

QUALITY ASSURANCE POLICY

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DOCUMENT HISTORY

Version	Author	Approved by	Date
1.0	Head of Quality and Academic Development		
1.1	Head of Quality and Academic Development	Senate	29.06.2022

1. PURPOSE

1. British University Vietnam (BUV) is licensed by the Vietnamese Ministry of Education and Training (MOET) to deliver collaborative international programmes and award degrees. As an independent body, it has overall responsibility for the academic standards and quality of the qualifications it awards, wherever and in what context those awards are conferred, including those awards by collaborative partners.
2. BUV assures and enhances quality standards through a rigorous adherence to internal and external quality procedures. These procedures are developed by relevant stakeholders and reviewed by the appropriate Senate committee, with the Academic Management Team enforcing standards where necessary.
3. BUV's three key aims in relation to quality assurance and enhancement are as follows:
 1. BUV students should be receiving a university experience that meets or exceeds the experience of studying in the UK, whilst placing learning within a global context.
 2. BUV should continuously monitor and improve our own internal processes to increase our ability to appropriately assess students, reduce errors, and ensure that faculty and staff comply with all processes.
 3. BUV should be responsive to the needs of all stakeholders and continue to improve the quality of the programmes we deliver.
4. This document sets out the key processes and methods in which BUV seeks to address these aims both internally and with the support of relevant external stakeholders. It details the Quality Assurance structure and the key channels of information used to inform decisions related to quality assurance and enhancement. It explains the internal Quality Assurance system and identifies the key quality assurance and continuous improvement processes that underpin this system and allow for the continuous assurance and enhancement of quality to take place.
5. The purpose of this document is to create a joint appreciation and understanding of quality and its sources at BUV amongst students, faculties, staff and external stakeholders of BUV.

2. SCOPE

6. Students at BUV are subject to differing academic policies depending on which programme of study they are enrolled on. Students studying on University of London (UoL) programmes are subject to the academic regulations of UoL as well as general policies relating to behaviour and attendance that all BUV students must follow. Unless reference to a specific BUV policy is made, students enrolled on Staffordshire University (SU) or BUV own-degree programmes are subject to the academic policies and regulations of Staffordshire University. The following policies are examples of key SU academic regulations that are currently in effect for students enrolled on SU and BUV own-degree programmes:

- [Exceptional Management of Academic Taught Awards and Student Progression Policy](#)
- [Academic Regulations](#)
- [Examination Regulations](#)
- [Exceptional Circumstances Procedure](#)
- [Complaints and appeals procedure \(Eligible only for SU registered students following the completion of the BUV appeals procedure\)](#)
- [Academic Conduct Procedure](#)

These policies are available at [this link](#).

7. This policy has been developed to support BUV in achieving the first strategic element of its Mission: *'Provide high-quality British degrees and a world-class campus in Vietnam'*, and to help it meet the regulations of the Vietnamese Ministry of Education and Training, and UK partner universities' standards. It has been designed to align with the European Association for Quality Assurance in Higher Education (ENQA) European Standards and Guidelines (ESG).
8. The practices set out in this document and all policies and processes linked to this document are applied fairly, without discrimination and in a consistent and transparent manner.

9. Any individuals or organisations providing formal teaching as part of a core academic programme of study are subject to the procedures and practices detailed in this document.
10. To comply with the requirements of MOET, external parties may be contracted to carry out teaching and learning activities for specialist Vietnamese modules, which are compulsory for all undergraduate programmes under the management of MOET. These are delivered separately to the core teaching of the academic programme and are not subject to the policies and practices detailed in this document. Any organisation(s) selected to deliver these specialist modules must be licensed by MOET, and the quality management of these modules is subject to specific MOET requirements, implemented directly by the third party.

3. QUALITY ASSURANCE STRUCTURE AND RESPONSIBILITIES

11. There are six levels of formal Quality Assurance (QA) responsibilities within BUV as follows:
 - QA Level 1 - Faculty, staff, and students
 - QA Level 2 - Programme Leaders (PL's)
 - QA Level 3 - Heads of School (HoS), Heads of Departments (HoD).
 - QA Level 4 - Deputy Chief Academic Officer (DCAO), Dean, Senate Committees, Head of Quality and Academic Development (HoQAD)/,
 - QA Level 5 - Senate, Vice Chancellor's Office, Chief Academic Officer, Chief Operating Officer.
 - QA Level 6 - BUV University Council.
12. 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.
13. These operational responsibilities for quality assurance are delegated to various roles within BUV as detailed in the BUV Quality Assurance Structure and Responsibilities.

