

Hung Yen, February 10, 2024

DETAILED SCHEME

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

I. THE NECESSITY TO OPEN THE PROGRAMME

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

The video games industry is one of the fastest growing in Vietnam with a current projected revenue of over \$840 million in 2023 along with an expected annual growth rate of 8% up to 2027. This growth has been supported by the Ministry of Information and Communications who have set a target for Vietnam's game's industry of \$1 billion USD revenue within the next 5 years as well as a significant increase in the number of operating enterprises from around 30 to between 150-400.

This drastic rise resulting from the success of the games industry in Vietnam has therefore led to significant human resource opportunities. In a study in 2021, Google estimated that there were around 430,000 game developers in Vietnam and in 2023 Mr. Le Quang Tu Do, Director of the Department of Broadcasting, Television and Electronic Information, presented that 1 out of every 25 games uploaded to the Google Play Store is from Vietnam.

The game development industry in Vietnam has been heavily dominated by mobile gaming and more specifically hyper casual games. The industry is also greatly skewed towards publishing rather than development with Mr. Le Quang Tu Do stating that 88% of game development companies make the majority of their money through game publishing rather than production. At the Video GameMaker Conference, an event run as a part of the Vietnam International Innovation Expo 2023, experts such as Nguyen Hoai Nam (GM at GlassEgg Studio – Virtuous Group), Jin Oh (Partner at BITKRAFT Venture) and Alexis Argyriou (Former Game Operation Director at Tencent) discussed the need for more home grown human resource talent within Vietnam as well as a shift from hyper casual games to mid-core games to provide a higher quality experience for the players of games.

The push for a stronger game design industry was also demonstrated in 2021 with the creation of the Vietnam Game Development Alliance, established with the support of the Ministry of Information and Communications as well as the Authority of Broadcasting and Electronic Information. This alliance was formed with the mission of creating a group of companies who wish to jointly contribute to the development of the gaming industry in Vietnam.

2. Suitability for the human resource needs for industries

According to the South East Asia Digital Content Industry Talent Report of 2022, the talent demand in the digital content industry within the SEA region is estimated to increase by 7.59% each year with the most difficult roles to fill including positions such as storyboard artist, animator, VFX compositor, modeler, 3D artist, 2D artist, Unity technical artist, Unreal technical artist and many more within the artist technical roles found in the games industry.

The report also presented that there is a significant gap between the demand and supply of talent within the digital content space and one of the major reasons for this is that higher education institutions are not producing talent fast enough. This was supported by Kristian Pedlow, Senior Art Director of Sparx (a Virtuous studio and leading games art production company in Vietnam), who stated that the only way to close the gap between demand and supply of talent within Vietnam was improving the quality of training programs.

The SWOT analysis of Vietnam provided by the same report presented that while Vietnam has a large talent pool who are passionate about the digital content industry, the pool itself was still severely lacking in formal training and most learners were self-taught. It also states that that the digital content industry is young and rapidly growing with over 30 studios operating in Vietnam.

By becoming the first institution in Vietnam to offer a Games Art degree, it will aid in bridging the current gap between demand and talent as well as ensure Vietnam is able to keep up with the growth of the industry.

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

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.

Located within the BUV Ecopark campus which holds a total investment of up to \$70 million for its three phases, the newly inaugurated learning area, including specialised practice rooms such as Computer Lab, Motion Capture Studio, Digital Lab, Innovative Lab, Art Studio, and Photo Studio, for Graphic Design discipline is fully equipped with the world's most advanced graphic design and motion systems and equipment. The University has recently opened the Soho Gallery where the Graphic Design students' works can be showcased to a large audience. The area offers students high-quality learning spaces to encourage creative conversation between students and faculty, inspire students to explore and improve their capacity for impactful study and research. The beautiful architecture embedded in the modern and inspirational design of the BUV campus is further developed within this expanded campus area.

