

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

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*Hung Yen, 29 June 2023*

**DETAILED SCHEME**

**IMPLEMENTING THE COLLABORATION IN EDUCATION WITH A  
FOREIGN PARTNER AT BACHELOR LEVEL BETWEEN  
BRITISH UNIVERSITY VIETNAM AND UNIVERSITY OF LONDON**

**I. THE NECESSITY TO OPEN THE PROGRAMME**

**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 economics 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 business and management sector provides a broad knowledge capital and is the fundamental foundation of deep specialisations. Because of this, students in this programme 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 Accounting and Finance 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 Accounting and Finance 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 Accounting and Finance 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

Accounting and Finance 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 Accounting and Finance. 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) 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. Accounting and Finance 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 faculties, along with academic support for students towards the purpose of personal and professional development for students.

The University of London is one of the world's leading universities, internationally recognised for its high academic standards with over 120,000 students in London, and a further 50,000 studying across 190 countries for a University of London award. The University of London is a federation of 17 member institutions, with some world- renowned universities among their number. All of the programmes offered through the University of London are developed by member institutions, which are also responsible for preparing study materials and providing the academic direction of the programmes.



The London School of Economics and Political Science (LSE), the member institutions providing academic direction for the Accounting and Finance programme, is regarded as an international centre of academic excellence and innovation in the social sciences. It is ranked second in the world for social science and management studies according to the 2020 QS World University Rankings. Alumni and former staff include 18 Nobel Prize winners and 37 past or present Heads of State.

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

University of London has been one of the collaborative partners in education of British University Vietnam since 2010. The collaboration between British University Vietnam and University of London 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.

In addition, COVID-19 has illustrated the demand and need for provision of international programmes taught in Vietnam with travel difficulties as well as reticence to learn in the country where the pandemic has been controlled.

Based on the values of the collaboration between British University Vietnam and University of London being offered to all its students, the continuing collaboration of the Accounting and

Finance programme will offer significant benefits to students and has the following general aims:

- Aim to offer a challenging, flexible scheme of study invigorated by research, which advances a student's ability to develop academic and practical insights into the subjects studied. Students will be encouraged to develop a broad range of transferable and in some cases technical expertise.
- Graduates of the programmes will have a sound basis for careers in a wide range of areas from major corporations to small businesses, government organisations, the voluntary sector, international organisation and the media.
- Successful completion of a degree, with Honours, may allow a student to progress to postgraduate study in the degree field or a related area or to undertake further professional qualifications.
- Promote independent critical and evaluative skills, and intellectual curiosity for life-long learning;
- Expand knowledge and understanding of the chosen programme;
- Promote analytical, creative and imaginative engagement with theory, research and practice in the chosen programme;
- Encourage self-development into professionally organised and interactive individuals by practicing skills of selection, assimilation and communication.

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

Both British University Vietnam and University of London are legally established and accredited.

#### **University of London**

Since April 2018, the Office for Student (OfS) has become the UK's regulator for the Higher education sector. To join OfS, training institutions must complete registration procedures. All affiliated member institutions that take part in the designing and implementing process of the University of London training programs have completed this registration procedure.

The UK Government has also issued the Teaching Excellence Framework (TEF) to recognize the achievements of institutions with excellent teaching quality at university level in three groups: gold, silver and bronze. The results of the assessment of teaching quality are decided by an independent panel of students, scholars and other experts. All member institutions affiliated with the University of London have been assessed by this Council. The results show that the University of London fully meets the requirements for the quality of UK higher education.

### **British University Vietnam**

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 - 11/12/2027.

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.

### **Knowledge and understanding**

A student will be able to:

- communicate knowledge and understanding of several of the major contexts within which accounting operates, based on a critical evaluation of related theoretical and conceptual frameworks and of empirical evidence as to its effects;
- communicate knowledge and understanding of, and appropriate ability to use and critically evaluate, current and major alternative technical languages and practices of accounting, together with appropriate ability to apply them;
- record and summarise financial data and prepare financial statements;
- manipulate financial and other numerical data and appropriate understanding of and ability to apply mathematical and statistical concepts;
- communicate and apply knowledge and understanding of the principles of business information systems management at an appropriate level;
- analyse business activities and perform financial analyses and projections in appropriate contexts of planning, decision making and control at an appropriate level; and to recognise the limitations of these techniques;
- communicate knowledge and understanding of financial management, risk and the operation of financial markets at an appropriate level, based on critical evaluation of theories and empirical evidence.

