Therefore it exceeds requirements.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. The panel welcomes that implications of AI are discussed in class.

In all programmes, students acquire methodological competences and are enabled to do scientific work on the required level.

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

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Modular structure of the study programme

The programme **Business Administration** is a four-year programme providing the students with two main parts of knowledge: general knowledge and professional knowledge. The programme curriculum follows MOET's regulations of the academic framework of undergraduate programme.

Table 13: The modular structure of the programme Business Management

Projected study time	4 years
Number of Credit Points (CP)	128 Vietnamese Credits/209 ECTS
Workload per CP	45 (15 working hours in class, 30 hours for self-study)
Number of courses	36 (15 general education courses + 24 professional knowledge courses + 1 major research+ 1 final thesis)
Time required for processing the final thesis and awarded CP	Three months, 12 CPs
Number of contact hours	1,695 hours (15 hours * 113 CPs), excluding 12 CPs for thesis and 3 CPs for major research because during the thesis and major research, the students do not take time in the classroom even though they regularly visit and work with supervisors.

The transformation of Vietnamese credits to the European ECTS credit system is calculated based on NEU's regulations. The workload calculation is done according to the Regulations on Programme Standards; Development, Appraisal, and Issuance of Training Programmes at Various Levels of Higher Education issued by MOET in 2021.

The programme **Public Relations** is a four-year programme with two main knowledge blocks (general and professional education). Before working on the internship project and thesis (14 credits), the students must finish six modules of general course, four modules of university's required courses, and five modules of fundamental major course in general education block. In the professional education block, they have to achieve five modules of major course, eight compulsory modules on public relations, four selective modules on public relations, and four modules on specialised knowledge of public relations.

Table 14: The modular structure of the programme Public Relations

Projected study time	4 years
Number of Vietnamese Credit Points (CP)	130 Vietnamese Credits/209 ECTS
Workload per Vietnamese CP	18,75 hours/1 credit point

Number of modules, transferring to unit (1 unit is generally equivalent to 1 module)	06 modules of general course, 04 modules of university required course, 05 modules of fundamental major course, 05 modules of major course, 08 compulsory modules on public relations, 04 selective modules of public relations, 04 modules on specialized knowledge of public relations, 01 internship project and 01 final thesis.
Time required for processing the graduation project and awarded CP	04 months; 10 CPs
Number of contact hours	2.437,5 hrs (18,75 hrs/CP x 130 CPs).

Based on the guidelines to develop curriculum and program of Ministry of Education and Training, the **LAEM** programme is structured and designed to support the implementation of the curriculum in all aspects such as theoretical education and practical training. The programme consists of 41 courses and 130 Vietnamese credit points (CP), most of the course has 3 CP per course on the basis of the necessary student workload. There are both internship and practical components

Table 15: The modular structure of the programme Leisure and Event Management

Projected study time	4 years – 8 semesters, student can apply to study the programme in 3.5 years, 7 semesters.
Number of Credit Points (CP)	130 Vietnamese credit points/209 ECTS
Workload per CP	1 credit point is equivalent to 15 teaching hours (TH) (<i>a teaching hour is 55 minutes</i>) of theoretical teaching/studying or 30-45 practical TH or 45-90 Internship hours or 45-60 hours of writing essay, do assignment, writing thesis
Number of courses	41
Time required for processing the final thesis and awarded CP	3 months, 10 CP
Number of contact hours	2 hours per week

The graduate programme **MDE** requires 60 Vietnamese credits (98 ECTS), with 45 credits dedicated to coursework and 15 for the thesis. There are nine compulsory courses with 27 credits, and six elective courses adding 18 credits. These electives are chosen from a list of 14 courses covering economics, development, and finance. Regarding thesis writing, this phase spans six months, awarding 15 credits.

Table 16: The modular structure of the programme MDE

Projected study time	24 months
Number of credits	60 Vietnamese credits/98 ECTS
Workload per Vietnamese credit	15 hours in-class and 30 hours self-studying
Number of courses	04 fundamental courses, 04 major courses, 07 specialised courses, 02 internship reports, and 01 Graduation Thesis

Time required for processing the final thesis/project and awarded credits	09 credits and be completed within 6 months
Number of contact hours	675 hours (15 hours/credit x 45 credit). This does not include 06 credits for two internship reports and 09 credits for the Graduation Thesis because these activities are not class-based tasks, although the learners regularly visit and work with lecturers/supervisors during these periods of time

The **Executive MEM** programme is a two-year part-time programme with three main knowledge blocks (i.e., foundation, major of Economic Management, and specialised knowledge of Economic Management).

Table 17: The modular structure of the programme Executive MEM

Projected study time	2 years
Number of Credit Points (CP)	60 Vietnamese Credits/95 ECTS
Workload per Vietnamese CP	45 hours (15 working hours in class, 30 hours for self-study)
Number of courses, transferring to unit (1 unit is generally equivalent to 1 course)	04 Foundation units/courses, 06 Major units/courses, 04 Specialized units/courses, 02 class-based seminars, 02 field studies, and 01 Graduation project
Time required for processing the Graduation project and awarded CP	06 months; 09 CP
Number of contact hours	675 hours (15 hours/CP x 45 CP). This amount does not include 06 CP for two field studies and 09 CP for Graduation project because these activities are not class-based tasks, although the learners regularly visit and work with lecturers/supervisors during these periods of time.

Study and exam regulations

For all Bachelor programmes:

Exam regulations applied at NEU strictly follow the NQF set by MOET. For each module, students are assessed by at various components: participation, midterm/assignment and final exam. Component scores are rated on a 10-point scale.

Assessment of the programme modules is stipulated in the module description and announced by lecturers to students at the beginning of the module teaching. Assessment components of the modules in the programme are in compliance with NEU regulations. Specifically, for most of the modules, they contains 10% of participation, 40% midterm exam/group assignment, and 50% final examination. To complete one unit successfully, students must: (a) achieve a minimum of 5 (on ten-point scale); (b) complete all assessment items; and (c) attend 80 per cent of class time. The assessment method, assessment form and weight of each component

point are specified in the detailed outline of each module 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 through the university website, their email, and the class monitor before the exam date. The module descriptions provide detailed advice and a clear timetable, helping students stay informed.

Academic performance assessments are based on the expected learning outcomes and evaluate the cognitive learning level of the students according to these outcomes for each course.

At NEU, the marking of exam papers is strictly regulated. Each paper is marked anonymously by two lecturers appointed by the heads of the faculties' departments. The Quality Assurance department ensures the anonymity of students by separating their names from the exam papers. The marking process must be completed within seven working days and takes place in the department offices. If the score difference between the two markers exceeds 1.0, a third marker is selected to review the exam paper. Students can question their exam scores by filling out a form from the Quality Assurance department, which is then sent to the relevant department for re-marking. The re-marking is done by two different lecturers from the original markers.

According to the regulations set by NQF and NEU, students absent from the exam without a valid reason receive a score of 0. Those with a valid reason may retake the exam and have it counted as their first attempt. Course grades are a weighted average of components and are graded as follows. Midterm and final exam periods are announced at the beginning of the semester, with detailed exam schedules posted on students' dashboards 4 to 6 weeks before exams. Students must attend at least 80% of lectures to be eligible for final exams. To pass modules, students need a minimum average grade of 4.5 (on a 10-point scale, equivalent to a D on the ECTS or 1.0 on the 4-point grading system). Students who receive a failing grade (F) must re-register for the course.

Table 18: NEU's grading scales

Ten-point scale	ECTS	Four-point scale	Level
9.0 – 10	A+	4.0	Pass
8.5 – 8.9	A	4.0	Pass
8.0 – 8.4	B+	3.5	Pass
7.0 – 7.9	B	3.0	Pass
6.5 – 6.9	C+	2.5	Pass
5.5 – 6.4	C	2.0	Pass
5.0 – 5.4	D+	1.5	Pass
4.5 – 4.9	D	1.0	Pass
Under 4.5	F	0.0	Fail

Students may interrupt their studies for personal reasons, such as participating in academic mobility programmes. NEU has provided the regulation on credit transfer and recognition. Credits earned during periods of study abroad can be transferred on a case-by-case basis, with the condition that they do not exceed 25% of the total programme workload. To be eligible for credit transfer, students must provide the following supporting documents: a learning agreement, a transcript of records, a certificate, and the course syllabus.

For the Master programmes:

The programmes' academic guidelines and examination policies align with the NEU requirements as stated in the Regulations for Admission and Training at the Master's Level. Students can find this information and related documents on the website of the Postgraduate Institute at NEU. The programme's study requirements are formally regulated by NEU, which also promulgates additional rules, including the end-of-semester test regulation. These regulations apply to training by credit.