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 Staffordshire University is ranked as one of the top universities in the United Kingdom by the Times Higher Education. Staffordshire University has a reputation for being progressive and forward thinking and is among the top choices for overseas students pursuing business studies at university level. The University has invested heavily in ensuring that's its programmes are innovative, flexible, and professionally relevant and prepares graduates for success in their chosen career. It aims to be a leading university for digital technologies building on its proud computing heritage and its strengths in computer games. There are more than 20,000 people studying Staffordshire University degrees overseas.

2. Collaboration process between the parties.

Staffordshire University has been one of the collaborative partners in education of British University Vietnam since 2010. The collaboration between British University Vietnam and Staffordshire University presents opportunities to be exposed to advanced and long-established UK higher education degree programmes of international quality and direct employment relevance for Vietnamese students and international students learning in Vietnam. The benefits to be gained from this collaboration encompass the vision and strategic objectives of British University Vietnam as part of a determined effort to meet the twin demands of academic quality and contemporary studies in Vietnam, and it thus complements the clearly stated wishes of the Government of Vietnam to both upgrade and to internationally benchmark the quality standards within Vietnamese universities.

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

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.

This suite of awards is designed for students to explore and develop skills to meet the needs of the Creative Industries in students' chosen specialism. Students will gain practical skills and the associated knowledge and expertise to succeed in the sector. As such, the aims of the programme are to:

1. Provide a creative and facilitative environment with advanced knowledge and skills building activities to support development of high-level discipline expertise of Creative Industries practitioners.
2. Aid in developing professional practice knowledge and working abilities to support effective transition into working in the Creative Industries.
3. Assist in developing approaches to communication suitable for working and sustaining a presence in contemporary creative practice.
4. Create an environment that enables speculation and innovation leading to the generation of new ideas that are grounded in subject knowledge.
5. Enable the appreciation, exploration, interrogation and challenging of current and historic creative practice through independent and collaborative enquiry.

6. Develop organisation and communication skills necessary for the effective exchange of ideas required to manage client-led and negotiated briefs.
7. Assist the evaluation of defined aspects of the Creative Industries in historical, social, cultural, theoretical and professional contexts.
8. Develop understanding and responsibility in the attainment of skills suited to students' personal and career development in the creative industries globally, with a specific focus within Asia and Vietnam.
9. Equip students with the appropriate graduate and life-long learning skills necessary to enable students to successfully develop students' career and progress to future education, including post-graduate level study.

3. Accreditation of participating parties

Both British University Vietnam and Staffordshire University are legally established and accredited.

Staffordshire University

Staffordshire University is a higher education corporation under the provisions of the Education Reform Act 1988. In exercise of the powers conferred upon it by section 125 of this Act the Board of Governors has made Articles of Government in accordance with which the University shall be conducted. These Articles together with an Instrument of Government in regard to the operation of the Board were approved by the Board of Governors at its meeting held on 24 June 1992 and by the Privy Council on 5 March 1993. Its main campuses based in the city of Stoke-on-Trent, Stafford and London.

The University has a Board of Governors made up of 15 members. Its responsibilities are set out in the Instrument of Government. In summary, the Board is responsible for overseeing the strategic development of the University and for the effective and efficient use of resources.

General issues relating to the research, scholarship, teaching and courses at the University, including criteria for the admission of students, are the responsibility of Academic Board. It acts in an advisory capacity on such academic matters that maybe referred to, or by, the Board of Governors.

All Staffordshire University courses must meet appropriate academic standards, provide current and coherent curricula and offer a high-quality student learning experience. In order to achieve this all-new courses, whether to be delivered on-campus or at a collaborative partner, are subject to the University's

course approval policy and procedure. The course approval process encompasses strategic and quality approval of courses.

In 2020, TIGA, the games industry trade association, is pleased to announce the accreditation of the following games courses at Staffordshire University.

- BA (Hons) Games Art
- BSc (Hons) Computer Games Design
- BEng (Hons)/MEng Computer Games Design
- BSc (Hons) Computer Games Design (With Foundation Year)
- BSc (Hons) Computer Gameplay Design and Production
- BSc (Hons) Computer Games Design and Programming
- BSc (Hons) Computer Games Programming
- BA (Hons) Concept Art for Games and Film

The accreditation takes into account that a good percentage of Staffordshire's games graduates find work in the games industry, in related industries or are starting out on careers using the skills they gained on their courses.