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

4. QUALITY ASSURANCE INFORMATION CHANNELS

15. The following are the principal channels of information that provide input to quality assurance within BUV:

1. Student perspectives, through formal course feedback, Staff Student Liaison Committees (SSLCs), the Student Association Committee and student surveys, as well as informal feedback.
2. Staff and Faculty perspectives, through programme monitoring and direct involvement with the formal QA structure, as well as faculty team meetings, internal boards of examiners, and all faculty meetings.
3. External Examination Boards presenting the views of partner staff members and partner External Examiners, as well as BUV's own External Examiner, for BUV degrees.
4. Periodic and ongoing reviews by the Ministry of Education and Training, partner universities, as well as monitoring by the BUV Academic Compliance office.

5. INTERNAL QUALITY ASSURANCE SYSTEM

16. The sections below detail the internal processes used to maintain and enhance quality in the areas of teaching, assessment and the ongoing monitoring of programmes.

5.1. Teaching quality

17. The quality of teaching at BUV is closely monitored to ensure any problems arising are promptly dealt with. To ensure quality teaching standards, BUV carries out the following activities:

1. Formal teaching assessments carried out by senior faculty which form part of the overall performance management of the faculty.
2. Informal peer-observation groups to allow for the spread and development of teaching practices among the Schools of BUV.
3. Seeking formal and informal student feedback on modules to ensure that the student voice is considered through:

- a. Staff-Student Liaison meetings where any broad concerns that students have about BUV are discussed (see section 6 for further details)
 - b. Early semester feedback to ensure that any major problems are identified and dealt with quickly.
 - c. End of semester module feedback.
4. Teaching assessments conducted by the Staffordshire University Partnerships team: Our teaching quality is also monitored by Staffordshire University during visits by our Academic Link Tutors. These visits allow our partners to observe multiple teaching sessions and gain an understanding of any areas of concern, both on an individual and overall basis.
 5. Regular faculty performance reviews are carried out including reviews of concerns raised during formal student feedback. All student feedback and formal teaching observations form part of an individual faculty members' Key Performance Indicators, and regular discussions are held between faculty and their line managers to ensure standards are maintained. The Teaching and Learning Performance Evaluation Policy and the Teaching and Learning Performance Evaluation Procedure provide further detail on how this is managed.
 6. Faculty training on the standards of teaching, assessment and marking is regularly performed within BUV to ensure a common understanding of quality standards. Additional training is provided on an ad-hoc basis when requested by individuals or when suggested by feedback obtained through the quality assurance processes or university management.
 7. A series of awards provided on a semesterly and annual basis to recognise excellence in teaching.

5.2. Assessment Quality

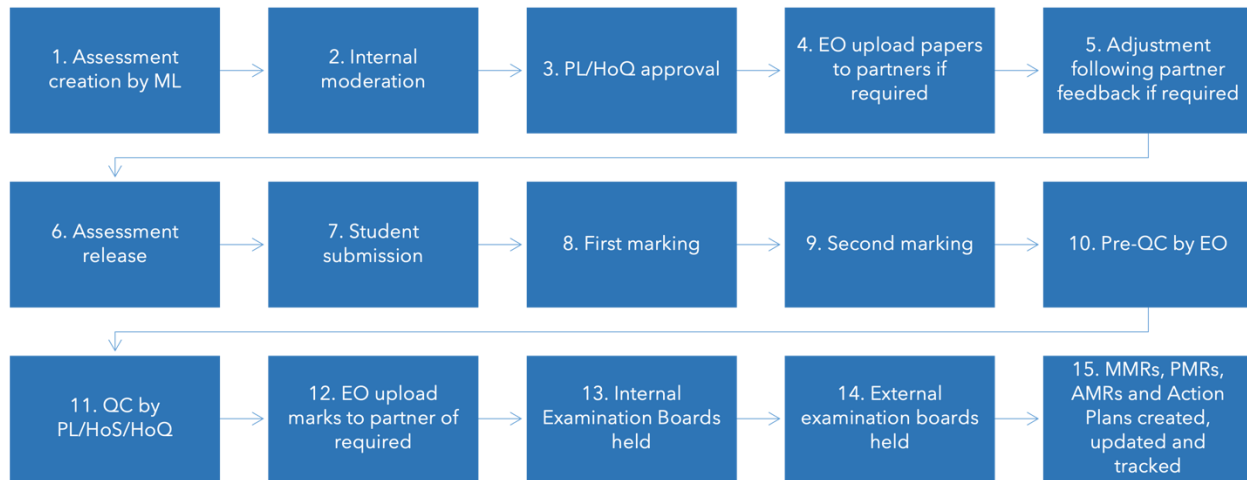
18. The regulations relating to assessments at BUV differ depending on the programme of study. BUV have a rigorous system in place to ensure that assessments in BUV are created which are free from error, are suitable for the level that the student is studying at, and which accurately assess the learning outcomes of the modules. They are reviewed and revised regularly to allow for the growth of the University.