The programme has been designed so that students can do internships or study for a set amount of time at other HEIs without having to extend their total study period.

Feasibility of study workload**For all Bachelor programmes:**

There are three semesters per academic year. The Spring and Autumn semesters have 15 weeks for study and 4 weeks for exams, while the Summer semester is shorter, with 5 weeks for study and 2 weeks for exams. Each course has an appropriate number of assessments to make sure the students allocate a reasonable amount of time for each assessment and to complete the course in time. The students take at least ten VC to a maximum of 25 VC (equivalent to 150-375 contact hours per semester) each semester. In terms of learning activities, the university policy states that there are five lecture periods in one day to provide a more comprehensive selection range for the students, with a duration for each period of 150 minutes and 10 minutes break. The maximum duration of each class is expected to reduce the burden or overload of the lecturers and the students.

Teaching and learning plans in the programme Business Administration are developed according to NEU's academic year. The plan for academic year and semester timetable are developed and communicated to faculties, lecturers, and students throughout NEU at least two weeks before the start of the semester. The timetable of the classes is arranged evenly in the weeks of the semester to ensure the ability of students to absorb. There are three semesters every academic year at NEU.

To ensure that students can finish their studies appropriately, lecturers guide students in learning to optimise the outcomes and meet the timeline. Specifically, students are strongly advised to prepare carefully before each class session, actively participate in each session, and then revise the lessons after class. The amount of time spent in class will vary for each individual, depending on competencies and proficiency in each field. Effective learning requires interaction between students, lecturers, or advisors. To gain the most learning value from studying, our students must follow some steps for each session.

Each class has an academic advisor who assists students in solving academic problems and ensuring they complete their studies successfully at the right time. Each academic supervisor carries out the academic guidance process per the school's guidance. The academic advisors provide general guidance meetings at least twice each semester and answer specific questions upon request from students to help them with any difficulty they might face during their study journey. To optimise the value of students' learning, students are strongly advised to prepare carefully before each class session, actively participate, and revise the lessons after class.

When revising the programme every other year, evaluation findings, students' feedback and statistical data are considered. At the end of each semester, the students are also asked to fill out courses and a lecturer evaluation survey. The changes and improvements to the curriculum are undergone based on the results of these evaluations.

Equality of opportunity

For all programmes:

The programmes ensure gender equality and non-discrimination. Students with disabilities receive affirmative actions regarding time and formal standards/requirements throughout the programme. Special support is provided for students in unique circumstances, such as single parents, foreign students, students with a migration background, or those from non-academic backgrounds. Specific assistance includes fee reduction policies for ethnic minority students, orphaned students, students with disabilities, low-income students, or students whose parents have suffered work-related accidents or occupational diseases.

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. 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 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.

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, the panel gained the impression that both the Business Management programme and the MDE did not provide sufficiently detailed information on the requirements for internship recognition. In particular, it was not clear that students would be able to apply what they had learned during their internships. It therefore formulates a **recommendation for the Business Management and MDE programmes**: The University formulates detailed requirements for internships to guarantee the quality of internships.

The programme Executive MEM includes a substantial proportion of structured contact.

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 programme is 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 analogous to the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. However,

the final grade is not supplied with an ECTS grading table in the Diploma Supplement. Therefore a **condition is issued for all programmes**: The University ensures that all students receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate (see condition in chapter 5,1).

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. 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. Although the panel gained the impression that equality was ensured, they did not see any detailed guidelines concerning this issue. Therefore a **recommendation for all programmes** is formulated: The University provides detailed guidelines to ensure gender equality and non-discrimination.

	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)				Condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

Logic und plausibility of the didactical concept

For the programmes **Business Management** and **Public Relations**:

The didactical concept is designed to be learning outcome-oriented by ensuring that the teaching methods are derived from the objectives of each course, ensuring alignment with the intended learning outcomes. This may involve regularly utilising case studies, business games, and practical projects, aligning with the intended learning outcomes of each module or course. A variety of methods is ensured, including case studies, practical projects, real-life experiential learning, and internships. The didactical intends to combine diverse teaching methods to bridge the gap between theory and practice. This combination fosters active student participation, critical thinking, and problem-solving skills. The programme also integrates blended learning and distance learning methods. Documents, quizzes, and assignments are provided in an organised manner, enabling students to navigate and engage with the content effectively. This structured approach enhances their preparation for course exams. Secondly,

case studies, business games, and practical projects help students apply theoretical knowledge in real-world scenarios, enhancing their problem-solving and decision-making skills.

The didactical concept of the **LAEM** programme focuses on equipping students with practical work capabilities by developing and implementing competency standards within the programme. These output standards encompass knowledge, skills, and autonomy, which are thoroughly studied and established as the foundation for developing the training curriculum.

The **LAEM** programme follows a student-centered approach. Training objectives and output standards of the training programme are developed based on satisfaction that meets the needs of the stakeholders of the training programme. It is based on the results of demand survey for potential employers.

Teaching methods and learning methods (associated with teaching and learning activities) are specified in the detailed outline of the courses. Various methods from lectures are lecture-seminar, group exercises, individual exercises, case studies, problem-based learning. Depending on the requirements of the output standards, different methods are applied. For example, with knowledge output standards, methods of lectures, case studies, etc. are used more while output standards require students to have practical skills, and attitude output standards associated with internship activities and student projects / thesis.

Blended learning at the NEU integrates online educational resources with traditional classroom methods to provide a flexible and engaging learning environment. This approach allows students to access a mix of multimedia content, interactive assignments, and collaborative projects both online and in person, enhancing their educational experience. NEU utilises various learning management systems and educational technologies to facilitate the blended learning model. By leveraging technology, it offers personalised learning opportunities, continuous assessments, and timely feedback, which help students balance their studies with other responsibilities. This model aims to develop essential skills such as digital literacy and self-directed learning.

MDE lecturers employ various teaching and learning methods to ensure a comprehensive understanding and practical application of theories. These methods include:

- Theoretical lectures: Students first receive in-depth theoretical lectures
- Case studies: Following the theoretical understanding, students discuss case studies.
- Academic article reviews: Students are also given academic articles to review and discuss. This method allows them to delve into contemporary research, understand the outcomes of research activities, and apply theoretical knowledge to empirical analysis and problem-solving.
- Group projects and presentation: Students undertake group projects that foster collaboration and teamwork for midterm exams. These projects often require presentations.
- Individual essays: In some courses, students are assigned individual essays. These essays enable students to delve deeper into specific topics and demonstrate their individual understanding of the subject and show their ability to apply learnt theories to practical cases using their analytic and research skills.

The didactical concept of the **Executive MEM** programme aims to apply different teaching and learning methods. A combination of teaching methods is employed including lectures of theoretical issues, discussion of practical case studies and contemporary management issues,

using exercises and simulations, seminars and field studies. By applying interactive teaching methods, the students have a chance to express their own opinions and share their practical experiences during in-class and outside-class activities of the programme. Theoretical and practical issues are integrated in the lectures delivered by not only university's faculty members but also invited lecturers and guest speakers from various domestic and international organisations, agencies and industries.

Course materials

For all programmes:

Course materials are delivered to students in various ways, depending on the lecturer. The course materials include textbooks, e-books, e-library, exercises, and recommended readings, which are regularly updated. Generally, they focus on the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. Textbook and handout of slides may be handed in class.

Specifically, students can access course materials from the NEU learning management system. Normally, students can access these materials one week before the class starts to prepare for the course. During the semester, the lecturers may also update these materials as the recommendation of the students.

Guest lecturers

For all programmes:

Regularly, guest lecturers, including managers from businesses, experts from other universities, and representatives from governmental organisations, are invited to deliver special webinars, talk shows, or lectures to students. Each semester, guest lecturers are invited to share their hands-on experiences and provide different perspectives related to business administration. These guest lecturers come from various industries, enhancing students' employment opportunities due to their extensive practical insights.