The TIGA Accreditation Team also highlighted a thriving games development culture at Staffordshire University consisting of societies, games jams, student led community on Discord, engagement in industry-led conferences and competitions and overseas trips.

The University's commitment to keeping their game development technologies up to date was also noted by the accreditation team and in particular the new Smart Zone facility with VR and AR equipment, 3D printing and other important technologies.

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 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 are 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 in the 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 programmes 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.

This award focuses specifically on how to produce industry quality and visually pleasing games art. The aim of this award is to produce graduates who have the specific skills to work in the Games Industry as Game Artists. Graduates will have the skills to work in multiple areas across the 3D artist spectrum including Environment Art, Character Artist, Vehicle and Weapon Artists. Students can also choose to specialize through options to become technical or lighting artists.

Programme Outcomes: (Level 4 CertHE)		
		Mapped Modules
Programme Outcome: Utilise your knowledge of art and design fundamentals to support the research, planning and development of game art assets using industry standard approaches, communicating in a professional manner throughout. QAA Subject Benchmark Statements: 6.4 (I, II, III, IV) 6.5 (I, II, III, IIV) 6.6 SM (I, II) 6.6 SE (I, II) 6.6 SCP (I, II) 6.6 RI (I, II) 6.7 6.8 (I, II, III, IV, V, VI)	University Outcomes (tick/mark) Knowledge & Understanding X Learning X Enquiry X Analysis X Problem Solving X Communication X Application X Reflection X	3D Asset Development 3D Game Props: Pipeline and Production Digital Sculpting and Stylized Assets Principles of Textures and Materials Visual Studies for Games Level Art and Visual Storytelling
Programme Outcome: Apply artistic considerations and concepts in the development of 3D and 2D Games Assets. Reflect on your games production and iterate your ideas. QAA Subject Benchmark Statements:	University Outcomes (tick/mark) Knowledge & Understanding X Learning X Enquiry X Analysis X Problem Solving X Communication X Application X	3D Asset Development 3D Game Props: Pipeline and Production Digital Sculpting and Stylized Assets Principles of Textures and Materials

6.4 (I, II, III, IV) 6.5 (I, II, III, IIV) 6.6 SM (I, II) 6.6 SE (I, II) 6.6 SCP (I, II) 6.6 RI (I, II) 6.7 6.8 (I, II, III, IV, V, VI)	Reflection	X	
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Programme Outcomes: (Level 5 DipHE)			
			Mapped Modules
<p>Programme Outcome: Develop your specialist Games Art skillset (Environments, Characters, Hard Surface) to advance knowledge of Games Industry workflows and apply in the production of Game Art Assets.</p> <p>QAA Subject Benchmark Statements: 6.4 (I, II, III, IV) 6.5 (I, II, III, IIV) 6.6 SM (I, II) 6.6 CE (I, II) 6.6 SCP (I, II) 6.6 RI (I, II) 6.7 6.8 (I, II, III, IV, V, VI)</p>	<p>University Outcomes (tick/mark)</p> <p>Knowledge & Understanding X</p> <p>Learning X</p> <p>Enquiry X</p> <p>Analysis X</p> <p>Problem Solving X</p> <p>Communication X</p> <p>Application X</p> <p>Reflection X</p>		<p>Stylised Character Art</p> <p>Modular 3D Game Environments</p> <p>Art of Lighting</p> <p>Games Materials & Surfacing</p> <p>Hard Surface 3D Weapon Production</p>
<p>Programme Outcome: Work collaboratively as part of a development team. Foster and develop your subject specialism within your team aiding the development of a games project as a Junior Developer.</p> <p>QAA Subject Benchmark Statements: 6.8 (I, II, III, IV, V, VI) 6.9 (I, II, III, IV) 6.10 SM (I, II) 6.10 CE (I, II, III, IV, V) 6.10 GW (II, III) 6.10 RI (I, II, III, IV) 6.10 PQ (I, II)</p>	<p>University Outcomes (tick/mark)</p> <p>Knowledge & Understanding</p> <p>Learning X</p> <p>Enquiry</p> <p>Analysis X</p> <p>Problem Solving X</p> <p>Communication X</p> <p>Application X</p> <p>Reflection X</p>		<p>Junior Collaborative Games Development</p>