Staffordshire University

19. For all Staffordshire University modules within BUV, the module leader creates the assessment, and an internal moderator checks it for subject level accuracy. The programme leader then evaluates the assessments against the overall requirements of the programme, and the assessment is approved to be sent for further checks by Staffordshire University. In cases when new modules being delivered, the relevant programme leader is also the module leader, the Head of Quality and Academic Development or Head of School perform final checks of the assessment before it is sent for approval.
20. Staffordshire University faculty then further check the assessment against their own guidelines. Depending on the agreement with Staffordshire University and the level of study of the student, this is either approved for release to students at BUV, or is subject to a final check of the assessment by an external examiner appointed by Staffordshire University.
21. A similar process is followed for the marking of assessments, with the module leader carrying out the grading, the moderator confirming this, and the Programme Leader, Head of School or the Head of Quality carrying out a final quality check to ensure compliance with our standards. There are also multiple checks carried out by the BUV Examinations office to ensure compliance with marking procedures, and accuracy of grades inputted to computer systems before being sent to partner institutions.

BUV own degree programmes

22. The same processes for assessment creation and marking as described above are used for the BUV own degree programmes. However, the final stage of the quality check process ends with the Head of Quality and Academic Development, Head of School or Programme Leader giving final approval for assessment creation and grading.
23. The steps taken to ensure the quality of assessment creation and marking for SU and BUV own-degree programmes are shown in Figure 1.



1. *Figure 1 Assessment Flowchart and Key*

Key			
• AMR:	Annual Monitoring Report	• ML:	Module Leader
• EO:	Examination office	• PL:	Programme Leader
• HOS:	Head of School	• PMR:	Programme Monitoring Report
• HoQ:	Head of Quality and Academic Development	• QC:	Quality Check
• MMR:	Module Monitoring Report		

University of London

24. University of London have centralised control of all assessment creation and marking, with BUV having responsibility for maintaining the quality of teaching. With the exception of assessment quality, all other processes relating to teaching quality, academic monitoring and student contributions to quality assurance also apply for University of London programmes offered at BUV.

Assessment Policy and Processes

25. The quality processes described above are managed by the Deputy Chief Academic Officer, the Head of Quality and Academic Development, and the Quality Assurance Committee.

26. A number of internal policies and process documentations assist faculty in ensuring that the quality of assessments is maintained. These documents are easily accessible to all faculty through our Learning Management System and contained within a specific Quality Assurance subsection. These policy and process documents include:

- BUV Assessment Creation Guide
- BUV Internal Moderation Checklist
- BUV Remote Assessment Guide
- BUV First Marking Guide
- BUV Second Marking Guide
- BUV QC Process and Guidelines
- Large Cohort Marking Procedures
- BUV Guide on marking remote exams
- BUV Multi-element assessment policy
- BUV Rework Policy
- CCP Adjusted Marking and Moderation Process

5.3. Academic Monitoring

27. To achieve the highest possible relevancy and quality of programmes offered at BUV, BUV has a system of Academic Monitoring which considers a range of inputs to ensure that all programmes:

- are robust.
- allow the academic support staff and faculty members to be trained to work effectively with the new systems.
- increase the participation of all staff involved in the programme.
- uses data to inform action planning.

28. The Student Staff Liaison Committee (SSLC) provides opportunities every semester, for elected student representatives to meet formally with Programme Leaders (PLs), the Chief Academic Officer (CAO), and the Deputy Chief Academic Officer (DCAO) to provide feedback related to facilities, academic issues, and students' concerns and experiences at BUV.

29. Student feedback in the form of module evaluations is collected during weeks two and nine for all programmes. Week 2 feedback is designed to proactively respond to

potential issues identified so that they can be rectified immediately. The academic leadership team and the module faculty review and analyse the data, and make action points for any potential changes considered using Module Monitoring Reports (MMRs), Programme Monitoring Reports (PMRs), Annual Monitoring Reports (AMRs) along with the associated School Action Plans to ensure that quality and compliance with academic requirements continue to be maintained, monitored, and followed up on.

