

**SOCIALIST REPUBLIC OF VIETNAM**  
**Independence - Freedom - Happiness**

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*Hung Yen, 20<sup>th</sup> April 2023*

**Detailed scheme**  
**Implementing the collaboration in education with a foreign partner at**  
**bachelor level between**  
**British University Vietnam and Staffordshire University**

**I. NECESSITY**

**1. Suitability for local, regional and national human resource development needs**

In the era of global integration, the economy plays an important role for every nation. A developed economy is considered as a solid foundation for a country's integration into the international economy. As a trend of globalization, international business is constantly developing and has become an attractive field, bringing enormous income for all participants. Integration brings lots of chances for developing countries; however, it also poses huge challenges for those who have inadequate internal strength. In order to strengthen the economy, we need to enhance our competitiveness not only in agriculture or industry but also in commerce and services, as these sectors directly impact the Vietnamese economy when joining organizations and agreements in the region and around the world, such as the WTO (World Trade Organization), ASEAN (Association of South-East Asian Nations), WB (World Bank), IMF (International Monetary Fund). Globalization is an irreversible trend and is the goal of the Vietnamese government; therefore, international business management is becoming a potentially interesting field.

According to the World Labor Organization (ILO) forecast, Vietnam will be able to create 6 million more jobs, equivalent to one tenth of the total number of jobs increased by 2025 in the

entire ASEAN region due to the impact of the formation of the AEC. When joining the AEC, the number of jobs in Vietnam will increase by 14.5% by 2025.

From 2020 to 2025, Hanoi and nearby provinces like Hung Yen needs around 270,000 employees for jobs related to business management. With more than 700,000 existing businesses, which are expected to grow to 1 million enterprises by 2025, the demand for high-quality workers with bachelor's degrees and vocational education with practical skills in the labor market in big cities and industrialized urban areas is relatively low. At the same time, under the pressure of the 4.0 technology revolution, businesses worry about falling behind. Report by Statista in 2023 indicated that by December 2021, there were about 11.2 thousand new business registrations in Vietnam. In total, approximately 111.8 thousand new businesses were registered in that year, which showed a strong trend of recovery after COVID pandemic.

According to recent research by economic experts published on SaigonPress in 2018, the shortage of highly qualified human resources in business sectors accounts for about 40% of the total labor demand in the market and the growth rate must reach about 50% new to meet the current market. Through a survey of 100 enterprises, 85% said they had to spend an average of 3-6 months to train new graduates who could meet the minimum work requirements. That is to say, businesses are willing to pay higher for graduates who are well trained in business administration and are equipped with practical knowledge and experience, rather than spending time and money on training so that they know how to work.

## **2. Suitability for the human resource needs for industries**

The Covid-19 pandemic has and is posing many challenges and difficulties in ensuring the maintenance of the supply chain of goods and services, in particular essential goods, and ensuring economic growth in general. On the overall level of Vietnam's economy, economic growth fell from 7% in 2019 to 2.9% in 2020. (GSO, 2021). It also means that the output of goods and services and the actual income decreased at such levels. In terms of the number of jobs lost due to the influence of Covid-19, by the end of 2020, an estimated 32 million people will be affected by the pandemic. Of these, 69% had lost their income, 40% had to cut their working hours, and 14% had to resign or be fired. The most affected sectors are services with 72% of workers affected, followed by industry and construction (65%), and agriculture (26%)

(GSO, 2021). With the role of regulating the economy, the government has also implemented a series of measures aimed at two main objectives, both controlling the flow and ensuring sustained economic growth. But ensuring these two goals at the same time (also called dual goals) is extremely difficult. Faced with such difficulties and challenges, the supply of human resources in the economic sector continues to play an important role in promoting Vietnam's economic recovery and development in the coming period. The sections below will provide some basic information on the issues posed, the knowledge and skills that the discipline of economics equips students, job positions and prestigious academic training facilities.

The economics sector provides a broad knowledge capital and is the fundamental foundation of deep specialisations. Because of this, students in this discipline are able to quickly adapt to career changes in today's times. In addition to basic economic knowledge, students are equipped with essential skills such as problem detection, application of technology 4.0 in the search and synthesis of information, data processing, presentation, and decision making based on the amount of information obtained. These knowledge and skills play an essential role in promoting self-learning and self-finishing knowledge for each specific job position that the student pursues. It is also one of the most suitable learning methods to help learners develop their future careers after graduation in the face of today's rapid economic structural shift.

In a more understandable way, many questions from different perspectives can be answered as students pursue Economics as some of the suggestions below:

- From the perspective of the buyer of goods and services: after completion of the study, the student can explain the price of services and goods is determined by what factors, the behavior of the manufacturing enterprises in the competitive or exclusive market, how to optimize the spending budget while ensuring satisfaction of demand, etc.
- From the perspective of manufacturing enterprises: learners can understand the factors affecting consumer behavior in order to come up with effective marketing and business strategies, decide on strategies to reduce or raise prices to increase sales and profits, etc.

- From the perspective of job seekers: learners are able to identify and evaluate structural changes in the economic sector, leading to changes on the labour market (demand, salary, job position and skills needed). This helps to select the economies that fit the future coin with the desired income level.

With the government in the role of regulating the economy: learners can understand why the government has to intervene in the economy, how intervention through specific tools and policies will affect the income, employment of subjects (business, workers, consumers) in the economics...

An additional advantage of students enrolling in Economics is that there are many opportunities to find diverse job positions that are highly adaptable to career changes or career structural shifts, as well as the strong development of today's information technology.

The economic sector is considered to be the " cradle" that produces fundamental economic theoretical systems, contributing to a powerful impact and transforming the way people make decisions in the more efficient use of resources. The prestigious Nobel Prize in Economics is a recognition of the great contribution in the theoretical field of the industry.

Students pursuing economics can adapt to a variety of job positions as follows:

(i) Researchers, teaching in educational institutions in the field of economics

With the basic knowledge capital, along with the essential skills in data analysis and processing equipped as above, the learner has a passion for research, updating data, discovering economic relationships that can continue in higher education to later become faculty, economic researchers. These up-to-date knowledge and good data analysis skills can provide many benefits for students and learners in universities or research institutes.

(ii) Economic analyst, market research in private companies

In today's digital age, the trend of building and mining big data (Big Data) plays an essential role in decision-making. After graduation, students can find suitable positions in market research companies, or large companies/concerns where behavioral studies (such as consumer, manufacturer) or market trends analysis are essential in building and adjusting

manufacturing/business strategies. Of course, in order to do well this job placement, the learner needs to continue to learn practical and be involved and specific projects to perfect skills.

iii) The business expert

Economics learners also easily find a job directly related to the goods and services business. Skills in presentation, teamwork, and negotiation with economically sensitive thinking are key factors that enable learners to succeed in the position of a business employee. If learners equip themselves with in-depth knowledge of a specific product/service of the workplace, combined with accumulated experience, they will later become excellent entrepreneurs.

iv) Investor and Financial Analyst/Securities

The development of the financial/banking sector also opens up many opportunities for students to study economics. Based on the basic knowledge and skills equipped, students can take additional short-term courses on banking or finance, or can study on their own by accessing huge databases on the Internet. This will enable students to succeed in conquering employers or engaging in financial investments on their own.

(v) The business manager

The start-up trend is very developing and is an encouraged direction for educational institutions in the economic sector. Thanks to the formation of entrepreneurial ideas, enterprise passion and especially knowledge capital as well as the basic skills equipped by studying economics, students can build their own business. In addition, learners can become good business managers after a period of work in enterprises, business manufacturing departments.

(vi) Economic managers in state management bodies

Management and economic operation of a country or territory (province, district, municipality) requires basic economic knowledge and essential skills such as problem detection, planning, organization, coordination of work, and decision-making. Economics is considered to be the key to equipping those essential knowledge and skills.

### **3. Suitability for the university's missions & development strategy**

British University Vietnam is a foreign-invested university established under Decision No. 1428 / QD-TTg of the Prime Minister dated September 9, 2009 to provide undergraduate and postgraduate degrees. BUV has a range of different responsibilities for its higher education provision which differ depending on the programme of study and partner. At all levels, BUV is responsible for the provision of learning opportunities to students, ensuring the quality of teaching provided, managing student registrations and behaviour within BUV, and ensuring the needs of students from a non-academic perspective are met.

With its ongoing development of programmes and growth in student numbers, BUV moved to a state-of-the-art campus in Ecopark township, Hung Yen province, on the edge of Hanoi in 2018, which has a planned capacity for over 5000 students in the first two phases of its development

Following the move to the new EcoPark campus in 2018, and the subsequent growth in staff and student numbers, BUV have experienced a series of significant changes related to this growth. The governance system has become increasingly formalised, including the creation of a University Senate and associated committees. The goal of this change was to allow for a system of governance that recognises BUV's unique position as a university licenced and operating within Vietnam but operating on the principles of providing significant learning autonomy from students and allowing a student-centred approach enabling them to develop their own learning journey.

Faced with the above changes and challenges and BUV's stated strategic priorities, there are two key implications related to the safeguarding of academic standards and ensuring the quality of students' learning experiences. The first of these is the move to a new system of School level management. This move will allow BUV to scale-up the opportunities it provides to students and means that processes and policies can be adapted where needed based on the need of individual Schools.

The second implication of the changes is the progression to the next phase of the growth of the campus. Building for the second phase has now commenced, and this means that our planned increased growth in the period post 2025 will not be limited by classroom, student

support, or facilities constraints, and that student's learning opportunities will not be negatively impacted as we increase our student numbers. Phase two of the campus also includes further specialised facilities, plans of which are being developed with input from faculty from the relevant Schools. Along with the physical growth in facilities, the operation of academic centres will bring benefits to student learning, faculty research and opportunities for further international study options.