Table 19: List of Guest lectures in the programmes Business Management and Public Relations

No.	Affiliation	Date of Participation	Topic
1	The Australian National University (ANU)	2025	Conference on Contemporary Issues in ECONOMICS, MANAGEMENT AND BUSINESS (8th CIEMB 2025)
2	Cardiff University, United Kingdom	27/11/2025	
3	IMF – Vietnam– Cambodia–Laos Office	27/11/2025	
4	UNDP Vietnam	27/11/2025	
5	Head of Economics School – UEA	26/11/2025	A peek into behavioural finance - the study of how psychology shapes money decisions
6	Internationalisation for Social Sciences – UEA	26/11/2025	The Rise of Smart Marketing: How AI is Changing Creativity, Strategy, and Jobs
7	Macquarie University	08/10/2025	"Personality Traits to Teamwork" – How your personality shapes leadership and team effectiveness

8	University of Sussex Business School	03/10/2025	Artificial Intelligence and Sustainable Governance: Lessons from <i>Terminator</i>
9	Saxion University of Applied Sciences (The Netherlands)	16/06-19/06/2025	Strategic Analysis
10	Macquarie University (Australia)	13/05/2025	Employability in the AI Era

Table 20: List of Guest lectures in the programme Leisure and Event Management

	Course
1	Leisure Service and Event Operations
2	Operation Management in Tourism and Leisure
3	Career development in event and leisure industry
4	Event Operations, Leisure Service and Event Operations
5	Event Operations, Meeting, Incentive, Cooperation and Exhibition Management (elective)

Table 21: List of Guest lectures in the programme MDE

	Guest lecturers 2024/2025
1	Professor of Financial Economics, Director of International Partnership School of Business and Management, Queen Mary University of London, UK
2	Professor of Aoyama Gakuin University, Japan
3	Department of Geography, University of Greifswald, Germany
4	Podlich Family Professor of Government and George R. Roberts Fellow, Claremont McKenna College, USA
5	Economic Counselor, U.S. Embassy in Vietnam
6	Division Chief, IMF Asia-Pacific Department (APD)
7	Dean of College of Business and Economics – Boise State University, USA

Table 22: List of Guest lectures in the programme MEM

No	Position, organisation	Module
1	Head of Department of Administrative Science and Personnel Organization, National Academy of Public Administration	Public administration and ethics in public affairs
2	School of Information and communication technology, Hanoi University of Science and Technology (HUST)	Management of information systems and technology
3	Ministry of Agriculture and Rural Development, Department of Agricultural Product Processing and Market Development	Risk management and decision making
4	Vice Chairman of Vietnam Marketing Association (VMA) Member of Executive Committee - Vietnam Chamber of Commerce and Industry	Class-based seminar
5	National Graduate Institute for Policy Studies (GRIPS) of Japan; and Academic director of Vietnam Development Forum (VDF)	Reporting experts

Lecturing tutors

For all Bachelor programmes:

NEU provides tutoring for courses taught by foreign lecturers. Students in the programme can attend four-hour tutoring each week for each of these courses. Students can also contact lecturers and tutors for further guidance and support during the courses.

Appraisal:

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

Additionally, for the LAEM programme, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each course, for instance by regularly using case studies and/or practical projects. It therefore exceeded the expectations of the panel.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, upon reviewing the module descriptions, it became clear that the textbooks listed were predominantly older editions. The panel therefore issues a **recommendation for all programmes**: The University ensures regular updates of teaching materials.

In all programmes 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. However, it became clear in discussions with students from the MDE programme that they felt the lack of guest lectures from the specific field of development economics. The panel therefore formulated a **recommendation for the MDE**: The University invites regularly industry-specific lecturers to MDE programme.

Lecturing tutors support the students in the Bachelor programmes 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 LAEM	X other		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 International outlook

International contents and intercultural aspects

International contents in the Programme **Business Management** are included through several key elements:

- Curriculum Design: The programme content is developed based on American/English textbooks.
- Collaboration with International Universities: The original programme Business Administration curriculum is designed by the California State University, Long Beach (USA), aligning it with international standards and best practices.
- Exchange Programmes: These programmes allow students to gain valuable experiences by engaging with individuals from diverse cultural backgrounds.
- Practical exposure: guest lectures, seminars, and workshops conducted by international faculty and industry experts gives students practical insights into global business practices; Intercultural aspects are included through exchange programmes and an international curriculum.

International contents and intercultural aspects of the programme **Public Relations** are reflected in the way the programme is developed on the basis of reference to other public relations curriculum from other advanced countries such as the USA, UK, and Australia. The course materials such as textbooks, case studies and other readings are selected following international standard; some also cover the issues with intercultural aspects. In the programme, there are also specifically several subjects that focus on application of foreign language or using international public relation context, such as *English for Public Relations*, *Ethics Foundation of Communications* and *Law and Crisis Management*. In addition, the programme's field trips take learners to companies with international aspects or operating both inside and outside of Vietnam.

The curriculum of the **Leisure and Event Management** programme is designed by referencing and benchmarking against programmes from top universities globally. The *Project Course* is implemented in foreign countries.

The teaching content of some courses includes intercultural aspects, ensuring students understand cultural diversity's impact on leisure and event management.

Students have the opportunity to participate in transfer learning programmes, enabling them to study abroad at partner universities, such as Griffith University, where the programme has established credit articulation arrangements with Griffith University's Event Management programme.

In the **Vietnam-Netherlands Master's Programme in Development Economics**, case studies with a global perspective are embedded as well as coursework that emphasises international issues, students gain a comprehensive understanding of economics within a global context. Notable courses containing international subjects include *Comparative Development Policy* and *Trade Policies in Developing Countries*, specifically focusing on understanding and analysing economic policies and practices across different countries, thus broadening students' global outlook.

Intercultural aspects are integral to the curriculum, with diverse cultural perspectives incorporated into classroom discussions and assignments.

The **Executive MEM** programme's overall curriculum and each course are designed to international orientation. The course materials such as textbooks, case studies and other readings are selected following international standard, covering the issues with intercultural aspects. In the programme, there are also specifically several subjects that highly focus on the international aspects and issues such as *International Economic Integration and Globalisation*, *Environment and Climate Change*, and *External Economic Relation Policies*. In addition, the programme's important component of field studies can be organised outside of Vietnam, in which the participants have the opportunity to visit, experience and learn from management practices of foreign state agencies. Practically, the field trips were organised for two intakes in Taiwan and the 9th intake in Japan. In those trips, students had site visits at Tamkang University, a model of high-tech park in Taiwan, and Japanese Association of Private Finance Initiatives (PFI).

Internationality of the student body

NEU's admission policy is that the programme is open for foreign students to apply for.

The programmes **Business Management** and **Public Relations** are newly launched; it is expected that foreign students will apply for the programme in the near future.

In addition to academic excellence, 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.

The **Leisure and Event Management (LAEM)** programme at the National Economics University (NEU) is designed to attract an international student body through its comprehensive approach, which includes offering all courses in English, incorporating intercultural aspects into the curriculum, and establishing robust partnerships with global institutions.

Currently, there are no international students in the Master programmes **MDE** and **MEM**.

Internationality of faculty

Many of the lecturers have international experience. They have obtained their Master's and PhD degrees from foreign universities and have work experience in foreign and international settings. There were four visiting professors teaching in the programmes Business Management and PR, three coming from the US and one from the UK.

Most of the Faculty's lecturers in the **LAEM** programme received their Master's or PhD training abroad in Japan, Australia, Switzerland or the United Kingdom. Additionally, faculty lecturers have the opportunity to train abroad annually at top universities such as Griffith University and Adelaide University.

Furthermore, the Faculty actively tries to attract international lecturers to participate in the programme through the Fulbright scholarship program from the USA.

Requirements for teaching in the **MDE** programme are a doctoral degree and international work or study experience. Among MDE lecturers, only two are foreign (Dutch); the majority are Vietnamese. Moreover, most MDE lecturers have working experience as teaching assistants or lecturers when they followed their study abroad or as members in collaborative projects with international universities or international organisations. Many lecturers have their research in

international journals and present at international conferences in Vietnam and around the world.

The faculty actively collaborates with international partners to host various conferences. For instance, the Faculty of Economics at NEU co-organised an international conference in July 2024 with the School of Business and Economics at Boise State University, USA. The event featured a special guest speaker, the US Ambassador to Vietnam, who gave speeches to the faculty and students.

Lecturers teaching at the **Executive MEM** programme are Vietnamese faculty members from the National Economics University and other well-known universities in Vietnam. Most of them have graduated from well-known universities in the world and/or have international academic and professional experiences. Other lecturers at the Programme are experts from the industry or organisations with rich local and international management experiences.

Foreign language contents

The **Business Management** programme's curriculum includes general education courses required by MOET, professional education courses, and final thesis. All professional education courses and final thesis are instructed in English. All textbooks for professional education courses are in English. Study materials for these courses are designed in English. In addition to formal coursework, students are actively encouraged to engage with and read materials in English throughout their studies. Access to a wide range of English-language resources, including textbooks, research articles, and industry reports, allows students to deepen their understanding of business concepts and apply them effectively in real-world scenarios.

Students must also obtain an IELTS certificate with a minimum score of 6.5 or an equivalent English language certification to graduate.

The **Public Relations** programme includes sixteen courses in English; Internship for Public Relations and Final Thesis are also in English. For the English-medium courses, lecturers use course materials in English, including textbooks, research articles, industry reports, and other educational resources. The programme also includes guest lectures, seminars, and workshops conducted in English by industry experts and international faculty. In addition to formal coursework, students are actively encouraged to engage with and read materials in English throughout their studies.