### **Intellectual and cognitive skills.**

A student will be able to:

- locate, extract, analyse and draw reasoned conclusions from multiple sources (including electronic sources) of appropriate literature and relevant data and acknowledge and reference sources appropriately;
- critically analyse arguments;
- assimilate and lucidly evaluate alternative views.



### **Transferable skills.**

A student will be able to:

- communicate effectively in a written context;
- use information technology (spreadsheets, word-processing and online databases) appropriately;
- organise information, and to assimilate and evaluate competing arguments;
- manage their own learning, including working effectively to deadlines;
- be open-minded and have a capacity to handle ideas and scrutinise information in critical, evaluative and analytical ways.

### **Exit qualifications.**

Students exiting with a Certificate of Higher Education would expect to:

- have the essential introduction to that subject;
- demonstrate an understanding on the concepts and principles related to their area of study; and
- be able to communicate ideas and findings in a reliable and structured way.

Students exiting with a Diploma of Higher Education would, in addition, expect to:

- develop a greater understanding and a sophistication of thinking as they work through the courses;
- build on their existing knowledge to approach the concepts and principles from a wider context;
- be at a stage where they will have obtained qualities and skills necessary for employment and further study in the area.

## **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: 20 students

Year 2: 20 students

Year 3: 20 students

Year 4: 20 students

Year 5: 20 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 University of London, 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 - University of London, 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 - University of London, shall retake failed units of study together with students of the next cohort in compliance with regulations of the training programme.

#### **Programme structure**

<b>Level 4</b>	Introduction to economics EC1002	Mathematics 1 and Statistics 1 MT105A & ST104A	Principles of Banking and Finance FN1024	Principles of accounting AC1025
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<b>Level 5</b>	Asset pricing and financial markets FN2190	Microeconomics EC2066	Financial reporting AC2091	Statistical Methods for Market Research ST3188
<b>Level 6</b>	Valuation and Securities Analysis AC3143	Management Accounting AC2097	Auditing and assurance AC3093	Accounting: Markets and organisations AC3193

#### **4. Recruitment conditions**

##### **Recruitment subjects**

- Vietnamese citizens who have graduated from high school or equivalent; and;
- Foreign citizens who have graduated from high school or equivalent.

##### **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.

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

After that, all the applications will be sent to University of London Vietnam for registration. Once all the applications are proved to be true and correct, University of London 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 of Science (Honours) in Accounting and Finance issued by University of London.

**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.

All University of London assessments are set and marked by academic staff appointed by the University and required to apply the University's academic standards. Examinations are hosted and invigilated by appropriate external organisations which are subject to independent audit. Double marking systems are in place for all assessment. External Examiners from other UK universities confirm high academic standards.

### **Assessment**

Aside from a few exceptions, each full course is examined by one three-hour unseen written examination and each half course by one two-hour unseen written examination. The assessment of some courses also involves the submission of coursework or a project - in these cases, details are included as part of the course syllabus.

The written examinations take place on one occasion each year, normally commencing in May. These are held at established examination centres worldwide.

### **Assessment types**

Written examinations form the greater part of the assessment of the programmes. For each course students will be assessed mainly by written examination. Questions are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students manage data, solve problems, evaluate ideas and the organisational skills they use to structure their written answers allows the standard of intellectual and transferable skills to be assessed.

Assessment criteria for the programme take into account the level at which these skills have been achieved.

### **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 Bachelor of Science (Honours) in Accounting and Finance issued by University of London.

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:



UNIVERSITY OF LONDON

*(Name of the graduate)*

having registered with the University of London and passed the approved examinations conducted by The London School of Economics and Political Science has this day been admitted by the University of London to the Degree of

**BACHELOR OF SCIENCE**

with Second Class Honours (Upper Division)  
in Banking and Finance

A handwritten signature in black ink, appearing to be 'A. G. W.' with a large flourish at the end.

*Vice-Chancellor*

*(Date of award)*

## 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 University of London degree as students who have studied at University of London in the UK.