Professor Dr Raymond Gordon, Vice-Chancellor, and President, stated: "2023 marks the 50th anniversary of bilateral relations between Vietnam and the United Kingdom. Since its inception, BUV has contributed to the strength of the relationship between the two nations, and it will continue to do so. BUV will continue to contribute resources to the Vietnamese Government's education priorities. Receiving the highest level of accreditation from both QS and QAA is a result of the University's goal to invest in a world-class higher education learning environment in Vietnam."

In the immediate future BUV will focus on activities ranging from: continuing to align its academic curriculum to the practical needs of the Vietnam labour market; continuing to provide students with internship opportunities in a wide range of industries and positions; striving to maintain its record 100% of students attaining employment or moving on to higher studies within 3 months of graduation; completing the third phase of its campus construction by 2028 with a planned total investment of more than USD 165 million; expanding its market reach and services throughout Vietnam; attracting international students and academics to Vietnam; facilitating high-quality research on Vietnam's economic and social priorities; and, increasing access to British degree programmes through a Scholarship and Financial Aid Fund worth billions of VND.

BUV's mission is to develop highly employable graduates who are first and foremost good human beings with an ethic of kindness and caring. Graduates will also be cross-disciplinary in skills and language; innovative, imaginative, respectfully confident; and committed to continuous learning and development. BUV expects all its staff, students, and stakeholders to be courteous and care about the wellbeing of other people; to respect their environment; and be socially and culturally inclusive.

In short, BUV is committed to the bilateral relations between Vietnam and the UK and will continue to turn young Vietnamese students into talented and respectful adults that are confident and caring, but most importantly they are prepared to lead the way and thrive in a challenging and exciting future in which the jobs and roles they will play are yet to be invented

## **II. INTRODUCTION OF PARTICIPATING PARTIES**

### **1. Overview of participating parties' background.**

British University Vietnam was established in accordance with Decision No. 1428/QĐ-TTg dated 09 September 2009. Since its establishment, British University Vietnam has been implementing the educational philosophy and method of the UK education system, while ensuring the training programmes are appropriate for Vietnamese students.

All training programmes are provided by internationally qualified faculty, along with academic support for students towards the purpose of personal and professional development for students.

On the other hand, ranked as one of the top universities in the United Kingdom by the Times Higher Education, Staffordshire University has a reputation for being progressive and forward thinking and is among the top choice for overseas students pursuing business studies at university level. The University has invested heavily in ensuring that's its programmes are innovative, flexible, and professionally relevant and prepares graduates for success in their chosen career.

### **2. Collaboration process between the parties.**

Staffordshire University has been one of the collaborative partners in education of British University Vietnam (Staffordshire University and University of London) since 2010.

The collaboration between British University Vietnam and Staffordshire University presents opportunities to be exposed to advanced and long-established UK higher education degree programmes of international quality and direct employment relevance for Vietnamese



students and international students learning in Vietnam. The benefits to be gained from this collaboration encompass the vision and strategic objectives of British University Vietnam as part of a determined effort to meet the twin demands of academic quality and contemporary studies in Vietnam, and it thus complements the clearly stated wishes of the Government of Vietnam to both upgrade and to internationally benchmark the quality standards within Vietnamese universities.

The inauguration of British University Vietnam as the first British University to be opened in Vietnam is an important and complementary part of the spectrum of engagement between Vietnamese and UK Higher Education. This was reviewed between Former Deputy Prime Minister Nguyen Thien Nhan; Minister of Education and Training Pham Vu Luan, with the Former British Ambassador Mark Kent and British Council Director Robin Rickard on the 15th April 2010 meeting.

Based on the values of the collaboration between British University Vietnam and Staffordshire University being offered to all its students, the continuing collaboration of the BSc (Hons) Accounting and Finance Degree will offer significant benefits to students and has the following general aims:

- It will give students the opportunity to fulfil their potential by providing degree level Accounting and Finance education which is relevant, grounded in research and at the forefront of knowledge.
- To offer students a challenging and fulfilling course of study that also enhances general education, including transferable skills.
- To help students develop practical scholarship, combining technical skills with academic rigour.
- To enable students to develop their own interests in the field of Accounting and Finance in order to support their future career.
- To provide students with a solid grounding in Accounting and Finance fundamentals which will equip them with the underpinning skills needed to progress in their chosen field of Accounting and Finance.
- To provide students with the opportunity to develop and extend their knowledge in the skills needed by Accounting and Finance professionals.

- To produce graduates who have proficiency in several programming languages and system design methods and techniques, and who can apply their skills in most areas of the computing industry
- To provide students with an enriched learning experience which will support and facilitate their personal, academic and professional development throughout their period of study, laying the foundation for life-long learning and continuing professional development after graduation.
- To equip students with skills and understanding to support employability, enterprise and entrepreneurship, within the context of globalisation.
- To embed the Staffordshire Graduate characteristics within classes and taught material and the students' experience to help them develop the skills and knowledge necessary to succeed in their chosen career.

### **3. Accreditation of participating parties**

Following our success in securing the internationally recognised QS 5-star quality rating in 2022, BUV has been quality reviewed during 17- 19 October 2022 before being granted with university-wide accreditation from the Higher Education Quality Assurance Agency (QAA) for period 12/12/2022 - 11/12/2017.

The British University Vietnam (BUV) has become the first university in Vietnam to be awarded global quality accreditation by QAA after successfully completing its International Quality Review (IQR). IQR is a rigorous process which benchmarks global higher education institutions against international quality assurance standards set out in Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The review was performed between 17 and 19 October 2022 by three independent reviewers appointed by QAA who found that BUV had met all of the 10 ESG Standards and Guidelines. As part of the review, QAA identified the following areas of good practice at BUV:

- Significant employer engagement and connections with civic society is actively facilitated by all internal stakeholders, including students. It is fundamental to enabling BUV to deliver its mission.

- Opportunities and support for students in preparing for, identifying, and participating in work placements and internships, as formal components of programmes and as extracurricular activities, greatly enhances job readiness and employability.
- Certified and comprehensive Personal Development Programme of activities and modules that enhance students' broader knowledge and personal development, help to define graduate attributes.

BUV has now set new records in Vietnam and the international education sector including:

- The first and only university in Vietnam awarded QAA university-wide accreditation.
- Being one of only 22 universities outside the UK to achieve QAA university-wide accreditation.
- The first university the in ASEAN region to be granted QAA university-wide accreditation.

Sharing his appraisal and congratulations with BUV, Mr. Chris Bland, QAA's Head of Accreditation and Consultancy, said: 'It is with great pleasure we announce that the British University Vietnam has successfully completed our International Quality Review. It is to their credit that they become the first university in Vietnam to achieve this recognition. I hope this is the beginning of a deep relationship with BUV and that we can work together on other activities.' BUV's IQR accreditation will be valid for five years and subject to a satisfactory mid-cycle review in 2025.

In addition, training programs will be reviewed, assessed, and revised regularly to make timely amendments and improvements. We will ensure that the assessment and appraisal of the training programme align with both the regulations of the Ministry of Education (as per Circular 17/2021/TT-BGDĐT) and the BUV Academic Monitoring Policy and Procedure (accredited by QAA on 08 February 2023). The academic monitoring process used in BUV includes Module Monitoring Reports (MMRs), Programme Monitoring Reports (PMRs), and Annual Monitoring Reports (AMRs), linked together with School level Academic Action Plans (AAPs). This process operates in addition to the usual practices regarding the rapid resolution of any identified operational teaching matters so that the student experience is not impacted.

### III. CONTENTS

#### 1. Objectives: Provide brief information about programme outcomes.

The course specific learning outcomes below describe what the course will teach students to do. These outcomes are informed by the QAA benchmark statement for Business & Accounting, and therefore are representative of the attributes and capabilities that employers would expect students to demonstrate once students have achieved their qualification.

	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Knowledge &amp; Understanding</b>  <i>Accounting Benchmark Statement</i> (QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)	Demonstrate knowledge and understanding of the underlying concepts and principles associated with Accounting and Finance, together with professional requirements	Demonstrate knowledge and critical understanding of the well-established concepts, principles and their development in Accounting and Finance, together with professional requirements.	Demonstrate a systematic knowledge, understanding and enhanced technical abilities of key aspects of Accounting and Finance, including the acquisition of coherent and detailed knowledge, at least some of which is at or informed by the forefront of defined aspects of Accounting and/or Finance.
<b>Learning</b>  <i>Accounting Benchmark Statement</i> (QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)	Develop lines of argument and make sound judgments in accordance with basic theories and concepts of Accounting. This will include skills associated with	Understand the limits of student's knowledge and how this influences analysis and interpretations based on that knowledge, in Accounting together with professional leadership and Accounting	Demonstrate an understanding of the uncertainty and ambiguity and limits of knowledge.  Carry out enquiry-based learning, critical analysis and evaluation of the main current technical language and practices of accounting (for example, recognition,

	the Accounting & digital business profession.		measurement and disclosure in financial statements; managerial accounting; auditing; taxation) in a specified socio-economic domain
<b>Enquiry</b>  <i>Accounting Benchmark Statement</i> <i>(QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)</i>	Develop the ability to research, evaluate and interpret information relating to theory and practice within Accounting and Finance.	Demonstrate knowledge of the main methods of enquiry through a range of research and practical activities associated with Accounting and digital business. Develop investigative skills suitable for identifying opportunities for entrepreneurship.	Deploy accurately established techniques of analysis and enquiry and initiate and carry out projects within Accounting or Finance. Evaluate use of Information Literacy, including the ethical use of information in Accounting and Finance.
<b>Analysis</b>  <i>Accounting Benchmark Statement</i> <i>(QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)</i>	Evaluate and interpret concepts and principles associated with the Accounting and Finance.	Use a range of established techniques to initiate and undertake critical analysis of information in Accounting. Recognise that skills developed in the Finance Industry are appropriate in the broader business professions.	Describe and comment on the conflicting, contradictory concepts embedded within the current regulatory financial reporting framework and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) to make judgements.