Programme Outcomes: (Level 6)			
			Mapped Modules
<p>Programme Outcome: Communicate your advanced knowledge of your Games Art specialism via a portfolio to a broad audience. Produce specialist, industry-ready Games Art content that shows excellent artistic</p>	<p>University Outcomes (tick/mark)</p> <p>Knowledge & Understanding X</p> <p>Learning</p> <p>Enquiry X</p> <p>Analysis X</p>		<p>Games Development Project</p> <p>Games Art and Concepts Live</p>

ability, technical problem solving and iteration in development. QAA Subject Benchmark Statements: 6.8 (I, II, III, IV, V, VI) 6.9 (I, II, III, IV) 6.10 SM (I, II) 6.10 CE (I, II, III, IV, V) 6.10 RI (I, II, III) 6.10 PQ (I, II) 6.10 GW (II, III) 6.11	Problem Solving X Communication X Application X Reflection X	Brief and Employability
Programme Outcome: Lead and direct a development team as a Senior Member of an art team. Foster a collaborative and supportive atmosphere facilitating the games development and Junior Members. QAA Subject Benchmark Statements: 6.8 (I, II, III, IV, V, VI) 6.9 (I, II, III, IV) 6.10 SM (I, II) 6.10 CE (I, II, III, IV, V) 6.10 GW (II, III) 6.10 RI (I, II, III, IV) 6.10 PQ (I)	University Outcomes (tick/mark) Knowledge & Understanding Learning X Enquiry Analysis Problem Solving X Communication X Application X Reflection X	Senior Collaborative Games Development

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: 25 students

Year 3: 30 students

Year 4: 30 students

Year 5: 30 students

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

- Duration: 3-year training period divided into six semesters. The programme is provided by Staffordshire University, 360 UK credits.
- Form: The training form is full time and on campus.
- Implementation method: Year-based training

- Year-based training is a method for training organization where all mandatory units of study of the training programme 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;

Programme structure

Level 4			
Core Modules			
Module Code	Module Title	Credit Value	Pre-Requisites
GDEV40001	3D Asset Development	20	
GDEV40025	Visual Studies for Games	20	
GDEV40021	Principles of Textures and Materials	20	
GDEV40011	3D Game Props: Pipeline and Production	20	
GDEV40005	Digital Sculpting and Stylized Assets	20	
GDEV40016	Level Art and Visual Storytelling	20	

Level 5			
Core Modules			
Module Code	Module Title	Credit Value	Pre-Requisites
GDEV50001	Junior Collaborative Games Development	20	
GDEV50003	3D Character Modelling for Games	20	
GDEV50007	Art of Lighting	20	
GDEV50035	Hard Surface 3D Weapon Production	20	
GDEV50029	Modular 3D Game Environments	20	
GDEV50039	Stylized 3D Character Art	20	

Level 6			
Core Modules			
Module Code	Module Title	Credit Value	Pre-Requisites
GDEV60001	Games Development Project	40	
GDEV60033	Senior Collaborative Games Development	20	
GDEV60019	Games Art and Concepts Live Brief and Employability	20	
GDEV60003	Advanced Character Art	20	

GDEV60005	Advanced Environment Art	20	
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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 Staffordshire University are seen to be met and are closely adhered to.

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

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

5. Teaching language: English

6. Degree Certificate to be issued: Bachelor of Art (Honours) in Games Art issued by Staffordshire University.

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

Learning and Teaching

Recognising the diverse skills and styles of our students community places an emphasis on ensuring that a range of learning environments and media are available and enabling students to engage in learning in a variety of ways. The emphasis on practice-based learning in a professional environment creates the need for additional learning environments such as taking responsibility for hosting student's own events and learning by doing to supplement the more traditional approaches of lectures, guest speakers, tutorials, workshops, seminars and VLE to complement and enhance traditional, face-to-face learning experience. Knowledge and skills will be developed through case-studies, role-plays, simulations, presentations, projects (work-based and academic), reflective portfolios and the extended use of technology supported activities.