For the first 3 years, the implementing schedule of the collaborative programme shall be as follows:

<b>Academic Week</b>	<b>Week beginning</b>	<b>Economics - University of London</b>
1	25-Sep-23	<b>Teaching weeks</b>
2	2-Oct-23	
3	9-Oct-23	
4	16-Oct-23	
5	23-Oct-23	
6	30-Oct-23	
7	6-Nov-23	
8	13-Nov-23	
9	20-Nov-23	
10	27-Nov-23	
11	4-Dec-23	
12	11-Dec-23	
	18-Dec-23	<b>XMAS</b>
	25-Dec-23	
13	1-Jan-24	<b>Teaching weeks</b>
14	8-Jan-24	
15	15-Jan-24	
16	22-Jan-24	
17	29-Jan-24	
	5-Feb-24	<b>TET HOLIDAY</b>

	12-Feb-24	
18	19-Feb-24	<b>Teaching weeks</b>
19	26-Feb-24	
20	4-Mar-24	
21	11-Mar-24	
22	18-Mar-24	
23	25-Mar-24	
24	1-Apr-24	
	8-Apr-24	
	15-Apr-24	Non-teaching weeks
	22-Apr-24	Non-teaching weeks
	29-Apr-24	Non-teaching weeks
	6-May-24	<b>Final exam</b>
	13-May-24	
	20-May-24	
	27-May-24	
	3-Jun-24	
	10-Jun-24	Non-teaching weeks
	17-Jun-24	Non-teaching weeks
	24-Jun-24	Non-teaching weeks
	1-Jul-24	Non-teaching weeks
	8-Jul-24	Non-teaching weeks



	15-Jul-24	Non-teaching weeks
	22-Jul-24	Non-teaching weeks
	29-Jul-24	Non-teaching weeks
	5-Aug-24	Non-teaching weeks
	12-Aug-24	Non-teaching weeks
	19-Aug-24	Non-teaching weeks
	26-Aug-24	Non-teaching weeks
	2-Sep-24	Non-teaching weeks
	9-Sep-24	Non-teaching weeks
	16-Sep-24	Non-teaching weeks
1	23-Sep-24	<b>Teaching weeks</b>
2	30-Sep-24	
3	7-Oct-24	
4	14-Oct-24	
5	21-Oct-24	
6	28-Oct-24	
7	4-Nov-24	
8	11-Nov-24	
9	18-Nov-24	
10	25-Nov-24	
11	2-Dec-24	

12	9-Dec-24	
13	16-Dec-24	
	23-Dec-24	
	30-Dec-24	<b>XMAS</b>
14	6-Jan-25	<b>Teaching weeks</b>
15	13-Jan-25	
16	20-Jan-25	
	27-Jan-25	<b>TET HOLIDAY</b>
	3-Feb-25	
17	10-Feb-25	<b>Teaching weeks</b>
18	17-Feb-25	
19	24-Feb-25	
20	3-Mar-25	
21	10-Mar-25	
22	17-Mar-25	
23	24-Mar-25	
24	31-Mar-25	
	7-Apr-25	Non-teaching weeks
	14-Apr-25	Non-teaching weeks
	21-Apr-25	Non-teaching weeks
	28-Apr-25	Non-teaching weeks
	5-May-25	<b>Final exam</b>
	12-May-25	
	19-May-25	
	26-May-25	
	2-Jun-25	

	9-Jun-25	Non-teaching weeks
	16-Jun-25	Non-teaching weeks
	23-Jun-25	Non-teaching weeks
	30-Jun-25	Non-teaching weeks
	7-Jul-25	Non-teaching weeks
	14-Jul-25	Non-teaching weeks
	21-Jul-25	Non-teaching weeks
	28-Jul-25	Non-teaching weeks
	4-Aug-25	Non-teaching weeks
	11-Aug-25	Non-teaching weeks
	18-Aug-25	Non-teaching weeks
	25-Aug-25	Non-teaching weeks
	1-Sep-25	Non-teaching weeks
	8-Sep-25	Non-teaching weeks
	15-Sep-25	Non-teaching weeks