<p><b>Problem Solving</b></p> <p><i>Accounting Benchmark Statement (QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)</i></p>	<p>Evaluate the appropriateness of different approaches to solve problems to respond to the demands of the business sector.</p>	<p>Evaluate critically the appropriateness of different approaches to solving problems arising from analysis of diverse information and within professional constraints of the Accounting and Finance sector. Recognise the transferability of problem-solving skills.</p>	<p>Develop appropriate questions to achieve a solution - or identify a range of solutions - to a problem and use decision making in complex and unpredictable contexts including the measurement of business risk, organisational value and return on investment.</p>
<p><b>Communication</b></p> <p><i>Accounting Benchmark Statement (QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)</i></p>	<p>Use a range of methods to convey the results of student's study and /or work accurately, reliably and with structured and coherent arguments.</p>	<p>Effectively communicate information and arguments in a variety of forms, to specialist and non-specialist audiences (such as when seeking funding from a financial source). Deploy key techniques of the discipline effectively for the purposes of promotion, discussion, information, explanation and presentation.</p>	<p>Communicate and analyse information, ideas, problems, complex issues and solutions to both specialist and non-specialist audiences.</p>
<p><b>Application</b></p> <p><i>Accounting Benchmark Statement</i></p>	<p>Develop new skills and utilise appropriate resources and techniques to</p>	<p>Apply underlying concepts and principles outside the theoretical context by undertaking practical projects (such</p>	<p>Apply the methods and techniques learnt to review, consolidate and apply knowledge and understanding to devise and sustain</p>

<i>(QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)</i>	create successful business solutions in a structured and managed environment.	as designing a business strategy) that require independent planning and innovative thinking. Be able to use high level skills in fulfilment of industry standard requirements.	arguments, using ideas and techniques, some of which are at the forefront of accountancy.
<b>Reflection</b>  <i>Accounting Benchmark Statement (QAA Bench Mark 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)</i>	Demonstrate qualities and transferable skills necessary for employment and/or further study in the field of Accounting and exercise some personal responsibility for learning and development.	Manage student's own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for employment or further training of a professional or equivalent nature in Accounting and Finance. Consider reflective tools when evaluating the options of academic and vocational pathways, and the strategies to enhance progression opportunities.	Demonstrate a high level of competence in personal development, employability and understanding of their role in a globalised economy, through highly developed skills of personal awareness and critical review.

## 2. Recruitment subjects and recruitment scale.

- Recruitment subjects:
  - Vietnamese citizens who have graduated from high school or equivalent; or
  - Foreign citizens who have graduated from high school or equivalent.

- Recruitment scale  
Year 1: 34 students  
Year 2: 39 students  
Year 3: 49 students  
Year 4: 54 students  
Year 5: 60 students

### **3. Duration and training programme: Specify training duration, form and implementation method of the collaborative programme.**

- Duration: 3-year training period divided into six semesters. The programme is provided by Staffordshire University, 360 UK credits.
- Form: The training form is full time and on campus.
- Implementation method: Year-based training
  - Year-based training is a method for training organization where all mandatory units of study of the training program are organized into relatively fixed classes, allowing students of the same class to follow the standard learning plan and a common schedule, except for elective or retaken units of study;
  - Students, who get satisfactory study progress according to the regulations of the partner school - Staffordshire University, may advance to the next year with the standard learning plan and shall retake failed units of study in compliance with regulations of the training programme;
  - Students, who get unsatisfactory study progress according to the regulations of the partner school - Staffordshire University, shall retake failed units of study together with students of the next cohort in compliance with regulations of the training programme.

#### **Programme structure**

##### **Level 4**



<b>TB1</b>	Introduction to Financial Accounting	Economics for Managers	Management Accounting	The Professional Toolkit
<b>TB2</b>		Ethics and Governance	Law for Managers	

#### Level 5

<b>TB1</b>	Financial Reporting	Business Creation and Innovation	Advanced Management Accounting	The Advanced Professional Toolkit
<b>TB2</b>		Computerised Accounting		Work Placement Project

#### Level 6

<b>TB1</b>	Financial Strategy and Decision Making	Personal and Business Taxation	Auditing and Fraud Risk Management	Strategic Management Accounting
<b>TB2</b>				Investment and Banking

#### 4. Recruitment conditions

- Vietnamese citizens: Meet English grade of IELTS 6.0 (no skill below 5.5) or the entry requirements of the Collaboration Programme;
- Foreign citizens: meet English grade of IELTS 6.0 (no skill below 5.5) or the entry requirements of the Collaboration Programme and the regulations on foreigners studying in Vietnam issued by the Ministry of Education and Training.

Students who desire to enrol on these courses must apply at the Admissions Office at British University Vietnam.

The Admissions Office will be in charge of checking and collecting all the applications to ensure that all the entry requirements laid down by Staffordshire University are seen to be met and are closely adhered to.

After that, all the applications will be sent to Staffordshire University Vietnam for registration. Once all the applications are proved to be true and correct, Staffordshire University will cooperate with British University Vietnam in carrying out other necessary procedures.

Students will be given an official Offer Letter (either Conditional or Unconditional). If the student decides to attend the course, he or she must sign the Acceptance Letter and return it to the Admissions Office of British University Vietnam.

**5. Teaching language:** English

**6. Degree Certificate to be issued:** Bachelor Degree of BA (Hons) Accounting and Finance issued by Staffordshire University.

**7. Activities involved in the collaborative programme: Lecturing, examination, test, graduation, coordination in lecturing between Vietnamese lecturers and foreign lecturers, etc.**

***Learning and Teaching***

Recognising the diverse skills and styles of our students community places an emphasis on ensuring that a range of learning environments and media are available and enabling students to engage in learning in a variety of ways. The emphasis on practice-based learning in a professional environment creates the need for additional learning environments such as taking responsibility for hosting student's own events and learning by doing to supplement the more traditional approaches of lectures, guest speakers, tutorials, workshops, seminars and VLE to

complement and enhance traditional, face-to-face learning experience. Knowledge and skills will be developed through case-studies, role-plays, simulations, presentations, projects (work-based and academic), reflective portfolios and the extended use of technology supported activities.

The curriculum will develop and evolve so that knowledge and skills learned in modules will be transferred, re-applied and developed in related modules at higher levels. Students will be guided through student's studies through a teaching support network of module tutors, personal tutors, award leaders and supporting academic and managers, and dedicated and involved support and pastoral staff. Learning and teaching will be an enriching experience for students that reflects the value the school places on effective, innovative and research informed teaching. Learning and teaching will foster student's critical intellectual development and the business capabilities required to engage in contemporary organisations.

In student's learning situations students will be acting in partnership with module deliverers and facilitators who, through a programme of study designed to develop an evolving body of knowledge and portfolio of skills will be:

- Encouraging active learning and a confidence to learn
- Making explicit the skills to be developed through the curriculum
- Stimulating intellectual curiosity and excitement in learning through engagement with up to-date and contemporary, well researched subjects.
- Encouraging critical reasoning about the world of business to achieve well informed judgements and conclusions
- Challenging and shaping new learning experiences and opportunities through application of research informed pedagogy

And students will be:

- Engaging with complex, challenging problems and real-world issues
- Proactively using available resources, technical, digital and paper-based to address problems, construct solutions and identify new topics for research
- Engaging in constructive reflection on learning and new ideas

- Communicating and sharing with others in effective teams and collaborative activities, demonstrating a sense of community through active involvement with individuals and groups from differing backgrounds, communities and value systems

### ***Practice Based Learning***

Practice Based Learning is based on students experiencing the learning curve through applying student's knowledge by running and hosting events in conjunction with a range of stakeholders.

### ***Teaching and Learning Methods***

Students will experience a variety of teaching and learning methods which incorporate both formal types of teaching and independent learning.

Examples of the types of learning experiences that students will encounter on the Events awards include:

- Lectures
- Tutorials and seminars
- Group tasks
- Students-led and tutor-led independent exercises
- Workshops
- Examinations
- Assignments
- Case based assignments
- Presentations
- Investigations
- Literature review

The start of each module students will be given a Module handbook. This should contain further details about the specific teaching and learning methods employed advice on how to manage student's own learning and how students will be assessed. Each module has a

specified module leader all module-related enquiries should be directed to the module leader in the first instance.

### **Assessment**

Assessments are marked in 100 scale and classified into letter grades of units.

Marking system comply with Circular 08/2021/TT-BGDĐT of Ministry of Education and Training dated 18 March 2021 that regulated higher education training policy and Decision No. 2809/2020/QĐ-BUV dated 28 September 2020 of Vice Chancellor of British University Vietnam that approved 22 policies of British University Vietnam Senate, including Progression policy, assessment and calculation of grades of units of study must be fair to all students in one class, all classes, all courses and all modes of study.

A focus on employability will be intrinsic throughout the award. The modules at level 4 covers careers talks, visits and guest speakers from industry along with the opportunity to take up a role within the team on live projects throughout student's course, therefore allowing for live experience of a number of roles over the duration of the course. At Level 5 students will develop their reflective practise when they are required to assess their employability skills reflecting on the business skills that they have developed.

At Level 6 students will incorporate their skills assessment and research a topic of their own choice that reflects their interests and demonstrates their ability to apply skills they have developed throughout their course. Moreover, we have designed into our programmes opportunities for formative assessment and feedback and encourage students to reflect and evaluate their contribution and development. Our assessment strategies are based on an integrative approach which addresses the elements of assessment for learning, accessibility, diversity and efficiency.

Assessment will enable students to make increasingly effective and confident judgements within their courses of study and within professional and employment contexts. The Staffordshire graduate attributes have been embedded within our assessments to enable our

students to engage in learning and development and effective employment beyond their ongoing involvement in the school.