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

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

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

And students will be:

- Engaging with complex, challenging problems and real-world issues

- Proactively using available resources, technical, digital and paper-based to address problems, construct solutions and identify new topics for research
- Engaging in constructive reflection on learning and new ideas
- Communicating and sharing with others in effective teams and collaborative activities, demonstrating a sense of community through active involvement with individuals and groups from differing backgrounds, communities and value systems

Practice Based Learning

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

Teaching and Learning Methods

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

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

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

The start of each module students will be given a Module handbook. This should contain further details about the specific teaching and learning methods employed advice on how to manage student's own learning and how students will be assessed. Each module has a specified module leader all module-related enquiries should be directed to the module leader in the first instance.

Assessment

Aside from a few exceptions, each full course is examined a practical assignment conducted over a period of several weeks. This assignment will usually involve the submission of coursework or a project – in these cases, details are included as part of the course syllabus.

Assessment types

Practical Assignments form the greater part of the assessment of the programmes. For each course students will be assessed mainly by submitted projects. Tasks are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding and can perform the roles that will be expected of them in industry. The outcomes that a student can produce 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 programmes.

Students fully meeting the graduation requirements will be awarded with Bachelor of Art (Honours) in Games Art issued by Staffordshire University.

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

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



NAME OF STUDENT

has been awarded

**Bachelor of Science with Honours
First Class**

having followed an approved programme of study in

Games Art

07 September 2022



Lord Stafford
Chancellor



Professor Martin Jones
Vice-Chancellor

Note: This certificate to be used in conjunction with a transcript issued separately and relates to Student Reference 19029945 Date of Birth 05 December 2001 0000064909

9. Implementation plan/roadmap.

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

The programme is implemented following the new adoption of an academic calendar model, known as the Two Plus One (2+1) Model, to enhance the learning experience for students. This model consists of two main semesters and one summer semester, each with a specific structure and duration.

Semester Structure:

Each 15-week semester includes the following:

- 1 week of Orientation or Re-orientation at the start of each semester: This week is dedicated to welcoming new students, providing an overview of the semester, and ensuring that students have the necessary resources and support.
- 12 weeks of Teaching: The majority of the semester is dedicated to teaching and learning. Courses are scheduled to allow sufficient time for students to complete coursework, participate in discussions, and prepare for assessments.
- 2 weeks of Marking and Moderation: At the end of each semester, a two-week period is allocated for marking and moderation of assessments. This ensures that grades are finalized and submitted on time, without overflowing into the following semester.

Benefits of the New Calendar Model:

The 2+1 academic calendar model offers several advantages:

- Improved Alignment with Partner Universities: The new calendar model aligns with the academic calendars of partner universities in the UK, facilitating student exchanges and transfers. This enhances opportunities for international collaboration and provides a seamless transition for students seeking further education abroad.
- Reduced Stress and Workload: By eliminating the overrun of marking and moderation into the following semester, the new model reduces stress and workload for teachers and administration staff. This allows for a more manageable and balanced academic schedule.
- Continuous Learning: The new model eliminates the start/stop process of learning experienced in the current semester structure. Students can now engage in continuous learning throughout the academic year, fostering a deeper understanding of the subject matter.

Implementation Timeline:

The new academic calendar model will be implemented from Autumn Semester 2024. Whereas, teaching block 1 and 2 of each year shall be implemented consecutively in two main semesters, after which, students will have a PSG semester for internship and PSG programmes. Specifically for F&E

programme and other BUW own programmes, students shall have their Vietnamese modules (National Defense, Physical Education and 05 compulsory political theory models) arranged within the PSG semester.

Communication and Training:

A comprehensive communication and training plan will be developed to inform students, faculty, and staff about the new academic calendar model. This will include town hall meetings, workshops, and online resources to ensure a smooth transition to the new model.