30. School-level action plans contain feedback from staff and students from MMRs, PMRs, AMRs, and suggestions, or requests made from internal or external Exam Boards to allow BUV to track any required adjustments to academic issues at the module, programme, and/or School levels. BUV Academic Compliance Office oversees the collection of this feedback and ensures that actions are followed up appropriately and in a timely fashion, with the support from the Head of Quality and Academic Development, Heads of School, the DCAO, and Head of Registry services as required. These policies and processes are detailed in the *BUV Academic Monitoring Policy and Process*.

6. SUPPORTING QUALITY ASSURANCE PROCESSES AND CONCEPTS

6.1. Programme Design and Development

31. Validation of a new programme is the quality assurance process used to scrutinise a proposed new programme of study in order to assure Senate that it meets University and external expectations of quality and standards. The approval of new programmes is subject to requirements from MOET. Please refer to the Programme Design and Development Policy for further information.

6.2. Periodic Programme Review

32. Periodic programme review is a reflective, evaluative process which happens every five years for BUV own degree programmes. The periodic programme review process of BUV own programme mirrors programme approval (validation) as required by MOET while partners' programme review follow their applicable rules and regulations with official input from BUV through annual partner review reports or compliance with other processes as requested.

33. This allows the identification of programme enhancement opportunities, and these may result in changes to the programme. It is important to note that existing students will complete existing version of their programme of study i.e. the programme of study aligned to the agreed terms of enrolment. This is to ensure compliance with MOET's regulations. Please refer to the *Module and Programme Proposal, Amendment, and Withdrawal Policy* for further information.

6.3. Programme Amendments

34. BUV recognise that amendments may occasionally be needed for BUV own degree programmes to ensure that suggestions for improvement and enhancement of modules, or the programme overall can be implemented in between Periodic Programme Reviews. Please refer to the Proposal, Amendments, and Withdrawals of Programme and Modules Policy for further information on the process and level of approvals required.

6.4. Programme Withdrawal

35. Any decision taken to withdraw programmes in operation at BUV should be considered within the overall context of the University Strategic Plan and the Academic annual plan. BUV is committed to safeguarding the interests of existing students studying on these programmes, and any action must include an exit strategy that preserves the integrity and continuity of their education and student experience.

36. BUV recognises its responsibilities towards any students remaining on a programme and will ensure that students can complete the award on which they originally enrolled. Please refer to the Proposal, Amendments, and Withdrawals of Programme and Modules Policy for further information on the process and level of approvals required for the withdrawal of programmes.

6.5. Student Engagement in Quality Assurance

37. A comprehensive system of feedback is used to acknowledge, understand, and act upon the student voice at BUV, and students are encouraged and expected to provide feedback on the perceived quality of the education they are receiving at the University,

as well as to contribute to the QA process through a variety of quantitative and qualitative processes.

38. At the highest level of governance within the University, there is an elected student representative on the Senate, who attends all meetings. They represent the interests of all students and provide commentary and input on decisions made related to quality, and documentation and policies approved by the Senate.
39. At the School level, the needs of students are represented within each School Industry Advisory Panel (SIAP) (see section 6.7). The membership of these groups includes both an alumni, and a student in their final year of study in one of the programmes within each School. This ensures that the needs of students are considered in any proposed adjustments to content and/or delivery methods within the School programmes.
40. At the programme level, at the mid-point of each semester, a Student-Staff Liaison Committee meeting is held with two elected student representatives from each student cohort. Student representatives collect and summarise student feedback from their cohort which is aired and addressed in the SSLC meeting chaired by the CAO, with the DCAO, Head of School, Programme Leaders and Head of Academic and Student Operations.
41. At the end of each semester, more specific and comprehensive feedback is taken on the module basis, and this is analysed by the Academic Management team and feeds into the Academic Monitoring Process as discussed above.
42. The Student Association Committee (SAC) is an elected student body of 7 individuals representing the needs of BUV undergraduate students. This group is governed by its own constitution and has the ability to recruit a reasonable number of volunteer Officers to support the needs of the SAC. This group works closely with the Student Operations team to ensure that there are open avenues of communication between students and the senior leadership of the university and meet formally with the University every semester.
43. Students are involved in periodic programme review through consultation during the development of the self-evaluation document and at the periodic programme review

event. They are also involved in the programme revalidation process and are included as panel members at validation/periodic programme review events, which is subject to the policies of external partners.