In the **LAEM programme** English is the primary medium of instruction, with the exception of courses focusing on political education, defense education, and physical education, which are taught in Vietnamese. In Semester one, the programme offers a dedicated supplementary course aimed at enhancing students' foreign language proficiency additionally.

Since the **MDE** programme is delivered in English, the language is predominantly used across all aspects, including textbooks, essays, presentations, exams, theses, and defenses. The faculty actively collaborates with international partners to host various conferences. For instance, the Faculty of Economics at NEU co-organised an international conference in July 2024 with the School of Business and Economics at Boise State University, USA. The event featured a special guest speaker, the US Ambassador to Vietnam, who gave speeches to the faculty and students.

Participants of the **Executive MEM** programme must meet the minimum requirements regarding English level when they complete the programme for graduation (i.e., level 4/6,

equivalent to B2 level). Also, during the course, some materials such as academic papers in English are provided that require a certain English capability requirement to be able to read and understand the materials. The field trip abroad is another chance for participants to be exposed to international environment and to practice their communication skills in English.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, case studies, field trips and readings, students are enabled to act in an intercultural environment.

The international composition of the student body does not correspond to the programme concept. Currently there are no international students enrolled in either of the programmes, neither are there any incoming students. There is no proof that the University took any goal-oriented measures taken to promote internationality. Therefore the panel issues a **recommendation for all programmes**: The University takes goal-oriented measures to foster internationality take increases the international composition of student body.

Although the wide majority of faculty is Vietnamese, there is proof that most of them have an international academic background and professional experience. Therefore the composition of the faculty promotes the acquisition of international competences and skills. The measures taken to improve internationality of faculty are goal-oriented.

The proportion of foreign language courses and required foreign language materials of the three bachelor programme correspond with the qualification objectives of the study programme. The MDE programme is taught in English language throughout. However, the Panel gained the impression that the proportion of foreign language contents in the Executive MEM programme is very limited. Therefore a **recommendation for the MEM** is formulated: The University increases the proportion of foreign language content.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curriculum of the **Business Management** programme trains a variety of generic skills including communication and public speaking, critical thinking, problem-solving, teamwork, and conflict handling. It also emphasizes leadership, ethical decision-making, and adaptability.

The development of soft skills has become the primary concern of NEU programmes as listed in the output standards.

The didactic methods and tools used to develop these skills include:

- Presentation Assignments and Group Work: Required in most courses to enhance communication and public speaking skills.

- **Student Clubs:** Various clubs provide additional practice and development in specific skills (e.g., MC Club for public speaking for presentation; YEC Young Economists Club, the CFE Club of Future Entrepreneurs, the YES Young Economic Scientist Club, and the Neu Office Skill Club for critical thinking and teamwork; and others).
- **Debate Case Studies and Role Plays:** Encourage social commitment and the development of cooperation and conflict handling skills.
- **Teamwork Assignments:** Learning methods focusing on teamwork are represented in the assignments given to students. The assignment involves teamwork, problem-solving, and written and oral presentations.

In the programme **Public Relations**, different stakeholders aim to contribute to the success of the programme. As graduates of this programme need to be able to work in such positions as media relations executives; strategic public relations planner; internal and external public relations executives, public information executives or fundraising and community development executives. Thus, it is important for the students that they are offered specialised skills such as qualitative and quantitative analysis and interpreting specialised knowledge to be able to quickly adapt to many positions in the field of public relations.

The students' competences and skills are developed through the lectures and variety of in-class and out-of-class activities such as discussion, individual and group projects, presentations, seminars, and field trips during the programme.

The **Leisure and Event Management** programme focuses on developing essential soft skills such as communication, leadership, problem-solving, networking, and resource coordination in project execution. Students learn to analyse the business environment of tourism, entertainment, and event organisations. Additionally, the programme enhances students' operational skills in delivering tourism, entertainment, and event services, along with leadership and management capabilities in these industries.

The **Master's Programme in Development Economics (MDE)** is structured to equip students with a range of generic skills crucial for their professional and personal development. Key skills trained in the curriculum include communication, public speaking, cooperation, conflict resolution, and leadership, ensuring that students are well-prepared for diverse professional environments. These outcomes are achieved through classroom discussions, joint case studies, group projects, presentations, and thesis defence. For example, case studies and group projects foster teamwork and cooperation, allowing students to practice and refine their conflict-resolution skills and team leaders to practice their leadership ability. Presentations and thesis defence are particularly effective in developing public speaking and communication skills, as they require students to articulate their thoughts clearly and confidently in front of various participants.

Personal development is also a significant aspect of MDE. Group projects and discussion activities are designed to enhance leadership qualities, self-awareness, and emotional intelligence because MDE courses not only provide academic analyses but also discussions on social issues that affect people's daily living (such as poverty and inequality). This engagement not only helps students to apply their academic knowledge to real-world problems but also instils a sense of responsibility and ethical behaviours.

At the **Executive MEM** programme, different stakeholders contribute to the programme. The students are managers with different backgrounds and coming from different public agencies. Therefore, it is useful and interesting for them to learn and share inter-disciplinary knowledge

and experiences during the programme's activities. In addition, the Programme's lecturers and invited experts and scholars are those with rich knowledge and skills from various areas of management.

Appraisal:

In all programmes, the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/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

The Faculty of Business Management (FBM) strategically enhances the employability of the students through a collaborative curriculum design process involving multiple stakeholders, including industry leaders, related companies, and academic experts. This collaboration ensures that the programme's objectives align with the dynamic needs of the business world and the expectations of all participants. Key elements of this approach include tailored curriculum components such as practical internship opportunities, guest lectures and seminars, and major research projects.

Moreover, integrating new technology and digital tools within the programmes **Business Management** and **Public Relations** equip students with essential modern competencies. Proficiency in data analysis, marketing in both traditional and digital, financial modeling, and other technology-driven skills ensures that graduates can leverage innovative solutions in business settings. This technological emphasis is crucial as employers increasingly seek candidates who can navigate and utilise digital advancements to drive organizational success.

Students in the **LAEM** programme additionally acquire recruitment skills through the course *Career Development in the event and leisure industry*.

Various teaching methods applied in the **MDE programme** aim to ensure that students are not only able to grasp theoretical concepts in economics, development and finance but are also adapt at applying them in practical, real-world contexts, improve individual and team working skills as well as their ability to communicate their findings to an audience, thus preparing them comprehensively for careers as leaders, policymakers, lecturers, researchers, or employees in both public and private or domestic and international organisations. This can be seen more clearly through the report on alumni evaluation of the MDE programme. The MDE programme significantly improves students' knowledge, capabilities, and work productivity after graduation.

The **Executive MEM** programme significantly contributes to the participants' career development and enhances their employability skills by offering them the important knowledge and skills through all the activities of the programme.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/courses. The panel welcomes the strong orientation towards entrepreneurship and start-up culture.

	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

Structure and quantity of faculty in relation to curricular requirements

The Faculty of Business Management, responsible for the programme **Business Management**, has 41 full-time teachers who can teach in the programme. To further ensure the availability and adequacy of teaching staff, FBM has attracted qualified candidates, ongoing professional development programmes to enhance the skills of existing staff, and a rigorous evaluation process to maintain high teaching standards. The Faculty also collaborates with industry experts and visiting lecturers to provide students with a well-rounded education combining theoretical knowledge and practical insights.

Table 23: Faculty of Business Management

Faculty of Business Management	Number	Percentage
Associate professors	7	16.3%
Doctorates	26	60.5%
Masters	10	23.3%
Total	43	100.0%

All core subjects of the **Public Relations** programme are taught by full-time faculty members of NEU. The training programme is divided into two parts: general education knowledge and professional education knowledge. The general education knowledge includes common school and major modules. The professional education knowledge includes foundational industry knowledge, industry knowledge, in-depth knowledge, and internship seminars. In general education knowledge, all modules are taught by full-time lectures of the University. In the professional education module, all foundational knowledge, major knowledge, and internship seminars are taught by full-time lectures of the University and the Marketing Department.

Table 24: Faculty of Marketing

Faculty of Marketing	Number	Percentage
Professors	1	2.4%
Associate professors	6	14.3%
Doctorates	22	52.4%
Masters	13	31.0%
Total	42	100.0%

All the core subjects of the **LAEM** programme are taught by full-time faculty members of the NEU. The programme also prioritises lecturers who are associate professors and professors. The structure of the training programme includes a general education knowledge block and a professional education knowledge block. In the general education knowledge block, all courses are taught by full-time faculty members of the University. In the block of professional education knowledge, all the courses in the basic knowledge block, industry knowledge and practical topics are taught by full-time lecturers at the University and of the Faculty or by several lecturers of other universities. These are the courses *Career development in event and leisure industry*,

Gaming and Casino Management, Business of wedding and social events and Theatre and Performance.