Evaluation and Feedback:

The implementation of the new academic calendar model will be closely monitored and evaluated. Feedback from students, faculty, and staff will be gathered regularly to assess the effectiveness of the model and make necessary adjustments.

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
Total			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 various needs. These rooms can accommodate 30-45 students and are fully equipped with modern teaching auxiliaries, projectors, LCD screens, high-quality audio system, air conditioning, and a standard light system.

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

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

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

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

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

Order	Category	Number	Total Area (m ²)	Module	Usage Schedule (Semester, Academic year)	Remarks
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		
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Order	Name of Equipment, Product Code, Usage Purposes	Country of Origin, Model Year	Number	Unit		Time of use	No. of user/unit
Computer Lab 1-4					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
Digital Lab 2-4							
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
LRC Computer Lab							
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,	Passport	Academic	Academic	Major (Highest	(Full time contract	Insurance	Academic	Public research	Sig nat
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	DOB (2)	number /ID Card (3)	title, Award ing year (4)	qualificat ions, Awarding country, Awarding year (5)	qualif- ication) (6)	with BUV)		number (9)	expe rienc es (10)	MOE T (11)	Ins titu tio n (12)	ure (13)
						Recr uitm ent date (7)	Labo ur cont ract (8)					
1	Anchit Bijalwan	Z59689 52	Dr., 2016	Dr., India, 2016	Computer Science and Engineeri ng	2022	2022	013205 9089	15	0	24	
2	Noor Zaman Jhanjhi	AM8100 273	Assoc. Prof. Dr., 2015	Assoc. Prof. Dr., Malaysia, 2015	Informatio n Technolo gy	2023	x	x	16	0	x	
3	Hamza Mutaher Abdu Al Shameri	084041 24	Dr, 2022	Dr., India, 2022	Computer Science (Compute r Network)	11/0 4/20 22	x	013204 8533	6	0	4	
4	Viju Prakash Maria John	S69590 86	Dr, 2016	Dr., India, 2016	Computer Science and Engineeri ng	11/0 4/20 22	x	013204 8534	17	0	27	
5	Raja Kumar Muruges an	Z21096 53	Assoc. Prof. Dr., 2011	Assoc. Prof. Dr., Malaysia, 2011	Computer Science	2022	x	x	14	0	x	
6	Fraser Harrison	547364 218	Maste r	Master, UK, 2022	Software Engineeri ng	01/0 9/20 21	x	#N/A	3	0	0	
7	David James Hollowa y	519110 196	Maste r	Master, Spain, 2021	Computer Science	01/0 7/20 17	x	012817 5478	6	0	0	

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

Textbooks

Module	Name of textbooks	ISBN	Publisher	Year	Author
3D Asset Development	Autodesk 3ds Max 2022 Essentials	ISBN 9781119828266	John Wiley & Sons	2014	Derakhshani, R.L. and Dariush Derakhshani
Visual Studies for Games	The Visual Story: Creating the Visual Structure of Film, TV and Digital Media, 3rd edition	NA	Routledge	2020	Block, Bruce
Principles of Textures and Materials	1st Edition, Beginning PBR Texturing: Learn Physically Based Rendering with Allegorithmic's Substance Painter	1484258991	NA	2020	Kumar, A.
3D Game Props: Pipeline and Production	3D Game Environments: Create Professional 3D Game Worlds	978-1138920026	CRC Press	2016	Ahearn
Digital Sculpting and Stylized Assets	Imaginative realism: How to paint what doesn't exist. Kansas City	978-0740785504	Andrews McMeel Pub.	2009	Gurney, J.
Level Art and Visual Storytelling	The visual story: Creating the structure of film, TV, and Digital Media. New York	NA	Focal Press, Taylor & Francis Group	2013	Block, B.A

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
TOTAL	eBooks	2630144
	Journal	141588