Module assessments are built into Global Entrepreneurship Week, creating opportunities for students to present their work to invited business partners, guest lecturers and University staff. Furthermore, throughout the course assessments are usually linked to real-life business challenges, developed through close interactions with a developing network of businesses that engage with the School.

To achieve this, we will:

- Design into our programmes opportunities for formative assessment and feedback and encourage students to reflect and evaluate their contribution and development.
- Design assessment strategies based on an integrative approach which addresses the elements of assessment for learning, accessibility, diversity and efficiency.
- Assessment will enable students to make increasingly effective and confident judgements within their courses of study and within professional and employment contexts.
- Underpinning our strategy will be the 5A\* graduate attributes that will enable our students to engage in learning and development and effective employment beyond their ongoing involvement in the school.
- Assessment design will be informed by the 11 principles identified by the REAP Project:
  - Engage students actively in identifying or formulating criteria
  - Facilitate opportunities for self-assessment and reflection
  - Deliver feedback that helps students self-correct
  - Provide opportunities for feedback dialogue (peer and tutor-students)
  - Encourage positive motivational beliefs and self-esteem
  - Provide opportunities to apply what is learned to new tasks
  - Yield information that teachers can use to help shape teaching
  - Capture sufficient study time and effort in and out of class
  - Distribute students' efforts evenly across topics and weeks
  - Engage students in deep not just shallow learning effectively

- Communicate clear and high expectations to students.
- We will ensure that the volume of assessment is not greater than is necessary for the testing of appropriate learning outcomes
- Assessment design will give students the best opportunity to demonstrate their potential.
- We will provide timely and constructive feedback to enable students to learn and develop through the assessment process.

We will encourage students to reflect on all forms of feedback to enhance their ongoing learner development. We will encourage students to share their reflections with staff to enable critical review and analysis.

Assessment design will also be informed by JISC Effective Assessment in a Digital Age and will focus on providing the following benefits:

- Greater variety and authenticity in the design of assessments
- Improved learner engagement through interactive formative assessments with adaptive feedback
- Capture of wider skills and attributes, for example through simulations, e-portfolios and interactive games.

Programme Handbook provides details of the assessment strategy for the course. Assessments include debates, reports, presentations, team events, essays and portfolios.

All work should be Harvard referenced, the guidelines for which may be found on the library website:

[https://www.staffs.ac.uk/support\\_depts/infoservices/learning\\_support/refzone/index.jsp](https://www.staffs.ac.uk/support_depts/infoservices/learning_support/refzone/index.jsp)

Where students are required to undertake research requiring ethical approval, follow the ethical review procedures published on the university website. This is likely to be at level 6 in student's final year, however students may require ethical approval when working on internal or external projects as part of student's programme of study.

### ***Submitting Assignments Online***

Online assignments will be submitted through Canvas, using one of a number of methods that would be explained to students via a Canvas training session hosted by the Exam Office before student's first submission at BUV. All assignments are marked anonymously.

### ***Anonymous Submission***

Note that most assignments are marked anonymously, and that students are asked to not include student's name in submitted work unless specifically requested in the assessment document.

For online submissions, we will use the tools available in Canvas and our grading system Turnitin to ensure anonymity wherever possible.

### ***Keeping a Backup***

It is good practice to keep a hard or (backed-up) electronic copy of any assignment students submit, whether that assignment is submitted on paper or electronically. Should the assignment students submit get lost, then students will have the receipt to prove that students handed it in, and a copy to replace what has been lost.

### ***Exceptional Circumstances***

Students must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so is likely to result in failure of the module overall. There may be occasions when students are unable to submit or undertake a piece of assessment due to circumstances beyond student's control.

### ***Feedback on student Work***

Seven principles of good feedback

Good feedback should:

- Be an interactive process involving students-tutor and students-students dialogue.
- Facilitate the development of self-assessment and reflection.
- Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task.



- Be developmental, progressive and transferable to new learning contexts.
- Be ongoing and embedded in the learning process.
- Motivate, build esteem and confidence to support sustainable lifelong learning.
- Support the development of learning groups and communities.

### ***Submission and Feedback***

All assignments should be submitted via Canvas. Feedback for the assignment will be provided after the approval and permission from the relevant Examinations Board.

Furthermore, feedback on student's performance is provided in a variety of ways throughout student's study period, students will be receiving informal feedback on student's performance, via student's discussions with teaching staff in tutorials for instance. Feedback should help students to self-assess student's work as students progress through the module and help students to understand student's subject better.

Feedback is not just the marks at the end of the module – it could be regular verbal advice about student's work, perhaps as students develop a portfolio of work; comments made by tutors or fellow students in group discussions; or the written comments on student's work.

### ***External Examiners***

External examiners help the University to ensure that the standards of student's course are comparable to those provided by other universities or colleges in the UK. More information on the role performed by external examiners can be found in our External Examiner Policy.

## **8. Sample graduation certificate (if any) to be conferred, similarity/equality between foreign qualifications and domestic ones issued by other educational institutions in the Vietnam's national education system and capability of collaborative programme graduate's taking higher-level training programs.**

Students fully meeting the graduation requirements will be awarded with the BA(Hons) Accounting and Finance from Staffordshire University

The degree is equivalent with Level 6 in the Vietnamese Qualifications Framework, regulated in Decision 1982/QĐ-TTg dated 18 October 2016.

This degree will be accompanied by a transcript, as shown in the sample below:



**NAME OF STUDENT**

has been awarded

**Bachelor of Arts with Honours  
Second Class: 1st Division**

having followed an approved programme of study in

**ACCOUNTING AND FINANCE**

**31 July 2021**

Lord Stafford  
Chancellor



Professor Elizabeth Barnes  
Vice-Chancellor

Note: This certificate to be used in conjunction with a transcript issued separately and relates to Student Reference XXXXX Date of Birth DD Month YYYY

## **9. Implementation plan/roadmap.**

The programme will cover 360 credits, which once acquired, will enable the students to be eligible for graduation and awarded the same Staffordshire University degree as students who have studied at Staffordshire University in the UK.

Examination and assignment question papers, together with associated answer papers and marking rubrics, are developed by the respective British University Vietnam Module Leader, internally moderated by the second marker, approved by the Programme Leader, and then passed to Staffordshire University for external moderation.

First marking of the students' submission is carried out by the British University Vietnam Module Leader, second marked by the nominated second marker, checked by the relevant Programme Leader or Head of Academic Quality and Development, passed to Staffordshire University for moderation by the external examiner and then approved at the Assessment and Award Boards. The combined Assessment and Award Board is chaired by the Staffordshire University board members visiting British University Vietnam or by video conference.

In each academic year, representatives from Staffordshire University will visit British University Vietnam to provide support and guidance concerning academic issues and for monitoring purposes throughout the period these degrees are awarded.

## **10. Facilities and equipment necessary for the collaborative programme and teaching location/venue.**

### **FACILITIES AND EQUIPMENT**

Infrastructure and facility: The area of Campus in Ecopark is 6,5ha. The timeline for construction of new Campus consists of 3 phases: Phase 1- 2,84ha and Phase 2 and 3 - 3,66ha. Phase 1 was completed and the current facilities in Ecopark Campus includes:

<b>Order</b>	<b>Category</b>	<b>Number</b>	<b>Total area (m2)</b>
1	Library	01	1.230,1
2	Classrooms	23	1.947,5

<b>Order</b>	<b>Category</b>	<b>Number</b>	<b>Total area (m2)</b>
3	Lecture hall	02	851,4
4	Teacher office	02	258,5
5	Research area	06	490,4
6	Sport area	03	654,7
7	Canteen	02	4,096
8	Others		4.887,8
<b>Total</b>			14.416,4

The library building is designed in a contemporary style, which includes Library area, 24-hour study area, specialised discussion rooms for students and computer access.

Classrooms: 23 classrooms with open design and flexible to serve the various needs. These room can accommodate 30-45 students and are fully equipped modern teaching auxiliaries, projectors, LCD screens, high-quality audio system, air conditionings, standard light system.

02 large lecture halls: with an average area of 425 m2 accommodating 250 students per lecture hall, 6m high, equipped with smart board, projector, LCD screen, high quality sound system, air conditioning, system Standard lighting system. In addition, large lecture halls also have an online system that allows students to sit anywhere in or outside the Ecopark Campus to participate in interactive lectures through online tools.

The construction of the BUV campus Phase 2 at Ecopark started in August 2022, with an investment of 33 million USD, and is expected to be completed in early 2025.

Specifically, BUV invested in building a new canteen with a total floor area of 4,096m2, a sports complex including basketball and badminton courts, and a new academic building. The indoor and outdoor spaces are arranged in harmony in an open, green landscape. The iconic minimalist and liberal architectural style indicative of 4IR reflects the educational approach at BUV.

All of the spaces at BUV are designed for Higher education level students. Our Learning Studio, Learning Cluster, X-space, Theater Pod & Halls were designed for the delivery of lectures. BUV also has functional classrooms that customised for the delivery of our specific higher education programmes. This includes, for example, Art Studio & Photo Studio; Learning kitchen, Restaurant, Front Office & Housekeeping; Digital Lab, Computer Games Design Lab & Cyber Security Lab, Motion Capture Studio.

Outside of standard & functional classrooms, BUV also provides a wide range of discussion & break-out rooms with various capacities that students can use for group work or individual study. There is also a 24/7 Study Area that serves as a Quiet Study Area during LRC operational hours.