Table 25: Faculty of Hospitality and Tourism

Professor	PHD	Associate Lecturer
1	17	10

The Faculty of Economics that is in charge of the **MDE** programme, has 42 full-time lecturers, including two Professors, seven Associate Professors, and 23 Doctorates.

The **Executive MEM** programme recruits lecturers based on the faculty's capacity and reputation, regardless of faculties or departments. The lecturers from NEU are all full-time lecturers. For some specialised courses lecturers are recruited from other universities such as Foreign Trade University, Hanoi University of Science and Technology, FPT University, National Academy of Public Administration. In each course of the programme there are two full-time lecturers and one part-time lecturer who undertake to teach courses in the curriculum.

Table 26: Faculty of Economics (MDE)

List of Faculty Members MDE			
	Professor	PHD	Assoc. Prof.
	1	8	3

Table 27: List of Faculty MEM

No	Title	Job Title	Field of Study
1	Asso.Prof.	President of NEU	International economics
2	Asso.Prof.	Secretary of Party at NEU	Administration management - policy analysis
3	Prof.	Vice President of NEU	Business administration
4	Asso.Prof.	Director of School of Graduate Studies	Development economics
5		Lecturer of NEU	Philosophy
6	Asso.Prof.	Lecturer of NEU	Economic management, Economic Law
7	Asso.Prof.	Head of Department of Organization and Personnel	Economics
8	Prof.	Head of Department of Science Management	Economics
9	Asso.Prof.	Lecturer of NEU	International economics
10	Asso.Prof.	Lecturer of HUT	Management Information Systems
11		Lecturer of NEU	Economics
12	Prof.	Former Vice President of NEU	Business administration
13	Asso.Prof.	Head of Department of Administrative Science and Personnel Organization, National Academy of Public Administration	Public policy
14	Asso.Prof.	Lecturer of NEU	Development economics
15		Lecturer of NEU	Economic management
16		Lecturer of NEU	Management Science
17	Asso.Prof.	Dean of the Faculty of Human Resource Economics and Management	Demographics
18		Vice Director of School of Graduate Studies	Finance

No	Title	Job Title	Field of Study
19		Lecturer of NEU	Economic management
20	Asso.Prof.	Lecturer of NEU	Marketing
21		Lecturer of NEU	Economic management
22	Prof.	Former President of NEU	Economics
23		Lecturer of NEU	Economics
24	Prof.	Lecturer of NEU	Development economics
25	Prof.	Lecturer of NEU	Business management
26		Ministry of Agriculture and Rural Development, Department of Agricultural Product Processing and Market Development	Management science
27	Asso.Prof.	Vice Director of Business School, NEU	Development economics
28	Asso.Prof.	Rector of College of Business, NEU	International business administration
29	Asso.Prof.	Rector of International School of Management and Economics	Business administration
30		Vice Chairman of Vietnam Marketing Association (VMA)	Business administration
31	Asso.Prof.	Head of Postgraduate Division, School of Graduate Studies	Economics
32		Deputy Head of Postgraduate Division, School of Graduate Studies	Business administration
33		Staff of School of Graduate Studies	Business administration
34		Staff of School of Graduate Studies	Business administration

Academic qualification of faculty

For all programmes:

The **Faculties of Business Management, Marketing, Economics and Hospitality and Tourism Management** are in charge of arranging lecturers for professional-education courses. Recruitment regulations apply to all faculties of NEU.

The recruitment criteria and process are all published on the university's website. Specifically, candidates must meet the following requirements: (i) Possess a master's degree or higher qualifications relevant to major; (ii) Possess a good bachelor's degree or higher relevant to the field/major applied for; (iii) ensure age requirements; (iv) Foreign language proficiency: English with an IELTS score of 6.5 or an equivalent international certificate; (v) Having a certificate in office informatics; (vi) Holding a certificate of pedagogical qualifications; (vii) Competent in pedagogy and scientific research. NEU also highly appreciates applicants with experience in business environments, research, and publication. After being accepted as a lecturer at FBM, a highly experienced lecturer will guide each new lecturer in preparing lesson plans. The new lecturer must sit in a current lecturer's class for one semester to receive on-the-job training. New lecturers will perform a mock lecture before the department's committee for evaluation. Only then they be able to teach independently.

NEU lecturers are actively involved in academic research and publish their research in Vietnamese and international journals. They are required to publish, such as articles published in journals, books published, research projects with partner organisations, conference papers published in proceedings or presentations at conferences, etc. In addition, each year, the

university also provides funding for a number of its lecturers, to take a short-term study at some partner universities abroad.

Additionally, priority lecturers selected to participate in the **Executive MEM** programme are experienced lecturers with doctoral degrees or higher and who have been trained abroad. They are selected based on their qualifications and experiences related to their teaching profession. With a number of topics and scientific reports, the selected lecturers are successful entrepreneurs, managers, and experienced executives at domestic and abroad who participate in reporting, guiding and sharing experiences. NEU regularly organises conferences, seminars and practical programs with the participation of lecturers and learners so that lecturers can improve their scientific research ability, problem presentation and update practical situations to apply in lectures.

Pedagogical / didactical qualification and practical business experience of faculty

For all programmes:

To become a full-time NEU lecturer, a lecturer must complete a course in pedagogical and didactic skills and be assessed by the University's Personnel Department. Part-time lecturers, if they come from other universities, must commit to signing a full-time contract with that university to prove their pedagogy. Other part-time lecturers are people with practical or professional experience, well-known reputation in the industry and previous teaching experience.

The lecturers participating in the programmes are always given the opportunity to improve their teaching qualifications through participating in seminars, seminars or practical programs at enterprises.

Lecturers participating in teaching in addition to their academic qualifications must also have experience in business management and consulting. The part-time lecturers, in addition to teaching for the programme, are usually full-time lecturers at other universities or are working and managing in enterprises, administrative and non-business agencies.

FBM encourages its teaching staff to have experience in business management. The only exceptions are possibly researchers with different types of experience and knowledge acquisition history. More than 50% of FBM teaching staff have years of experience working in companies, international organisations, and government organizations. Some core teachers have experience in multi-national companies, advising policies for industries and provincial governments. The others have experience in education and research.

To ensure optimal training quality, the **Marketing Department**, in charge for the programme **Public Relations** not only requires lecturers to have academic qualifications and teaching experience but also extensive practical experience in public relations activities of businesses/organisations.

To ensure the training quality in the **LAEM** programme, in addition to the requirements of academic qualifications and teaching experience, the **Faculty of Tourism and Hospitality** also requires lecturers with practical experience in the enterprises' operations in the industry. The Faculty has three lecturers who have worked in enterprises and other organisations before teaching. Furthermore, all lecturers interned in tourism and hotel businesses and are also the key members of tourism associations.

MDE lecturers do not only meet pedagogical qualifications mentioned above but are also experienced in teaching with an average teaching experience of approximately 20 years. Some of the faculty's lecturers collaborate with government and international organisations on research and consulting projects in addition to their teaching duties. These organisations may include the Ministry of Finance, the Ministry of Planning and Investment, the Ministry of Labour, Invalids and Social Affairs, the Ministry of Health, or organisations like UNDP, ADB, FAO, and ActionAid. In addition, some lecturers also participate in enterprise activities in the role of experts, possibly in finance, market analysis, or human resource management.

Internal cooperation

For all programmes:

Regular meetings take place between members of the programme management team and lecturers to agree on teaching content and propose initiatives to improve the quality of the training programme. During the meetings, most of the faculty members are present, of which full-time lecturers are usually required. At meetings or seminars within the framework of the training programme, lecturers often exchange academic or teaching experiences, give each other suggestions on what will be included in the lecture and how to avoid duplication in the content of instruction among lecturers.

Before a course begins, participating lecturers have the opportunity to meet and discuss at a regular meeting.

The Programme Management Board is responsible for managing and controlling the course descriptions to ensure that there is no duplication of knowledge between the courses. On the basis of the main contents set out in each course, the lecturer is selected to propose detailed lectures and teaching methods for each lesson. The Scientific Council of the Programme meets to comment on the completion and approval of the teaching content of each course before teaching.

Student support by the faculty

For all programmes:

Lecturers teach students to understand the issues of the lesson and are ready to answer learners' questions during or outside the class through many information channels. Students are supported by Programme Managers and faculty members who participate regularly and actively in teaching. The Programme Management Board is ready to assist students with procedures, registration documents, and procedures for ending the course. Lecturers are ready to assist students in the learning process.