	22-Sep-25	Non-teaching weeks
1	29-Sep-25	Teaching weeks
2	6-Oct-25	
3	13-Oct-25	
4	20-Oct-25	
5	27-Oct-25	
6	3-Nov-25	
7	10-Nov-25	
8	17-Nov-25	
9	24-Nov-25	
10	1-Dec-25	
11	8-Dec-25	
12	15-Dec-25	
	22-Dec-25	XMAS
	29-Dec-25	
13	5-Jan-26	Teaching weeks
14	12-Jan-26	
15	19-Jan-26	
16	26-Jan-26	
17	2-Feb-26	
	9-Feb-26	TET HOLIDAY
	16-Feb-26	
18	23-Feb-26	Teaching weeks
19	2-Mar-26	
20	9-Mar-26	
21	16-Mar-26	
22	23-Mar-26	
23	30-Mar-26	
24	6-Apr-26	

	13-Apr-26	Non-teaching weeks
	20-Apr-26	Non-teaching weeks
	27-Apr-26	Non-teaching weeks
	4-May-26	Non-teaching weeks
	11-May-26	<b>Final exam</b>
	18-May-26	
	25-May-26	
	1-Jun-26	
	8-Jun-26	
	15-Jun-26	Non-teaching weeks
	22-Jun-26	Non-teaching weeks
	29-Jun-26	Non-teaching weeks
	6-Jul-26	Non-teaching weeks
	13-Jul-26	Non-teaching weeks
	20-Jul-26	Non-teaching weeks
	27-Jul-26	Non-teaching weeks
	3-Aug-26	Non-teaching weeks
	10-Aug-26	Non-teaching weeks



	17-Aug-26	Non-teaching weeks
	24-Aug-26	Non-teaching weeks
	31-Aug-26	Non-teaching weeks

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

### Facilities and equipment

Infrastructure and facilities: The area of Campus in Ecopark is 6,5ha. The timeline for construction of the 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:

Order	Category	Number	Total area (m2)
1	Library	01	1.230,1
2	Classrooms	23	1.947,5
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 rooms can accommodate 30-45 students and are fully equipped modern teaching auxiliaries, projectors, LCD screens, high-quality audio system, air conditioning, standard light system.

02 large lecture halls: with an average area of 425 m<sup>2</sup> 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 4,096m<sup>2</sup>, 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	Nguyen Quynh Tho	11736282	Dr., 2017	Dr., Vietnam, 2017	Banking and Finance	23/08/2023	x	0128123597	12	0	15	
2	Shashi Kant Prasad Chaudhary	11756286	Dr., 2017	Dr., Vietnam, 2017	International Trade	01/09/2014	x	0128175497	12	0	11	
3	Joao Manuel Ferrao Fialho	CC762287	Dr., 2012	Dr., Portugal, 2012	Mathematics; Differential Equations, Functional Analysis	01/09/2017	x	0128977592	11	0	14	
4	Adrian Wee Tiong Weng, 27/04/1968	A54886757	Dr., 2016	Dr., Australia, 2016	Business Management	01/04/2020	x	7937473045	24	0	5	
5	Jyotsna Ghildiyal Bijalwan, 18/11/1983	Z3636990	Dr., 2013	Dr., India, 2013	Management/ Business Management	13/05/2022	x	0132059096	15	0	8	
6	Ajaykumar Pillai, 22/12/1968	Z2168910	Master, 2005	Master, UK, 2005	Business Administration	07/09/2020	x	0131817573	17	0	7	
7	Lai Chong Yee, 25/07/1976	A40214104		Master, Malaysia, 2002	Financial Economics	01/03/2016	x	0128175567	11	0	1	
8	Aiman Ameen Abousher, 20/02/1975	N6442431		Master, Australia, 1999	Finance	14/09/2015	x	0128175563	18	0	4	

## **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

Title	Type	Quantity
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.

### 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 monitors the content provided on Canvas and provides 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), BUV 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 BUV 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 1,019,189,000 VND 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 BUV website: <https://www.buv.edu.vn/tuition-fee/>



Tuition fee policy of BUU can be found in the Annex 2.

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

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

#### **University of London**

The University of London was established by Royal Charter in 1836 and is incorporated by Royal Charter granted in 1863, through which it has full degree awarding powers at undergraduate and postgraduate level. Since 1858, the University has made its degrees and other awards available to students, either by independent study or third-party teaching centres, through the University of London Worldwide.