<b>Order</b>	<b>Category</b>	<b>Number</b>	<b>Total Area (m<sup>2</sup>)</b>	<b>Module</b>	<b>Usage Schedule (Semester, Academic year)</b>	<b>Remarks</b>
1	Lecture Halls, classrooms, discussion rooms, multimedia rooms, multi-purposes rooms, faculty rooms	45	2651			
1.1	Learning Theatres, Halls, Classrooms with over 200 pax	1	464			
1.2	Classrooms with 100-200 pax	1	370			
1.3	Classrooms with 50-100 pax	1	84			

1.4	Classroom with less than 50 pax	19	966			
1.5	Multipurpose Rooms	6	608			
1.6	Discussion Rooms	15	159			
1.7	Faculty Rooms	2	258,5			
2	Libraries/Learning Resources Centres	1	1230,1			
3	Research centre, laboratories, practical rooms	12	1121			

### RESEARCH CENTRES, LABORATORIES, AND PRACTICE FACILITIES

List of Equipment					Module	Time of use	No. of user/unit
Order	Name of Equipment, Product Code, Usage Purposes	Country of Origin, Model Year	Number	Unit			
<b>Computer Lab 1-4</b>					All modules	All academic year	
1	PC Computer (Gigabyte Workstation W281-G40)	China / 2021	31	pcs			1
2	Monitor Gigabyte 27-inch Gaming monitor	China / 2021	62	pcs			1
3	Wacom tablet						1
<b>Digital Lab 2-4</b>							
4	Apple iMac 27 inch	2019	16	pcs		1	

5	Color printer Epson SC-P807	2019	1	pcs			1
6	Scanner Epson Perfection V600	2019	6	pcs			1
<b>LRC Computer Lab</b>							
7	PC Computer (HP Elitedesk 800 G3 )	2018	24	pcs			1
8	Monitor HP Z24i G2	2018	24	pcs			1

**11. Lecturers participating in the collaborative programme (List of lecturers with brief information, academic résumés and other evidences of conformance to professional qualification and foreign language competency requirements which are attached as appendices).**

No. (1)	Full name, DOB (2)	Passport number/ID Card (3)	Academic title, Awarding year (4)	Academic qualifications, Awarding country, Awarding year (5)	Major (Highest qualification) (6)	(Full time contract with BUV) Recruitment		Insurance number (9)	Academic experiences (10)	Public research		Signature (13)
						Recruitment date (7)	Labour contract (8)			MOET (11)	Institution (12)	
1	Shashi Kant Prasad Chaudhary	11756286	Dr., 2017	Dr., Vietnam, 2017	International Trade	01/09/2014	x	0128175497	12	0	11	
2	Jason Alexander MacVaugh	563376605	Assoc. Professor, 2014	Dr., UK, 2009	Knowledge Management	30/01/2023	x	0132338097	19	0	13	
3	Maren Viol	C4KPGPL3L		Dr., UK, 2016	Tourism and Events	30/01/2023	x	0128175579	12	0	3	
4	Christopher David Jeffery	508469336		Master, Vietnam, 2017	Business Administration	24/09/2010	x	0128175537	25	0	0	
5	Edward Anthony Summers	128776843		Master, UK, 2016	Business Administration	19/12/2011	x	0128175458	14	0	0	
6	Joao Manuel Ferrao Fialho	CC762287	Dr, 2012	Dr., Portugal, 2012	Mathematics; Differential Equations,	01/09/2017	x	0128977592	11	0	14	



					Functional Analysis							
7	Michael George Perkins	536578269	Dr, 2013	Dr., UK, 2013	Management	03/09/2013	x	0128175566	10	0	10	
8	Michael Alan Lomax	547709829		Master, UK, 2013	Mass Communications Management	13/04/2020	x	0131763415	4	0	0	
9	Jonathan Alexander Neale, 12/07/1960	AG621356		Master, Scotland, 1996	Business Administration	01/09/2013	x	0128175526	21	0	0	
10	Lai Chong Yee, 25/07/1976	A40214104		Master, Malaysia, 2002	Financial Economics	01/03/2016	x	0128175567	11	0	1	
11	Jed Clarke, 08/06/1993	518117629		Master	Business Administration	01/03/2022	x	0131927236	1	0	0	
12	Lamet Treasure Mahlatsi Maredi, 19/03/1986	M00229076		Master, South Africa, 2015	Financial Management	30/01/2023	x	7940087095	13	0	0	
13	Adrian Wee Tiong Weng, 27/04/1968	A54886757	Dr, 2016	Dr., Australia, 2016	Business Management	01/04/2020	x	7937473045	24	0	5	
14	Jyotsna Ghildiyal Bijalwan, 18/11/1983	Z3636990	Dr, 2013	Dr., India, 2013	Management/ Business Management	13/05/2022	x	0132059096	15	0	8	
15	Aiman Ameen Abousher, 20/02/1975	N6442431		Master, Australia, 1999	Finance	14/09/2015	x	0128175563	18	0	4	
16	Sandra Natalie Schneiderman, 30/05/1959	PA8957790		Master, Australia, 2013	Education	28/11/2020	x	0131844881	18	0	0	
17	Jamie Lee McLaughran, 28/02/1973	567877876		Master, Columbia, Missouri, 2015	Strategic Leadership & Communication	01/11/2022	x	0132036478	7	0	0	
18	Don Hickerson, 17/08/1968	AC785827		Master	Sociology	01/09/2020	x	#N/A	10	0	0	

19	Ajaykumar Pillai, 22/12/1968	Z2168910		Master, UK, 2005	Business Administration	07/09/2020	x	0131817573	17	0	7	
20	Francesco Meca, 22/03/1980	YB9159516		Master, Italy, 2015/2012	Business Administration/ Project and Information Management	03/06/2019	x	0131608004	6	0	0	
21	Hamza Mutaheer Abdu Al_Shameri, 18/07/1991	08404124	Dr, 2022	Dr., India, 2022	Accounting and Finance (Computer Network)	11/04/2022	x	0132048533	6	0	4	
22	Jose Luis Rojas Roman, 19/10/1973	G41912981	Dr,	Dr., UK, 2011	Accounting and Finance	27/07/2022	x	0132231996	17	0	0	
23	Sven Pfrommer, 11/10/1965	CK4KC8V6 VX	Dr,	Master, German, 1994	Graphic Design	17/10/2022	x	0132279110	11	0	25	
24	Richard Paul Child, 14/08/1973	548040555		Master, UK, 1999	Visual Communication	04/09/2018	x	0131284791	20	0	3	
25	Pham Thuy Duong, 06/05/1996	001196011846		Master, UK, 2019	Visual Communication Design	03/01/2023	x	0123782942	0	0	0	
26	Olivier Georges Yves Marie de Chauillac, 10/08/1986	17FV08202		Master, USA, 2020	Hospitality and Tourism Managemet	01/03/2023	x	0132353858	8	0	0	
27	Konstantinos Tsontos, 08/04/1964	AT5697698		Master, UK, 1989	Operational Research	01/09/2017	x	0128977835	8	0	0	
28	Joseph Anthony Schurley, 24/07/1950	548616411		Master, USA, 1983	Hotel Administration	09/09/2015	x	0128175546	22	0	0	
29	David René Joffre Vanhove, 11/10/1976	13AB79405		Master, Australia, 2020	Business Administration	03/01/2022	x	0128168859	1	0	0	
30	Darius Postma, 11/10/1974	510623204		Master, UK, 2014	Business Administration/ Strategic Management and Leadership	11/04/2020	x	0131763413	5	0	0	

31	Patricia Lee Glancy, 24/08/1977	556795701		Master, UK, 2000	Historical Studies	01/09/ 2020	x	013181759 5	4	0	0	
32	Prabu Mohan, 04/05/1981	Z3084544	Dr, 2019	Dr., Spain, 2019	Mathematics	19/01/ 2012	x	012817546 5	19	0	0	
33	John Mark Patrick Harris, 17/03/1962	554135487		Master, UK, 1990	Economics	01/11/ 2015	x	012817547 9	24	0	0	
34	Yulia Tregubova, 30262	550499675	Associate professor , 2015	Dr., Russia, 2007	Linguistics		x		19	0	0	
35	Christopher Leo Scoggins, 14/12/1957			Master, Scotland, 1983	Economics & Agricultural Economics		x		39	0	0	
36	Mohamed Reda Harchaoui, 16/06/1992	V17514536		Master, Marocco, 2016	Finance and Economics	20/12/ 2021	x	131863835	2	0	0	
37	Mark Thomas Spence, 23/01/1958	PA1918140		Dr., USA, 1993	Business Administration		x		21	0	0	

## 12. Textbooks, reference materials, libraries and other amenities, etc.

### Textbooks

Module	Name of textbooks	ISBN	Publisher	Year	Author
Introduction to Financial Accounting 1	Frank Wood's Business Accounting Volume 1, 15E	9781292365435	Pearson	2021	Alan Sangster, Frank Wood
Management Accounting	Management accounting 6E	9780077185534	McGraw-Hill	2018	W B Seal; Carsten Rohde; Ray H Garrison; Eric W Noreen
The Professional Toolkit 1	Skills for Success: Personal Development and	9781352011593	Red Globe Press	2021	Stella Cottrell

	Employability (Macmillan Study Skills) 4E				
Economics for Managers	Economics: Principles & Policy 14E	9781337696326	Cengage	2019	William J. Baumol, Alan S. Blinder, John L. Solow
Ethics and Governance	International Corporate Governance	9780273751250	Pearson	2012	Prof Marc Goergen
Introduction to Financial Accounting 2	Frank Wood's Business Accounting Volume 1, 15E	9781292365435	Pearson	2021	Alan Sangster, Frank Wood
Law for Managers	Business Law, 9th edition	9781292219950	Pearson	2018	Ewan MacIntyre
The Professional Toolkit 2	Business Student's Handbook: Skills for Study & Employment, 7th ed	9781292304625	Pearson	2021	Sheila Cameron
Advanced Management Accounting 1	Management and Cost Accounting, 11E	9781473773615	Cengage	2020	Mike Tayles, Colin Drury
Financial Reporting 1	Financial Accounting and Reporting 19E	9781292255996	Pearson	2019	Elliot, B. and Elliot, J.
Business Creation and Innovation	Disciplined Entrepreneurship: 24 Steps to a Successful Startup 1E	9781118692288	Wiley	2013	Bill Aulet
Advanced Professional Toolkit	The Study Skills Handbook (Macmillan Study Skills) 5E	9781137610874	Red Globe Press	2019	Stella Cottrell