The lecturers publish information channels that can be contacted for students such as phone numbers, email addresses, and offices to contact when they have any questions about the coursework in class. There is no difference between full-time and part-time lecturers with regard to support. In addition to classroom learning, students are supported remotely by the Programme Manager and lecturers.

The results of the students' survey showed that the lecturers of the Programme were highly appreciated for both their professional competence, teaching methods, and their spirit, attitude and responsibility at work. In particular, the students appreciated the knowledge and the sense of responsibility and enthusiasm in teaching of the lecturers.

Appraisal:

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

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

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

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

The faculty members have above-average business experience and use them in their teaching activities. The panel welcomes the existing policy that it is mandatory for faculty to have practical experience.

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.

	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

Programme Director

The School of Advance Education Programmes is responsible for organising the training process for the programmes **Business Management** and **Public Relations**. The Dean of AEP is particularly supported by a staff working as the programme coordinator. The programme coordinator is responsible for setting study schedules, arranging lectures and tutoring, organising exams and supervising the study progress of the students in the programme. The Faculty of Business Management helps AEP in designing the programme **Business Management**, developing and reviewing the curriculum of the programme. The Faculty of Marketing helps AEP in designing the programme **Public Relations**, developing and reviewing the curriculum of the programme, and arranging teaching staff for capstone courses in the programme.

The **LAEM** programme is overseen by the Faculty of Tourism and Hospitality. It operates with distinct professional and administrative management components. Professional management falls under the purview of the Hospitality Management Subject Committee, which coordinates with other specialised divisions. This committee is primarily tasked with developing, updating, and implementing programme content.

The programme management of the **MDE** includes the programme director and the programme coordinator. The study programme is typically managed by a programme director who oversees both academic and organisational aspects. This individual is responsible for ensuring the programme's quality, relevance, and alignment with institutional goals. He works closely with academic staff, administrative support, and sometimes industry partners to manage the curriculum, student progress, and resource allocation. The main tasks of the programme director include: (i) Designing and updating the curriculum; (ii) Coordinating and supervising the teaching staff; (iii) Ensuring compliance with accreditation standards; (iv) Managing the programme budget and resources; (v) Implementing policies and procedures for the programme.

The main tasks of the programme coordinator include: (i) Overseeing student admissions and progression; (ii) Handling student issues and providing academic advising; (iii) Facilitating communication between students, faculty, and administration.

Coordination functions through regular meetings and communication channels. It is organised by (i) Holding periodic meetings with faculty and administrative staff; (ii) Establishing committees or working groups for specific tasks or projects; (iii) Developing a clear chain of command and responsibilities.

The programme management is also supported by various general services of NEU, including (i) administrative staff who handle day-to-day operations; (ii) Student services for counselling and support; (iii) Marketing and admissions teams for promoting the programme and handling applications; (iv) academic departments and faculty members for curriculum delivery and development.

For the programme **Executive MEM** the programme manager is the coordinator of all programme activities and is responsible for reporting the performance results to the Programme Management Board. In order to effectively manage and operate the programmes,

NEU has established a Programme Management Board with 15 members led by NEU President directly as the head of the committee. In addition, the Executive Board also has members in the Board of Directors, representatives of leaders of a number of related departments and departments such as: Department of Personnel and Organisation, Finance - Accounting, Administration - Equipment with the permanent department in charge of direct administration is the Graduate Training Institute.

The Programme Management Board, in addition to regular meetings, also plays a role in deciding major issues about the Programme's orientation, such as deciding on the policy on enrolment, graduation consideration, building and renewal training programmes.

The Programme Manager is responsible for overseeing all activities of the Programme on the basis of the University's training regulations for the Master's Programme at a Public University, orientation approved by the Management Board. On the basis of the approved curriculum framework, the Programme Manager assigns classes, selects lecturers, organises the final exam, manages the learning process and executes the learners' graduation thesis.

Process organisation and administrative support for students and faculty

For all programmes:

Students and lecturers are supported by three levels including the University level, department level and school level.

University level:

Students are firstly supported by functional departments of NEU. During the studying period and after graduation, One Gate will help students address administrative issues for students (e.g.: Academic transcript, student card, registration, etc.). Library and Information Centre also provide services related to materials, database, and other facilities for both lectures and students. Political and Student Affairs Office guides and provide support for students and faculty in the assessment process of political ideology, rewards, and discipline. Mental health issues are supported by Clinic (e.g.: periodic health examination). Youth Union organises activities and movements to provide platforms which helps students improve themselves and comprehensive development. Moreover, functional departments organise short courses such as software for analytics training, research skills and international publication for lecturers. NEU has a Sharing Box for getting comments and ideas from students and holds a "Student Dialogue" annually to connect with students, receiving student's inspirations and opinions to improve the quality of support services for helping student learning process.

School level:

There are two administrative staffs who provide information related to administrative procedures and guide students and lecturers in addressing matters related to other departments and units. The administrative staffs are available during working hours and is regularly trained IT skills and soft skills to improve service quality.

Faculty and students can find the necessary information through the website of the University and the faculties and the administrative department. Faculty and students can contact the administrative staff by phone, email or social networks. Students receive support from academic advisors outside office hours in urgent need.

Department level:

The functional departments such as the Department of Educational Testing and Quality Assurance, Political and Student Affairs Office, Academic Affair Office issue the regulations governing the teaching and learning process of lectures and students. Department of Educational Testing and Quality Assurance ensures honesty and fairness in evaluating the results of the training modules. Moreover, NEU makes sure that all regulations and rules are strictly adhered. Problems arising in the teaching and learning process are resolved by departments with appropriate functions and responsibilities.

Students and lecturers are centre of training process. They are involved in the process of setting, editing, and updating training programmes. NEU and the faculties implement survey annually and collect opinions of students and lecturers when updating and supplementing modules in the training programme.

Appraisal:

The programme directors coordinate the activities of everyone involved in the programmes and ensures that the programme runs smoothly. Actually, during the digital site visit the panel learned that there are no programme managers in place, but the heads of department assure that programmes run smoothly. Programme coordinators are in place to take care of operational issues.

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

	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

NEU benefits from a comprehensive network of partnerships, some of which relate to specific degree programmes, but most of which relate to general cooperation. This includes both HEIs and private and public institutions; networks of businesses enterprises, central and local government agencies, professional associations, and international organisations. The partnerships relate to research, teaching and exchange.

Table 28: List of Cooperations with HEI and other Institutions

Agreement
Cooperation Agreement between the National Economics University and Lien Viet Post Joint Stock Commercial Bank
Cooperation Agreement between the National Economics University and the Joint Stock Commercial Bank for Investment and Development of Vietnam (BIDV)
Cooperation Agreement on Training, Training Support, and Scientific Research between the National Economics University and Nghe An University of Economics

Cooperation Agreement on Training, Scientific Research, and Consultancy between the National Economics University and Tay Bac University for the 2015–2020 Period
Cooperation Agreement on Training, Training Support, and Scientific Research between the National Economics University and the Academy of Construction and Urban Management Cadres
Cooperation Agreement between the National Economics University and Bao Viet Group
Research Cooperation Agreement on Climate Change between the National Economics University and the Vietnam Public Joint Stock Commercial Bank (PVcomBank)
Cooperation Agreement between the National Economics University and the University of Economics Ho Chi Minh City
Collaboration Agreement between Leed Beckett University and National Economics University
Training Collaboration Agreement for the National Defence and Security Course between the National Economics University and the Centre for National Defence and Security Education, Hanoi National University of Education 2
Cooperation Agreement between the National Economics University and Vietnam Post Corporation (VNPost)
Minutes on the Implementation of the Cooperation Agreement for the 2019–2024 Period between the National Economics University and Vietcombank Head Office Branch
Memorandum of Understanding on Cooperation between the National Economics University and MISA Joint Stock Company
Memorandum of Understanding on Cooperation between the National Economics University and the Military School of the Capital Command
Cooperation Agreement on the Development of an Innovation and Startup Support Ecosystem between the National Economics University and the Department of Market and Enterprise Development for Science and Technology – Ministry of Science and Technology
Memorandum of Understanding on Cooperation between the General Statistics Office and the National Economics University
Cooperation Agreement on the Development of an Innovation and Startup Support Ecosystem between the National Economics University and the Department of Market and Enterprise Development for Science and Technology – Ministry of Science and Technology
Memorandum of Understanding on Cooperation between the General Statistics Office and the National Economics University
Cooperation Agreement between the National Economics University and the General Department of Market Management (Ministry of Industry and Trade)
Cooperation Agreement between the National Economics University and Military Commercial Joint Stock Bank (MB)
Memorandum of Understanding on Cooperation between the National Economics University and Hoa Lu University for the 2021–2026
Progression Agreement between University of Northampton and National Economics University
Progression Agreement of University of Hertfordshire Higher Education Corporation and National Economics University
Cooperation Agreement between the National Economics University and Agricultural Bank Insurance Joint Stock Company (ABIC)
Institutional Partnership Agreement between California State University, Long Beach, CA, USA and National Economics University
Cooperation Agreement between the National Economics University and the Industrial Investment and Development Corporation Joint Stock Company
Coordination Programme between Hai Bà Trưng District and the National Economics University, Hanoi University of Science and Technology, National University of Civil Engineering, and Hanoi Open University for the 2022–2027 Period
Cooperation Programme between the Vietnam Young Entrepreneurs Association and the National Economics University on Training and Professional Development; Policy Research; Human Resource Provision; and Business Consultancy and Support for the 2023–2025