Academic databases in use

No.	Titles	Publisher	Description
1	Academic Search Ultimate	EBSCO	Academic Search Ultimate offers students an unprecedented collection of peer-reviewed, full-text journals, including many journals indexed in leading citation indexes indexed in leading citation indexes to meet the increasing demands of scholarly research.
2	ProQuest ABI/Inform Global	ProQuest	The database features thousands of full-text journals, dissertations, working papers, key business, and economics periodicals 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	This online market research tool monitors industry trends and gives you strategic analysis and market size and market share database for all your products across all key countries.
4	Emerald Market Case Studies Collection 2022	Emerald	Emerald Market Case Studies Front List Collection 2022 offers over 600 cases is the product to encourage entrepreneurial thinking and critical exploration. Each case is accompanied by complimentary teaching notes 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	Emerald eBooks Business, Management & Economics Collection offers over 1,600 eBook titles (1991-2022) 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, Finance & Economics; Business, Management & Strategy; Marketing; HR & Organization Studies; Public Policy & Environmental Management; Library & Information Sciences; Tourism & Hospitality Management.
			Emerald eBooks Social Sciences collection offers over 1,000 eBook titles (1999-2022) broken into two subject collections, Education & Sociology.

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

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

From an academic perspective, BUV was well equipped to pivot to online and hybrid learning strategies during the Covid-19 pandemic. In April 2019, BUV introduced the digital textbook system of Kortext to increase the speed in accessing textbooks as well as 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 VND 687,780,000 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/>

The tuition fee policy of BUV can be found in Annex 2.

V. MEASURES FOR ASSURANCE OF QUALITY AND RISK MANAGEMENT

1. Quality assurance measures.

SU quality assurance measures

Staffordshire University is a higher education corporation under the provisions of the Education Reform Act 1988. In exercise of the powers conferred upon it by section 125 of this Act the Board of Governors has made Articles of Government in accordance with which the University shall be conducted. These Articles together with an Instrument of Government in regard to the operation of the Board were approved by the Board of Governors at its meeting held on 24 June 1992 and by the Privy Council on 5 March 1993. Its main campuses based in the city of Stoke-on-Trent, Stafford and London.

The University has a Board of Governors made up of 15 members. Its responsibilities are set out in the Instrument of Government. In summary, the Board is responsible for overseeing the strategic development of the University and for the effective and efficient use of resources.

General issues relating to the research, scholarship, teaching and courses at the University, including criteria for the admission of students, are the responsibility of Academic Board. It acts in an advisory capacity on such academic matters that maybe referred to, or by, the Board of Governors.

All Staffordshire University courses must meet appropriate academic standards, provide current and coherent curricula and offer a high-quality student learning experience. In order to achieve this all new courses, whether to be delivered on-campus or at a collaborative partner, are subject to the University's

course approval policy and procedure. The course approval process encompasses strategic and quality approval of courses.

In 2020, TIGA, the games industry trade association, is pleased to announce the accreditation of the following games courses at Staffordshire University.

- BA (Hons) Games Art
- BSc (Hons) Computer Games Design
- BEng (Hons)/MEng Computer Games Design
- BSc (Hons) Computer Games Design (With Foundation Year)
- BSc (Hons) Computer Gameplay Design and Production
- BSc (Hons) Computer Games Design and Programming
- BSc (Hons) Computer Games Programming
- BA (Hons) Concept Art for Games and Film

The accreditation takes into account that a good percentage of Staffordshire's games graduates find work in the games industry, in related industries or are starting out on careers using the skills they gained on their courses.

The TIGA Accreditation Team also highlighted a thriving games development culture at Staffordshire University consisting of societies, games jams, student led community on Discord, engagement in industry-led conferences and competitions and overseas trips.

The University's commitment to keeping their game development technologies up to date was also noted by the accreditation team and in particular the new Smart Zone facility with VR and AR equipment, 3D printing and other important technologies.

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

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

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

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

VI. MECHANISM FOR MANAGEMENT OF COLLABORATIVE PROGRAMME

1. Organizational structure of management (enclosing their personal résumés in Appendices).

British University Vietnam:

Chris Jeffery	Chief Academic Officer
Jason MacVaugh	Dean (Higher Education)
Tony Summers	University Registrar
Tran Duc Trung	Deputy University Registrar
Hoang Phuong Yen	Course Office Manager

Staffordshire University:

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

2. Rights and responsibilities of participating parties.

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

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

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