Advanced Management Accounting 2	CIMA P1 Management Accounting Study text	9781787409774	Kaplan	2022	Kaplan Publishing
Computerised Accounting	Accounting Information Systems, Global Edition, 15E	9781292353364	Pearson	2020	Paul J. Steinbart, Marshall B. Romney
Financial Reporting 2	Financial Accounting and Reporting 20E	9781292399805	Pearson	2022	Elliot, B. and Elliot, J.
Work Placement Project	Making the Most of Your Placement	9781847875686	SAGE Publications	2009	John Neugehauer and Jane Evans-Brain
Auditing and Fraud Risk Management 1	Auditing and Assurance Services, 17E	9781292312057	Pearson	2019	Alvin A. Arens
Financial Strategy and Decision Making 1	Financial Management for Decision Makers 9E	9781292311432	Pearson	2019	Atrill,P.
Personal and Business Taxation 1	Melville's Taxation: Finance Act 2021, 27E	9781292406725	Pearson	2021	Alan Melville
Strategic Management Accounting	Management Accounting, 6E	9780077185534	McGraw-Hill	2018	Will Seal, Carsten Rohde, Ray Garrison, Eric Noreen

Auditing and Fraud Risk Management 2	Fraud Auditing And Forensic Accounting. 4th Ed	9780470564134	John Wiley & Sons Inc	2010	Singleton T.W. & Singleton A.J
Financial Strategy and Decision Making 2	Corporate Finance & Investment: Decisions and Strategies, 9th Edition	9781292208541	Pearson	2018	Pike, R. & Neale, B
Investment and Banking	Financial Times Guide to Banking	9780273791829	FT Publishing International/Pearson	2014	Arnold, Glen
Personal and Business Taxation 2	Melville's Taxation: Finance Act 2021, 27E	9781292406725	Pearson	2021	Alan Melville

## Libraries

BUV recognises the important role of literacy in all walks of modern professional life, including technical, creative and critical thinking. Therefore, alongside providing adequate access to technology to complete assignments, BUV works closely with industry partners to ensure that students have valuable experience in the hardware and software typically used in their industries, and to anticipate future needs. BUV understands the value of rich content in student engagement and the value of on demand learning that gives student access to specialised information beyond the core deliverables of a semester.

BUV understands that technology is not just defined by digital, or even electronic technology. BUV will invest in specialised spaces and teaching facilities geared to its portfolio of courses and activities.

Alongside a well-resourced physical library and breakout workspace (designated in the Learning Resource Centre), BUV provides students and lecturers access to Kortext, a specialist digital platform delivering over 2 million digital textbooks and other learning content to

universities. Additionally, a tablet is provided to each student upon entry to the University allowing them to access digital textbooks with ease anywhere, at any time.

BUV provides open access of 24 PCs and 13 iMacs for students in the LRC's Lab & shared space. To ensure that students could easily access all digital learning resources, all students entering degree programmes from April 2019 were issued Apple iPads.

Students can loan 1494 titles of print books from LRC with a maximum of 5 books each time for 14 days in total. LRC users have access to a range of digital databases and online resources including e-books, journals, articles, case studies, and reports, which are available 24 hours, 7 days/a week on and off campus.

During operation hours between 8.30 am and 6.30 pm from Monday to Friday, there are 13 discussion rooms with a capacity of 4-6 people/room & 26 classrooms with a capacity of 30 people/rooms available for students to book. Students can book rooms with Student Information Office 1 day in advance at the earliest. Each student can use rooms for at most 1 hour per booking & at most 2 hours per week.

The LRC opens from 8.00 to 18:30 from Monday to Friday; and from 9.00 to 16.00 on Saturday during the teaching & non-teaching period. The LRC also includes a 24-Hour Study Room. This facility is open 24 hours per day, 7 days per week.

Outside operation hours of between 8.30 am and 6.30 pm from Monday to Friday, BUV provides a range of Out-of-hours campus access facilities including the 24/7 Study Area, 6 normal classrooms & 8 functional classrooms for students to book. Students can request Out-of-hours campus access to 24/7 Study Area and classrooms with Student Information Office by 4 pm from Monday to Friday.

### **Online libraries**

<b>Title</b>	<b>Type</b>	<b>Quantity</b>
ACM Digital Library	Article	117500

Arts & Humanities Database	Journal	7818
	eBooks	21515
	Newspaper	2176
BMJ Journals Online	Journal	70
Ebook Central (formerly known as ebrary)	eBooks	100000
eBooks on EBSCOhost	eBooks	2400000
Emerald Management ejournal collection	Journal	100
Internurse.com (off-campus access	Article	700
JSTOR	Article	1150
Newspapers - Global Newsstream	Newspaper	2800
Performing Arts Database	Journal	100
RCN Journals (Royal College of Nursing)	Journal	11
ScienceDirect - Elsevier	Journal	4603
	eBooks	32662
Scopus	Journal	2960
	eBooks	48300
VLeBooks	eBooks	7667
Wiley Online Library	eBooks	20000
	Journal	1600
<b>TOTAL</b>	<b>eBooks</b>	<b>2630144</b>
	<b>Journal</b>	<b>141588</b>

### Academic databases in use

No.	Titles	Publisher	Description
1	Academic Search Ultimate	EBSCO	<b>Academic Search Ultimate</b> offers students an unprecedented collection of <b>peer-reviewed, full-text journals, including many journals indexed in leading citation indexes indexed</b> in leading citation indexes to meet the increasing demands of scholarly research.



2	ProQuest ABI/Inform Global	ProQuest	<b>The database</b> features thousands of <b>full-text journals, dissertations, working papers, key business, and economics periodicals</b> such as the Economist, country- and industry-focused reports, and downloadable data. Its international coverage gives researchers a complete picture of companies and business trends around the world.
3	Euromonitor	Euromonitor	<b>This online market research tool</b> monitors industry trends and gives you <b>strategic analysis and market size and market share database</b> for all your products across all key countries.
4	Emerald Market Case Studies Collection 2022	Emerald	<b>Emerald Market Case Studies Front List Collection 2022</b> offers over <b>600 cases</b> is the product to encourage entrepreneurial thinking and critical exploration. Each case is accompanied by <b>complimentary teaching notes</b> that have been compiled by teaching faculty at some of the world's best business schools.
5	Emerald eBooks Business, Management & Economics & Social Sciences collection	Emerald	<b>Emerald eBooks Business, Management &amp; Economics Collection</b> offers over <b>1,600 eBook titles (1991-2022)</b> broken into 7 subject collections, highlighted below. As well as via the individual collections content from the portfolio can be accessed in full on a rental basis: Accounting, <b>Finance &amp; Economics; Business, Management &amp; Strategy; Marketing; HR &amp; Organization Studies; Public Policy &amp; Environmental Management; Library &amp; Information Sciences; Tourism &amp; Hospitality Management.</b>
<b>Emerald eBooks Social Sciences collection</b> offers over <b>1,000 eBook titles (1999-2022)</b> broken into two subject collections, <b>Education &amp; Sociology.</b>			

6	PressReader Annual Subscription	Emerald	<b>Multidisciplinary e-Journal suite</b> , including more than <b>7,000 articles from magazines</b> such as The Washington Post, The Guardian, and The Globe and Mail, to Forbes, Vogue, Bloomberg Businessweek, Elle, and GQ.
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### Online learning system

There is a strong focus at BUV on the use of digital tools to help prepare students for future 4IR modes of work, and this supports strategic objective 4: 'Deliver cutting-edge British pedagogical models, teaching methods and education technologies'. BUV has invested heavily in digital learning resources and this investment has enabled BUV to continue to deliver its high-quality programmes despite the challenges Covid-19 has presented.

From an academic perspective, BUV was well equipped to pivot to online and hybrid learning strategies during the Covid-19 pandemic. In April 2019, BUV introduced the digital textbook system of Kortext to increase the speed in being able to access textbooks as well ensuring the most up to date editions were accessible by students. Prior to this, if module leaders wished to adjust a textbook for a module, this would have to be done three months prior to the commencement of the module due to checks required by government ministries on physical learning materials imported into the country. With a digital textbook system in place, this meant that there was an increased amount of flexibility to choose the most appropriate learning resources for the module.

In the October 2019 semester, BUV introduced the Canvas Learning Management System (LMS) from Instructure, which is used as the core BUV digital learning environment. Through Canvas, students can access learning resources for modules, access documentation and training relevant to their programme of study, access and complete formative and summative assessments (including proctored online exams), and connect to BUV's online teaching platform of BigBlueButton. To ensure that students could easily access all digital learning resources, all students entering degree programmes from April 2019 were issued with Apple iPads. These investments have enabled BUV to continue to deliver its programmes uninterrupted throughout the pandemic, as well as supporting our communications with our students.

Although BUV have always made learning resources available to students online, this was previously done through a relatively basic file management system of Google Drive. To support our strategic objective 4 as discussed above, we introduced the Canvas Learning Management System (LMS) in October 2019. Through this system, students can access learning resources for modules, access documentation and training relevant to their programme of study (and other training provided by the Learning Resources team), access and complete formative and summative assessments, and connect to BUV's online teaching platform of BigBlueButton. As we continue to add functionality to the LMS (for example, with the introduction of the Proctorio online proctoring system for exams) training and support is provided by the LMS team to students and faculty on an ongoing basis, so that all members of the University are both aware of and can utilise the full range of functionality of the LMS. The LMS team also monitor the content provided on Canvas and provide support to faculty where technical errors have been made in the use of the system.

Improving the use of digital tools by faculty is an academic priority, and faculty members must demonstrate a broad use of these tools in their teaching. BUV have recruited a LMS Curriculum Designer to support faculty with the development of new learning materials, so that we can continue to expand our capacity in this area. This position will work closely with the LMS team and the academic leadership team to ensure that all material available is modern, up-to-date and relevant for each module.