Cooperation Agreement between the National Economics University and the University of Essex (United Kingdom)
Guaranteed Credit Agreement between The University of Waikato, New Zealand and the National Economics University, Vietnam
Memorandum of Understanding on Cooperation between Faculty of Marketing and G.Empire Land Authorised Training Partner
Accreditation Agreement for NEU Excellent Insurance Program integrated with ANZIIF certificates
Cooperation Agreement between Ho Chi Minh City Development Joint Stock Commercial Bank (HD Bank) and the National Economics University
Cooperation Agreement between the University of Economics Ho Chi Minh City and the National Economics University
Memorandum of Understanding between The University of Baltimore and the National Economics University
Cooperation Agreement between the National Economics University and PetroVietnam Securities Joint Stock Company
Cooperation Agreement between the National Economics University and National Citizen Commercial Joint Stock Bank (NCB)
Cooperation Agreement between the National Economics University and Piaggio Vietnam Co., Ltd

There are additional cooperation activities for the programmes LAEM and MDE:

Additionally, **LAEM** students benefit from a cooperation network that facilitates credit transfers with ten esteemed universities across Vietnam. Furthermore, it hosts regularly exchange students from renowned institutions worldwide, including those from Japan, Taiwan, France, and Hungary. The programme enables seamless transitions for LAEM students from NEU to Griffith University, Australia. The University has established memorandums of understanding and cooperation with various organisations including Sun Group and Hoang An Nhien. These partnerships extend to training agreements between NEU and hospitality businesses, fostering regional and international training initiatives. In addition to existing training agreements with several businesses, the Faculty of Tourism and Hospitality maintains partnerships with numerous other organisations. In 2019, with a focus on collaboration with the Youth Union and Student Association, the University is preparing to host NEU Career Week 2024 in partnership with recruitment agencies. LAEM students, alongside their peers in the Faculty of Tourism and Hospitality, actively engage in activities led by the Vietnam Tourism Association, including organising travel fairs and celebrating Vietnam Tourism Day.

MDE has a partnership with the International Institute of Social Studies (ISS) of Erasmus University Rotterdam (the Netherlands). The master's degree certificates awarded to MDE graduates are issued by the NEU and certified by the ISS. As part of this collaboration, the ISS plays a supporting role in designing the curriculum. More specifically, in conjunction with NEU, the ISS is involved in:

- designing the MDE curriculum,
- providing support to NEU in enhancing the quality of the MDE Programme to guarantee international standards
- providing teaching inputs: Teaching inputs will be decided in consultation with the MDE Director and should be in line with the demands of the MDE Programme. The MDE Director will inform ISS well in advance about the demand for teaching. ISS will provide a qualified lecturer for the MDE Programme, and
- confirming its cooperation with the NEU via MDE by signing a Certificate of Participation for each student. This Certificate is attached to the master's degree issued by NEU.

The Faculty of Economics also cooperates with several key partners from business enterprises. Notably, they established agreements with JobOKO, a job search engine company, to help connect faculty students, including MDE students, to potential employers. In addition, MDE students benefit from the cooperation between NEU and two major banks in Vietnam: Sacombank and Military Bank (MB). These partnerships open various opportunities, such as internships.

Appraisal:

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

In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

During the digital site visit, the students expressed their desire for greater involvement of the university in global competitions. In response, the panel formulated a **recommendation for all programmes**: The University ensures that global competitions with other HEIs are highly promoted.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. However, the panel noted that the involvement of international companies is still moderate. It therefore formulated a **recommendation for all programmes**: the University strengthens networks with international companies. In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

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

4.4 Facilities and equipment

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

For all programmes:

NEU's campus is located in the inner city of Hanoi, with a total land area of 123,522 square meters in use. The total floor area for teaching and scientific research activities is 112,303 square meters. The university has 538 classrooms, offices, laboratories, and multifunctional conference rooms equipped with modern facilities.

In terms of information technology application, there are 1,131 computers, 500 of which serve the office and library sectors, and 631 computers used for learning and assessment. The university has purchased Microsoft Office 365 accounts for all faculty and office staff, and 40,000 accounts for students. Additionally, there are software applications for university management, library management, scientific research, and teaching. The University maintains 22 websites and software systems supporting communication activities, administrative operations, and the University's overall functioning. The buildings are fully equipped with a high-speed and free Wi-Fi system coverage throughout the campus, air conditioners and fans.

The University's Internet infrastructure has been modernised to ensure a free access for all faculty, researchers, administrative staff, and students. Guests on the University's campus can access to a free wireless Internet connection.

NEU will continue developing the application of information technology through the project of building smart classrooms; aiming for all classrooms to be equipped with modern devices, facilitating the innovation of teaching technology, online connectivity, and the provision of real-time lectures.

The University's facilities are utilised to support research, teaching, and student learning activities across its training programmes.

Access to literature

The University's library has been newly invested 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 include 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.

Table 29: Materials for training and scientific research at National Economics University

No	Data classification	Description	Total title	Total publications
1	Printed books	Textbook, lectures, scientific research, theses, dissertations	50,302	146,107
2	Printed newspapers and magazines	Newspapers and magazines purchased by the university are saved from 2010-to 2014, one copy each, and word 2015-to 2017, the full number of copies	38	7,274
3	E-books	List of e-books The university buys from IG PUBLISHING Publishing House. The data is updated and supplemented every year	1,701	1,701
4	Magazine E-books	Catalog of electronic magazines of the university purchased from EMERALD Publishing House	237	203
5	Learning materials of	Database purchased by ProQuest Central with 148 topics covering all training	26,897	26,897

No	Data classification	Description	Total title	Total publications
	ProQuest database Central	disciplines/specialties, scientific research fields of the university		
6	Endogenous learning materials E-book	The library has digitised dissertation and thesis publications and is included in the endogenous documents section.		4,471
		Total	79,175	186,653

The library regularly organises classes to guide readers in using the library, searching for and exploiting information. Implement additional Vietnamese-language reference books, periodicals, and periodicals.

To quickly communicate to students, the programmes use a combination of online media to serve the teaching and learning process of learners such as Microsoft Teams, Learning Management System (LMS), Facebook, Fan Page, Zalo.

Appraisal:

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

Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment). During the digital meeting, however, the students complained about the unreliable quality of the Wi-Fi on the upper floors of the buildings. The panel therefore makes the following **recommendation**: The University ensures a strong and stable Wi-Fi-connection in all parts of the buildings.

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 programme is available in the library and also kept up to date. However, it turned out that the central textbooks in the library were not always available in their latest editions. The panel therefore makes the following **recommendation**: The University updates relevant books in the library regularly.

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

4.4 Additional services

Career counselling and placement service

For all programmes:

Students at NEU are equipped with knowledge to enhance their ability to find work and create self-employment after graduation. The university focuses on increasing the percentage of graduates securing jobs relevant to their training fields by providing high-quality training programmes and effective support measures. There are key support measures and activities:

- **High-Quality Training Programmes:** Delivered by experienced and responsible lecturers, ensuring learners acquire the necessary skills and knowledge.
- **Active Employer Engagement:** Recruiters are invited to consult on recruitment processes; Faculties, institutes, and centres responsible for student management invite employers to share job-hunting experiences and working skills.
- **Internship Opportunities:** Many students are introduced to career opportunities during their internships through faculty and school connections, leading to job offers right after graduation.
- **Job Placement Success:** In the first year after graduation, a high percentage of graduates find jobs in their trained fields. The university conducts annual surveys to collect data on graduate employment status and evaluate the effectiveness of job support measures.
- **NEU Career Centre:** Founded in 2019, the Centre is the permanent unit responsible for career orientation and job support for students. Students can attend annual career guidance activities for career orientation, study methods, and professional internships.
- **Job Fairs:** Held periodically with real recruitment needs from dozens of businesses; and students receive guidance on application writing, resume writing, job interviewing, and communication skills at work. The University encouraged participation in professional exams, leading to high prizes and favourable career opportunities.
- **Business Relationships:** NEU maintains and expands relationships with businesses to update the curriculum and invite guest lectures. NEU also facilitates learners' access to the labour market during their training, not just at graduation. Additionally, NEU Career Centre actively introduces internships and job opportunities to students.