The University is governed by the University of London Act 2018 and the Statutes made under it. In addition to the Statutes, the University has Ordinances and Regulations, which govern the academic affairs of the University.

The University delivers the great majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. A small number of programmes draw solely on academic input from the University of London itself, and are delivered without academic lead by a member institutions.

The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the Quality Assurance Schedules, Guidelines for Examinations, General Regulations and, for each programme, programme specific regulations.

To ensure that the standards of awards made to students who study independently or with a teaching centre are maintained at the same level as the standards of awards made to students studying at member institutions of the University, the following procedures are in place:

- a) Every programme of study is developed and approved by a member institution, or



group of member institutions, or by the University of London to the same standards and requirements as would be applied in the member institution(s) or at the central University.

- b) Member institutions or the University of London are responsible for the academic management and content of all relevant programmes.
- c) Member institutions or the University of London approve programme regulations and syllabuses and nominate Boards of Examiners.
- d) Learning materials are written and examinations are set and marked by academic staff employed or chosen by the member institutions or the University of London, who are required to apply the University's and/or member institution's academic standards.
- e) Independent External Examiners are appointed to every programme, whether offered by a member institution or through the University of London. Their role is to ensure students have been assessed to the member institution or University of London standards and that the UK's overall national academic standards have been met.
- f) All students must meet minimum entrance requirements prescribed by the University of London. The exception to this is the undergraduate Certificates of Higher Education in Computing, Law, and Social Sciences, which require students to attend local teaching centres that set entrance requirements for admission according to University guidelines.

The University issues a diploma (certificate), which identifies it as the registering and awarding body to students who have successfully completed a University of London programme of study and passed the assessments required for a degree or other award.

In 2005 and 2011, the University of London was audited by the Quality Assurance Agency (QAA), the UK's independent body for safeguarding the quality and standards of Higher Education. In both Institutional Audits, the QAA confirmed that confidence can be placed in the University's management of the quality of its programmes and of the standards of awards.

### **The Teaching Centres Recognition Framework (TCRF)**

Many students who study on one of the University of London's distance and flexible learning programmes choose to attend a local teaching centre for support for their studies. The University of London has a formal framework for recognising such centres and monitoring their performance against agreed criteria. The framework is called the Teaching Centres Recognition Framework (TCRF).

The TCRF sets out a set of criteria that a teaching centre has to meet in order to be granted Recognised Teaching Centre Status. These criteria relate to compliance; academic management and administration; facilities; staffing; teaching and learning; student experience; quality assurance; and recruitment; and marketing and publishing matters. The aims of the framework are to:

- Assure a high-quality learning and student experience across all Recognised Teaching Centres;
- Provide students with information and guidance about the choice of centres offering tuition support for University of London programmes;
- Provide confidence in the provision offered by Recognised Teaching Centres;
- Protect the interests of University of London students studying at a Recognised Teaching Centre;
- Create strong links between recognised teaching centres, the University and its Member Institutions through the sharing of good practice across the network;
- Assure the University of London's international reputation for quality programmes and rigorous academic standards.

The terms of the TCRF are articulated in the University of London Teaching Centres

Recognition Framework Agreement which all Recognised Teaching Centres enter into upon entry to the framework. More information about the nature of the relationship between the University and Recognised Teaching Centres is given on our website: <https://www.london.ac.uk/ways-study/study-a-local-teaching-centre>

The University has well-established procedures for protecting the interests of students in the event that a programme is withdrawn or that a recognised teaching centres ceases to offer support for a programme. These procedures are reviewed periodically by the Board of the University of London Worldwide most recently in 2018.

## **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 University of London 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 (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

**University of London:**

Wendy Thomson	Vice-Chancellor of the University of London
Mary Stiasny	Pro Vice-Chancellor (International) and Chief Executive University of London Worldwide
Craig O'Callaghan	Director of Operations and Deputy Chief Executive University of London Worldwide
Tim Wade	Director, Student and Academic Services
Inger-Lise Moen	Associate Director: Student and Academic Services (Governance)
Mike Winter	Director of Global Engagement University London Worldwide

**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 University of London.

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 University of London within 30 days from receiving payment requests.

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**



**Professor Rick Bennett**

**Deputy Vice Chancellor and Vice President**