Students studying with collaborative academic partners have access to the online journal, database, and textbook resources of the relevant partner. Over the last two years, BUV have begun investing in access to our own digital databases and online resources that go beyond what is available through our collaborative academic partners, and specifically support students on our own-degree programmes. Academic Databases Summary shows the databases currently in use at BUV, as well as previous databases that have been trialled. It also shows the feedback mechanisms that are used with both faculty and students so that we can make investments in the databases that faculty and students find helpful.

Following the introduction of the Canvas LMS (discussed in paragraph 33), BUUV were then equipped to use online learning where required and appropriate. This was used in occasional circumstances where faculty or guest speakers were unable to be physically present on campus but was not a primary mode of delivery.

These investments have enabled BUUV to continue to deliver its programmes uninterrupted throughout the pandemic, as well as supporting our communications with our students.

#### **IV. FINANCE**

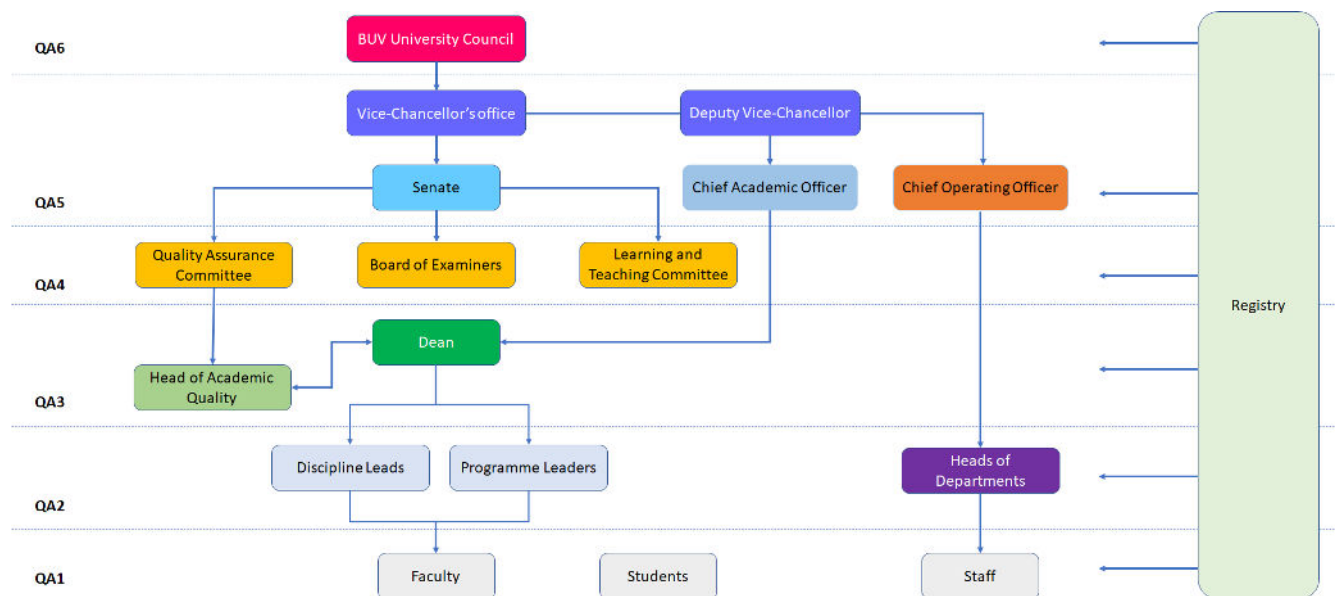
The tuition fee for each student attending the programme, on average, is approximately 625,254,000VND, excluding registration fees and other fees.

Before or at the time of enrolment, students are obliged to make full payment of tuition fees and other related charges as specified. The tuition fees will be specified by British University Vietnam and subject to notification before the time of enrolment each year and will be published on its website. The tuition fee, if subject to change will be informed to all students as soon as possible and at least one month before the application deadline.

Detail information of tuition fee is published on BUUV website: <https://www.buv.edu.vn/tuition-fee/>  
Tuition fee policy of BUUV can be found in the Annex.

#### **V. MEASURES FOR ASSURANCE OF QUALITY AND RISK MANAGEMENT**

##### **1. Quality assurance measures.**



## QUALITY ASSURANCE STRUCTURE

BUV approach to QA is based on a hierarchical structure, as shown in the diagram in Appendix 1 and explained in Section 5. There are six levels of formal QA responsibilities as follows:

**QA Level 1** - Faculty, Students, and Staff

**QA Level 2** - Discipline Leads(DLs), Program leaders(PLs), and Heads of Departments (HoD).

**QA Level 3** - Dean, Head Academic Quality (HAQ).

**QA Level 4** - Quality Assurance Committee, Board of Examiners, Learning and Teaching Committee.

**QA Level 5** - Senate, Chief Academic Officer(CAO), Chief Operating Officer(COO), Deputy Vice Chancellor(DVC) Vice Chancellor's Office (VC)

**QA Level 6** - BUV University Council.

Although the University Council has the ultimate responsibility for the quality and standards of the University, it delegates the governance role to Senate, and the executive role for the management of this function to the Vice Chancellors Office, for development, operations and reporting purposes.

These QA levels refer to specific QA responsibilities held by positions and do not imply an organisational or line management structure.

## **QUALITY ASSURANCE AND ENHANCEMENT RESPONSIBILITIES**

The responsibility for the academic quality and standards of the University's awards rests with the University through the Senate. The Senate delegates a number of these responsibilities to committees within the University within a clear structure (codified in the terms of reference of the Senate and its sub-committees, policies and procedures) that ensures that it is aware of how these delegated authorities are used.

The University also recognises that the responsibility for academic quality and standards is a shared one, between those University bodies with formal accountability for academic quality and standards, and all staff engaged in the delivery and support of learning and teaching and research degree supervision. The quality assurance structure is therefore based on the following shared understanding of the roles and responsibilities of each level within the University.

### **QA Level 1: Faculty, students, and staff**

#### **Faculty**

All staff involved in the delivery and support of learning and teaching contribute to the assurance of quality within BUV in the following ways:

1. By reflecting on the effectiveness of their practice and how this might be enhanced (for example, on the basis of the day-to-day observation of the impact of teaching). This will include consideration of their practice in relation to their designated role in learning, teaching and research degree supervision as part of their formal performance reviews.
2. Where appropriate, consulting with students prior to or following a change introduction. This may be carried out informally within the operations of a module to address student concerns, or more formally through discussions held at Student and Staff Liaison Committee (SSLC) meetings or through meetings with the Student Association Committee.

3. Evaluating the effectiveness of any change made within a module (for example by checking in a subsequent teaching session, via the mechanisms discussed in the Teaching and Learning Performance Evaluation Policy and Procedure or the Academic Monitoring Policy and Process.

## **Students**

Students provide feedback on the perceived quality of the education they are receiving, the University, and they contribute to the QA process through a variety of quantitative and qualitative processes, for example:

1. Student representation at the Senate.
2. Student and alumni representation within School Practitioner Advisory Groups (SPAGs) and on special projects where student representation is deemed by the project group to impact student learning experience.
3. Feedback provided through the semesterly meeting between the Student Association Committee (SAC) and the University.
4. Students on programmes taught at BUV complete surveys at module, programme, and institutional levels, and provide feedback via the Student-Staff Liaison Committee (SSLC) held every semester, and via Net Promoter Score surveys carried out every semester.
5. Data from student surveys and discussions are considered by the Dean and Discipline Leads for any staff quality concerns, and by the Academic and Student Operations team for any timetabling or logistics concerns.
6. Students are involved in periodic programme reviews through consultation during the development of the self-evaluation document and at the periodic programme review event.
7. Students are involved in the programme revalidation process and are included as panel members at validation/periodic programme review events, subject to the policies of external partners.
8. Feedback can also be provided through other channels, such as parent meetings, emails to [feedback@buv.edu.vn](mailto:feedback@buv.edu.vn), and [cao@buv.edu.vn](mailto:cao@buv.edu.vn).
9. Formal feedback from research students is obtained via all mechanisms discussed above except for feedback mechanisms linked directly to taught programmes.

## **Staff**

BUV recognizes that staff, who are not directly responsible for teaching and learning, also contribute to the overall quality of BUV in their daily activities. Specifically, this can be seen in the following ways:

1. Contributing to tasks which enhance various elements of the student experience.
2. Work carried out on strategic projects which contribute to the Mission and strategic priorities of the University.
3. Supporting teaching, learning and assessment activities.
4. Provision of non-academic support to students.
5. Contributing to the Senate and its committees where specified within the Senate or Committee Terms of Reference.
6. Committee Terms of Reference.

## **QA Level 2: Programme Leaders, Discipline Leads, Heads of Department**

### **Programme Leader**

At the second level of Quality Assurance, in addition to the contributions made by all teaching faculty, Programme Leaders contribute to effective QA in the following ways:

1. Reviewing and approving assessments.
2. Providing guidance to Module Leaders (MLs) on teaching content and modes of delivery.
3. Assessing the quality of delivered teaching through formal teaching evaluations.
4. Contributing to SSLC meetings and leading other meetings as required.
5. Providing recommendations on changes to modules and programmes via Programme Monitoring Reports.
6. Performing quality checks of assessments marking within their program.

### **Discipline Leads**

All Discipline leads reflect on and review activities within their discipline to ensure standards are achieved. Working with the Head of Quality and Academic Development and the Dean, they contribute directly to Quality Assurance in the following key areas:



1. Operationalizing and ensuring compliance with any necessary evaluation, quality assurance, and monitoring procedures, both internal and external. These may relate to teaching, research, and management of resources.
2. Ensuring high-quality teaching takes place by identifying examples both of good practice, and areas for potential improvement, and managing this through appropriate staffing and reporting mechanisms.
3. Performing quality checks of assessments marking within their program as and when required.
4. Reporting to the Dean as required on issues related to quality.
5. Contributing to the Senate and its committees.