Alumni activities

Since its establishment in 1956, NEU has trained generations of researchers and economic managers for the country. Alumni working in the same locality or field often connect due to professional needs and community sharing. The 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 department to manage the regular activities of the network, assigning administrative staff to run the network's office. This department is also responsible for the network's website.

The activities of the NEU alumni network include:

- **Networking Events:** Regular meetups, 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. The career fair draws hundreds of businesses owned by alumni.
- **Social and Cultural Activities:** Social gatherings, cultural events, and community service projects to foster a sense of community and give back 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:** Organizing 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 to strengthen the bond between alumni and the institution, promote lifelong learning, and support the university's mission and goals.

The alumni networks has made many meaningful contributions to training and developing knowledge and skills for students including taking part as guest speaker in classes, getting students for internships, field surveys, awarding scholarships to students, sponsoring learning facilities for lectures and students.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. However, during the digital site visit, it became clear that the potential of an alumni network was far from being fully exploited. The activities appeared isolated and had little relevance to the individual degree programmes. The panel therefore formulated a **recommendation for all programmes**: The University installs a clearly defined alumni management. It creates efficient platforms between alumni, students and management with regular agenda to be performed.

		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)

Found in 1956, NEU is a public university under the supervision of MOET. NEU, a non-profit autonomous institution, is financed by student fees and by the government. The University's infrastructure investment activities are funded by the state budget. For regular spending activities, it is funded by students' tuition fees.

Appraisal:

As NEU is a state university, it is guaranteed that each cohort of students starting within the accreditation period can complete the study programme.

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

5. Quality assurance and documentation

The University is following quality standards set up by the Ministry of Education and Training and at the same time following the international standards/models such as Asian University Network Quality Assurance (ANU_QA) or American and European standards. The quality management structure of the University consists of the University level and the faculty/department level. At University level, the Quality Assurance Council is responsible for consulting and monitoring on building strategy and planning for quality assurance while department of Quality Assurance and Accreditation has a role in advising the development of setting objectives, policies, processes, regulations and specific plans of educational quality assurance activities in the whole University. The council has regular meetings in every two years. At school level, the Quality Assurance Units is responsible for developing the unit's plan for quality assurance assessment, implementing the University's processes and regulations on quality assurance of education.

All programmes are evaluated annually following the regulations of Circular 17/2021/TT-BGDDT and the regulations of NEU. The evaluation includes teaching methods, academic performance assessment, lecturers and support personnel, facilities, technology, educational resource. Especially, objectives, expected learning outcomes and content of each programme are monitored. The system is a dynamic process that continuously follow the Plan-Do-Check-Act-Cycle, and it aims to give stakeholders confidence about the management of quality and the outcomes to be achieved. The quality assurance and quality development processes also involve stakeholders including students, lecturers, alumni, employers and others. They can give feedback by joining the online survey at the end of each school year or give opinion directly in dialogues with head of each department, dean of faculty, vice president or president. The department of Educational Testing and Quality Assurance has responsibility for recording, synthesising and preparing reports that will be used to be the basis for adjusting. For lecturers' participation, the academic department usually have meetings that consist of discussion about programme outcomes, programme curriculum, course learning outcomes, content of courses, teaching and learning methods, assessment methods. Additionally, the lecturers share the new knowledge, research results and teaching experiences as "good practices". The meetings are organised at the beginning or the end of each semester; or at any time having related academic issues. The lecturers directly participate in the programme formulation process throughout preparing syllabus of the teaching courses and indirectly participate in the voting for the respective faculty board council that have responsibility to formulate the programme. These make the quality of the programme improving over the time. Once the adjustments are made, the new version of training programme description will be publicly available on the website and the NEU portal.

Evaluation by students

Students are involved in education and in revisions of programmes' learning outcomes. They have two ways to give feedback about the programmes, including online survey and dialogues with the faculty's and NEU representatives. For online survey, every school year, the Department of Educational Testing and Quality Assurance sends an online evaluation form on student's account via Human Resource Management system. The content of survey questions relates to programme learning outcome, course syllabus, contents of each course.

The student must complete the evaluation form for a course before the student can view his or her grades of the course. Student's responses to evaluation form are recorded with student identification. The student's evaluation is recorded in the evaluation database which is managed by the Centre for Applied Information Technology. Once all students have submitted their evaluation, the Centre then sends the evaluation database to the Department of Educational Testing and Quality Assurance.

For second way, students can express their evaluations through conversations with academic advisors, academic departments, dean of faculty, head of functional departments, vice presidents or president of NEU about programmes at the end of each semester. The conversations are organised at class level, school level and University level. All student opinions in each dialogue are recorded in the meeting minutes. The student feedback is the basis for checking the appropriateness of the programmes and the curriculum. It also is the basis for checking if the workload of each course is adequate and if the awarded credit points are appropriate. As a result, the courses structure as well as the content of each course in programmes is adapted.

Evaluation by lecturers

Every semester, each academic department organises activities to review the course's content, teaching methods and assessment methods that correspond to the programme learning outcomes and course learning outcomes. Minutes of the meeting will be made to record the results of the discussion. The head of academic departments are responsible for recording the lecturer's discussion, analysing and synthesising the results into minutes then sending them to school level's academic council, the academic affairs office and lecturers. When starting the course, the lecturer is responsible for informing the students of this information and uploading the course outline to the LMS.

In addition, the faculties conduct lecturers' survey about the quality of teaching and the content of the programmes each year. The result of survey will be announced at the end of school year and offer solutions to improve the quality of the programmes for the coming year.

In order to receive feedback from the lecturers who teach for the programmes in the faculty, the faculty's Training Assistant will send the Class Comment Sheets (in the first semester kit) to the lecturers via email and directly to the class. Feedback results will be sent back to the programme along with the class composition transcripts at the end of each semester.

External evaluation

External stakeholders such as alumni and employers are also involved in different councils and therefore take an active role within the quality management system. The design and development of training programme take place every two years based on the vision and mission of the University, the direction of the University and especially the social needs and feedback of the stakeholders. In addition, according to Ministry of Education and Training (MoET) regulations, it is necessary to consult external stakeholders on the study programme in the process of formulating and adjusting the curriculum. Therefore, surveys with employer and alumni were conducted once a year by the Department of Educational Testing and Quality Assurance. The engagement of employers and alumni in connection to curricula and the delivery of the study programmes reflect the effectiveness of the programme delivery. These engagements can enhance active learning for students and help NEU furnish students with skills and knowledge directly relevant to employment, to embed the student's appropriate perspectives and attitudes towards industry. The result of external evaluation is presented and updated in public report to stakeholders on NEU portal.

Programme description

The programme curriculum is described in the programme development scheme, documented and approved by the review board. All kinds of information about programme content, curriculum, and examination scheme are documented and published to all students before the start of the semester and are updated during the study period on the website.

At the beginning of a semester, lecturers are responsible of informing their students about requirements of the courses, criteria for evaluation and examination regulation. Students can also access the information themselves. The school provides students with a handbook for studying at the beginning of their studying period. In this handbook, students can find all sources for accessing information they may need during their studies at the school. NEU periodically updates the website. Students can also visit the student office to get information about students' events.

Information on activities during the academic year

Other activities during the academic year include general activities for students of the whole University, such as citizen activities at the beginning of the course, class meeting at the beginning of the course, study on national defence education, medical examination, and getting feedback from learners on teaching operations each semester. All are published on the University's website and academic advisor channels before the event/activity occur. Some major contests and activities for students will be published in magazines. Most of the activities are photographed and reported to be posted on the school website and Facebook page.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and

graduate employment as well as the profile of the student population. However, the panel did not see any results of workload tracking. Therefore a **condition is issued for all programmes**: The University implements a student workload evaluation system which includes a systematic control loop of students' workload and allocation of ECTS-credits.

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

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. During the meeting it became evident that the survey handling was not conducted anonymously, because the Quality Assurance department was able to identify the sender. This can lead to students not daring to express their true opinions. Therefore, a **recommendation** is formulated for all programmes: The University ensures anonymous feedback and handling of survey responses.

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

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

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

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

Quality profile

HEI: National Economics University

Bachelor / Master programmes:

- Business Management (Bachelor)
- Public Relations (Bachelor)
- Leisure and Event Management (Bachelor)
- The Vietnam-Netherlands Master's Programme in Development Economics (Master)
- Executive MBA in Economic Management (MBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)				Condition MEM	X BM, PR, LAEM, MDE
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X MDE	Condition BM, PR, LAEM, MEM	
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 LAEM	X BM, PR, MDE, MEM		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
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 LAEM	X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

		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)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		