

PROGRAMME DESIGN AND DEVELOPMENT POLICY

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DOCUMENT HISTORY

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1. PURPOSE

The processes of programme design, development and approval are an essential part of British University Vietnam (BUV) internal quality assurance and enhancement. They ensure that appropriate academic standards are set and maintained, and that the offered programmes provide students with learning opportunities which enable the intended learning outcomes to be achieved. This policy regulates key principles and development framework for the process of designing, developing, approval & revision of programmes at BUV.

2. SCOPE

This programme design and development policy shall be applied for the development and revision of all BUV own programmes at BUV. Where applicable, it will also be applied for contributing to partner universities' programme design, development, and revision.

3. PROGRAMME DESIGN PRINCIPLES

Distinct Academic Identity

1. Articulating our mission, values and approach: all programmes offer a distinctive curriculum and innovative approach to pedagogy which reflects and advances our institutional mission, strategy, and values.
2. Enhancing Cross-disciplinary Learning and Applied Academic Skills: all programmes provide students with interdisciplinary and cross disciplinary learning opportunities which are highlighted when delivered.

Student Centred

3. Structured progression: all programmes are structured with clear progression built in at each level, integrated across modules, and tracked through levels and modules with respect to learning content, teaching approaches, assessment tasks and feedback.
4. Inclusive and Accessible: equality and diversity are embedded into the design of all programmes from the outset. They are included in the curriculum, pedagogy, assessment and are also exercised through ongoing student support.
5. Flexible and Technologically Enhanced Learning: digital technology is utilised in the relevant areas of the programmes, pedagogy and student support, which aims to enhance the student experience. The delivery mode is considered at the programme

design stage to ensure that the most appropriate mode is used for the programme. However, programme design remains flexible allowing remote or partner delivered teaching and learning.

Embedded Employability and Enterprise

6. Partnership Produced: programmes are designed and reviewed in partnership with business partners and employers to support progression into desired destinations.
7. Curriculum Based Employability and Enterprise: careers, employability and enterprise are embedded into all programmes with all aspects of teaching, learning and assessment linked to future employment and study opportunities.

4. PROGRAMME DESIGN AND DEVELOPMENT FRAMEWORK

Programme objectives

1. Programme design and development begins with determining the intended purpose(s) of the programme within the context of the higher education provider's strategic approach. These may include personal, professional, vocational and/or academic development; preparation for knowledge creation and research; or preparation for specific or general employment. Once the purpose of the programme is established, intended learning outcomes and their achievement paths are identified and outlined. They include the knowledge, understanding and skills which students are intended to gain, and the level of knowledge, understanding and skills which they are expected to have on the entry to programme level. The achievement criteria are developed, alongside with the required formative assessment elements.

Involvement of students

2. Students can make a valuable contribution to their own higher education experience and that of others. In relation to programme design and processes for development and approval, student participation in the processes may be formal or informal, and involve a spectrum of different levels of engagement, such as course feedback, survey, or interview.
3. Feedback may be sought from students studying in cognate areas or on generic elements of the programme such as personal development planning. Students may

also contribute, for example, to identifying issues relating to equality of opportunity within the programme and the balance of student workload and assessment across the programme.

Involvement of external expertise

4. Programme design and development at BUV involve external expertise such as staff from across the higher education institution and from other organisations, including academic teaching staff, professional services staff, educational developers, learning technologists, quality assurance officers as well as others with relevant expertise, eg. a management level employer.

Student progression and workload

5. Programme design considers how a programme is organised to enable students to achieve the intended learning outcomes, in terms of student workload, volume and nature of assessment, progression through the programme, and increasing intellectual demand. Account is taken of the entitlements of students with protected characteristics in determining the programme structure, to ensure, for example, that there is sufficient flexibility. BUV determine the appropriate balance between factors such as practical and academic study, modes and location of study, the use of technology, directed and independent learning, breadth and depth of subject content, and opportunities for personal and academic development.
6. Programme approval processes comply with the Vietnamese Ministry of Education and Training (MOET) regulations and ensure that the programme is coherent, in terms of its logic in structure and intellectual integrity, and assessment methods are aligned with the programme content, learning outcomes and learning and teaching activities. BUV also promote inclusive practices in learning and teaching. The learning opportunities offered provide every student with an equal opportunity to achieve the intended learning outcomes.
7. Through processes for programme approval, BUV consider the entitlements of students with protected characteristics, including ensuring that intended learning outcomes, learning, and teaching activities, learning environments and planned assessment

methods do not create any unnecessary barriers. The criteria to be considered in programme design and development and tested in programme approval process to ensure that the needs of programme applicants are considered.

Placement opportunities

8. BUV programmes are designed to encourage and enable students to take up internships in their semester breaks every year and they can have up to 4 to 5 internships upon graduation.
9. BUV students are encouraged to go for an internship since Year 1 while some modules may require students to complete some work placement and internship for completion of the module assessment. That is compulsory and must follow specific requirements of the modules, for example the minimum number of working hours, the company's business/scale, etc.
10. With the network of more than 300 industrial partners and increasing, BUV commit to provide sufficient internship opportunities to all BUV students in each semester break. During the student journey at BUV and in all internship semesters, the Student Experience (SE) - Careers Team provide students with full array of support areas including application preparation, consultation during the internship period and guidance through one.

Alignment with standards and compliance with regulations

11. BUV ensure compliance with the Vietnamese Ministry of Education and Training regulations and align with the UK quality standards that partner universities applied as well as Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). These reference points ensures that the programmes are properly approved, and academic standards set for a programme are appropriate. Relevant reference points include the national frameworks for higher education qualifications and credit, other guidance on qualifications, the requirements of professional, statutory and regulatory bodies.

5. RELATED POLICIES, PROCEDURES AND DOCUMENTS

- Circular 02/2022/TT-BGDĐT from MOET
- Circular 17/2021/TT-BGDĐT from MOET
- Proposal, Amendment and Withdrawal of Programme and Module Policy