### **Heads of Departments (Operations)**

Heads of Departments in non-academic areas are vital to maintaining a quality culture across the entire University. Working cross-functionally where appropriate, they contribute to Quality Assurance in the following ways:

1. Developing and approving policy related to non-academic areas within BUV to ensure that the quality of services and experiences by all stakeholders is maintained.
2. Supporting and monitoring staff within departments to ensure that processes and procedures are followed accurately.
3. Leading on non-academic projects contributing to the Strategic Priorities and Mission of the University.

### **QA Level 3: Dean and Head Academic Quality**

The Dean and Head Academic Quality will reflect on and review activities across the university to ensure academic standards are achieved. They will work in coordination and maintaining and enhancing academic quality within the University.

### **Dean**

The Dean is responsible for the operationalization of quality activities within BUV academic programmes. These activities may be deputized to the Discipline leads as required. They contribute to Quality Assurance activities in the following way:

1. Providing direct line management to faculty members and Discipline Leads.
2. Acting on guidance provided by Senate committees to request draft policies related to quality activities to be developed.
3. Approving the implementation of policy which directly affects teaching and learning activities.
4. Directing faculty to contribute to quality-related activities and motivating them for the training sessions as required.
5. Identifying overall trends from Discipline action plans, and reporting on these via the LTC to Senate.

### **Head Academic Quality**

The Head Academic Quality and Academic Development works closely with the academic leadership team to lead and contribute to projects related to maintaining and enhancing quality within the University. Specifically, they may contribute to Quality Assurance in the following ways:

1. Responsible for ensuring that quality assurance policies and procedures are understood and followed by all members of the University.
2. Leading the development and implementation of quality-related projects, initiatives, policies, and processes.
3. Supporting faculty and academic support staff in matters relating to assessment creation and marking.
4. Providing advice and support to Discipline Leads, Dean, Registrar, CAO, or the Senior Leadership Team in matters relating to Quality Assurance.
5. Chairing the Quality Assurance Committee and reporting on its activities to Senate.

### **QA Level 4: Senate Committees**

On Quality assurance level 4 Senate committees will ensure all the quality guidelines and policies are in line with the QAA standard. Senate committee will ensure that all the proposed policies or change in the policy has passed through due processes.

### **Senate Committees and Sub-committees**

Senate committees (in particular, the Quality Assurance Committee and the Learning and Teaching Committee) contribute to Quality Assurance activities as specified in their respective Terms of Reference. The Board of Examiners Committee will pay due regard to the maintenance of academic standards, fairness, and consistency in the Assessment process. It will report to the Senate for improvement in the quality standards across the university. Please refer to the Terms of Reference for specific details of these committees. these activities. All changes to Senate committee and sub-committee terms of reference must be approved by the full Senate.

## **QA Level 5: Senate, Vice Chancellor's Office, Deputy Vice Chancellor Chief Academic Officer, Chief Operating Officer.**

### **Vice Chancellor's Office**

The Vice Chancellor's Office is a governance group of senior University officers who are responsible for the overall management of quality and standards within the university. Following directions from the University Council, they develop overall plans and projects and develop specific performance targets to ensure that the strategic priorities of the University are met.

Within this group, there are two following positions with specific roles related to the development and management of Quality within the University.

### **Deputy Vice-Chancellor**

The Deputy Vice-Chancellor is responsible for the overall management of quality and standards within the university. Following directions from the University Council and Vice-Chancellor, he designs overall plans and projects and develops specific performance targets to ensure that the strategic priorities of the University are met. He receives reports from the Chief Academic Officer(CAO) and Chief Operating Officer (COO) and supports the development and management of Quality within the University.

### **Senate**

The Senate is the governing body responsible for the overall assurance of quality within BUV. It contributes to this in the following ways:

1. Ensuring that appropriate structures, policies, and procedures are in place to both assure and enhance the quality of learning opportunities within the University degree programmes.
2. Providing oversight of the activities of committees with responsibilities for Quality Assurance.
3. Delegating responsibilities for the implementation of policies to the Quality Assurance Committee, the Academic Compliance Office, the Chief Academic Officer or the Chief Operations Officer as appropriate.

### **Chief Academic Officer (CAO) and Chief Operating Officer (COO)**

The CAO and COO have responsibility for all the activities carried out within the Academic (CAO) and Operations (COO) areas of the University. Within their respective fields, they have the following QA responsibilities:

1. Provide overall guidance and supervision of all projects related to assuring or enhancing quality.
2. Delegating quality-related responsibilities and tasks to appropriate departments or individuals.
3. Coordinating with external bodies or agencies as required to assure or enhance quality.
4. Contributing to the overall strategic direction of BUV through membership of Senate and input at the BUV University Council

### **QA Level 6: University Council**

The University Council has the ultimate responsibility for the quality and standards of the University. At this highest level of responsibility, the University Council is responsible for setting and agreeing the quality related strategic priorities and projects of the university. These priorities are operationalized by University members and bodies via the Vice Chancellor's Office.

### **Key Supporting Roles**

## **Registry Services**

Registry services within BUV plays a key role in coordinating and supporting quality assurance and enhancement activities across all QA levels within the university. Within Registry Services are the following groups who have specific QA-related roles and responsibilities.

### **Academic compliance**

1. Acting as Senate, Senate Committee, and sub-committee Secretary
2. Responsible for the writing and review of policy, processes, and regulations
3. Updating and ensuring compliance with regulations of partner universities and national authorities.
4. Leading on new programme licenses and license renewals as well as reviews of existing programme.
5. Supporting on quality accreditations at the University and Programme level.
6. Managing the Exceptional Circumstances and Academic Conduct panels.
7. Providing training and support to faculty and students as required.

### **Exams Office**

1. Acting as the primary point of contact between faculty and partners for issues related to the management of assessments and approval of module marking.
2. Managing processes for assessment approval, planning, set up & preparation.
3. Managing process of approvals of marking completed by faculty.
4. Providing training and support to faculty and students as required.
5. Preparation and uploading of Examination Board Grids to partners and External Examiners.
6. Preparation & uploading of documents for Examination Boards
7. Coordinating re-sit/rework processes.

### **Academic Quality Officer**

The Academic Quality Officer plays an important role in controlling and assuring academic quality across all activities of Registry Services and the Academic and Student Operations

department. Reporting to the University Registrar and the Chief Academic Officer, they carry out the following specific responsibilities related to Quality Assurance:

1. Analyzing academic data at a Programme, School, and University level and providing analysis of this to relevant officers of the University.
2. Working closely with the Head Academic Quality (HOQ), and Discipline Leads to support the development, implementation, and monitoring of QA-related projects, policies, and processes.

## **2. Measures for risk management, assurance of student's rights and interests in case of early termination of the collaborative programme.**

Given any dispute between the two universities in the course of cooperation, the President of British University Vietnam and the Vice-Chancellor of Staffordshire University Vietnam will, to the best of each party's capacity, endeavour to resolve the problems through discussions and meeting at university senior management levels. This is further outlined in the attached contract.

Given one party's desire to terminate the collaboration, the other is entitled to be notified one year in advance. Meanwhile, the two parties are committed to enabling all current students to complete their degree programme.

British University Vietnam is responsible for ensuring the safety and academic quality for students attending the University to enable them to achieve a Bachelor's degree of the highest standard possible in order to meet the employment and development needs of Vietnam in an international context and for the sake of students.

## **VI. MECHANISM FOR MANAGEMENT OF COLLABORATIVE PROGRAMME**

1. Organizational structure of management of the collaboration and representatives of participating parties involved in management of the collaboration (enclosing their personal résumés in Appendices).

### **British University Vietnam:**

Chris Jeffery	Chief Academic Officer
Jason MacVaugh	Dean (Higher Education)

Tony Summers	University Registrar
Tran Duc Trung	Deputy University Registrar
Hoang Phuong Yen	Course Office Manager

**Staffordshire University:**

Steve Waterworth	Head of International Partnerships
Marta Vizcaya Echano	Collaborative Academic Partnerships Quality Manager
Georgina Bowers	Quality Officer and Event Officer
Tracey Burrows	Senior Partnerships Officer
Alison Scattergood	Registry Business Partner (International)

2. Rights and responsibilities of participating parties.

British University Vietnam will be fully responsible for any financial matters in accordance with Vietnamese law referring to the collaboration programme with Staffordshire University.

In addition, British University Vietnam will be fully responsible for all the costs regarding programme transfer, staff development and quality assurance assessments. All the payment will be made in GBP and should be transferred to the bank account of Staffordshire University within 30 days from receiving payment requests.

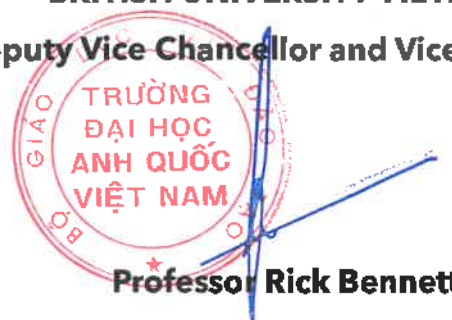
Details of the financial agreement is attached in Annex 6.

For detailed responsibilities of the parties on the collaborative programme, please see the Collaboration Agreement.

3. Rights and responsibilities of lecturers, students and other related parties.

For detailed responsibilities and rights of the lecturers, students and other parties on the collaborative programme, please see the Collaboration Agreement.

**BRITISH UNIVERSITY VIETNAM**  
**Deputy Vice Chancellor and Vice President**



TRƯỜNG  
ĐẠI HỌC  
ANH QUỐC  
VIỆT NAM

**Professor Rick Bennett**