6.6. Academic Integrity

44. BUV faculty and students are expected to conduct all activities with integrity, honestly and without breaching any principles of good academic conduct.
45. All students taking assessments at BUV (with the exception of students on University of London programmes) are subject to the Academic Conduct procedure of Staffordshire University, which BUV applies for both SU and BUV own-degree programmes. The application of the SU Academic Conduct procedure at BUV is guided by BUV Academic Conduct Procedure.
46. All student assignment submissions are checked for potential cases of breaches of the academic conduct regulations with the assistance of the Turnitin software package, and all exams are invigilated either in-person, or using the Proctorio software package for remote examinations. BUV have also introduced systems of checking for the potential cases of cheating and maintain records of student writing samples which can be compared against submitted assessments in case of suspicions.
47. BUV recognise that the principles of academic integrity are also relevant for research conducted by faculty within BUV. Therefore, all research conducted by faculty must be carried out in line with all relevant policies in place, specifically the Human Ethics Policy which sets out the process of approval for faculty research projects involving human subjects.
48. Academics and students can also appeal against an academic misconduct decision by following the Appeal Procedure of BUV, followed by the SU Complaints and Appeals Procedure if the student is also an SU enrolled student.

6.7. External Stakeholders

49. BUV recognises the benefits that external stakeholders bring to quality assurance and enhancement as set out below.

Collaborative Partner Universities

50. BUV work closely with all partner universities (currently Staffordshire University and University of London). These partners are key external sources who are consulted and considered in management their respective academic programmes. BUV maintains close relationships with all partners to assure and enhance quality. BUV is subject to various reporting mechanisms for collaborative programmes and fully complies with all quality assurance requirements of partner universities.

University External Advisory Committee

51. BUV receives support and guidance from an External Advisory Committee (EAC). The EAC consists of a group of senior business leaders within Vietnam and overseas, who will primarily act as an advisory board to provide collegial advice and hands-on assistance to help the University achieve its objectives and fulfil its mission. Please refer to the *EAC Terms of Reference* for further details.

School Industry Advisory Panels

52. At the School level, support is received from School Industry Advisory Panels (SIAPs). SIAPs support Schools by providing a strategic role in linking the faculty of the Schools to the corporate world and government agencies. They exist to ensure that teaching is grounded in the real world, and that our graduates meet the needs of the labour market and in the Vietnamese, ASEAN, and global context.

53. They provide guidance to ensure that the content and delivery of the programmes offered remains relevant to the rapidly developing needs of the industry but do not form part of the governance or performance monitoring system within BUV. Please refer to the specific SIAP Terms of Reference for further details.

6.8. External Examiners

54. BUV values its engagement with External Examiners as impartial, independent critical assistance in assuring the quality and standards of its programmes. In addition to External Examiners from partner universities, BUV have appointed our own external

examiner to provide critique and feedback on our own degree programmes and BUV work closely with them to ensure quality is maintained.

55. Following the completion of Assessment Boards, External Examiner reports are distributed to all faculty and any specific points of concern are added to the Academic Action Plans as necessary and addressed directly by the Academic Management Team. Requests for suggested changes to modules and/or assessments are followed up through the Academic Monitoring Process discussed in section 0 of this policy to ensure that changes are adequately addressed.

7. POLICY REVIEW AND REVISION

56. As BUV continues to develop, this Quality Assurance Policy will be updated with reference to additional policy documentation related to the assurance and enhancement of quality within BUV. The policy is reviewed in consideration of the following elements:

- Alignment with developments in external requirements.
- Annual evaluation of processes through appropriate governance structures.
- Reviews by Partner Universities or external agencies.
- Regular annual reviews by the Quality Assurance Committee

8. SUPPORTING DOCUMENTS

1	BUV Quality Assurance Structure and Responsibilities
2	Academic Conduct Procedure
3	Appeal Procedure
4	Student Code of Conduct
5	BUV Assessment Creation Guide
6	BUV Internal Moderation Checklist
7	BUV Remote Assessment Guide
8	BUV First Marking Guide
9	BUV Second Marking Guide
10	BUV QC Process and Guidelines
11	BUV Large Cohort Marking Procedures
12	BUV Guide on marking remote exams
13	BUV Multi-element assessment policy
14	BUV Rework Policy
15	CCP Adjusted Marking and Moderation Process

16	Academic Monitoring Policy and Procedure
17	Programme Design and Development Policy
18	Programme Monitoring and Periodic Review Policy
19	Module and Programme Proposal, Amendment, and Withdrawal Policy
20	Human Ethics Policy
21	Terms of Reference for External Advisory Committee
22	Terms of Reference for School Industry Advisory Panel

9. DOCUMENT RESPONSIBILITIES

Procedure Owner	Chief Academic Officer
Procedure Delegate	Head of Quality and Academic Development