

Hung Yen, 31 January 2024

DETAILED SCHEME

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

I. THE NECESSITY TO OPEN THE PROGRAMME

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

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

According to the World Labor Organization (ILO) forecast, Vietnam will be able to create 6 million more jobs, equivalent to one tenth of the total number of jobs increased by 2025 in the entire ASEAN region due to the impact of the formation of the AEC. When joining the AEC, the number of jobs in Vietnam will increase by 14.5% by 2025.

From 2020 to 2025, Hanoi and nearby provinces like Hung Yen needs around 270,000 employees for jobs related to business management. With more than 700,000 existing businesses, which are expected to grow to 1 million enterprises by 2025, the demand for high-quality workers with

bachelor's degrees and vocational education with practical skills in the labor market in big cities and industrialized urban areas is relatively low. At the same time, under the pressure of the 4.0 technology revolution, businesses worry about falling behind. Report by Statista in 2023 indicated that by December 2021, there were about 11.2 thousand new business registrations in Vietnam. In total, approximately 111.8 thousand new businesses were registered in that year, which showed a strong trend of recovery after COVID pandemic.

The Professional Communication (Business, Design & Strategy) programme is exceptionally well-suited for advancing the development of human resources in Vietnam. In a country with a rich cultural tapestry like Vietnam, effective communication that integrates thoughtful design and strategic planning becomes pivotal. This discipline ensures cultural relevance and sensitivity, allowing communication professionals to tailor messages that resonate with the local population, instilling a sense of identity and pride. Moreover, in a rapidly evolving economic landscape, these professionals can contribute to Vietnam's growth by strategically promoting its products, attracting investments, and fostering international collaborations.

The programme also plays a crucial role in fostering innovation and creativity within the workforce, contributing to Vietnam's status as a hub for ingenuity. Additionally, through the creation of educational materials and skill development campaigns, communication experts can enhance the education and capabilities of the workforce, further propelling the nation's development. By shaping and managing the national image, these professionals contribute to the positive perception of Vietnam on the global stage, attracting opportunities and partnerships. Furthermore, community engagement and addressing societal challenges through strategic communication strategies can lead to impactful social development initiatives, ultimately improving the overall well-being of Vietnam's human resources.

2. Suitability for the human resource needs for industries

The Professional Communication (Business, Design & Strategy) programme emerges as a highly suitable and indispensable programme for addressing the human resource needs in the related industries of Vietnam. In the dynamic landscape of today's industries, effective communication is paramount, and professionals equipped with skills in design and strategic thinking are uniquely positioned to meet these demands. The integration of design elements ensures visually compelling and culturally resonant communication strategies, crucial in a country like Vietnam with its rich

cultural tapestry. Strategic planning, on the other hand, facilitates the alignment of organizational goals with communication efforts, enhancing efficiency and impact.

This programme not only equips individuals to create engaging marketing campaigns but also enables them to navigate the complexities of modern communication channels. In industries where innovation and adaptability are key, the creative thinking fostered by this major becomes a valuable asset. Furthermore, professionals in Professional Communication (Business, Design & Strategy) contribute to talent development by creating effective training materials and cultivating a culture of continuous learning within organizations.

As Vietnam continues to position itself on the global stage, these communication professionals play a crucial role in shaping the image of industries, attracting talent, and fostering positive relationships with stakeholders. In essence, the major serves as a linchpin in meeting the multifaceted human resource needs of the discipline-related industries in Vietnam, ensuring they thrive in an era where effective communication and strategic thinking are integral to success.

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

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

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

Following the move to the new Ecopark campus in 2018, and the subsequent growth in staff and student numbers, BUV have experienced a series of significant changes related to this growth. The governance system has become increasingly formalised, including the creation of a University Senate and associated committees. The goal of this change was to allow for a system of governance

that recognises BUV's unique position as a university licenced and operating within Vietnam but operating on the principles of providing significant learning autonomy from students and allowing a student-centred approach enabling them to develop their own learning journey.

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

The second implication of the changes is the progression to the next phase of the growth of the campus. Building for the second phase has now commenced, and this means that our planned increased growth in the period post 2025 will not be limited by classroom, student support, or facilities constraints, and that student's learning opportunities will not be negatively impacted as we increase our student numbers. Phase two of the campus also includes further specialised facilities, plans of which are being developed with input from faculty from the relevant Schools. Along with the physical growth in facilities, the operation of academic centres will bring benefits to student learning, faculty research and opportunities for further international study options.

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

In the immediate future BUV will focus on activities ranging from: continuing to align its academic curriculum to the practical needs of the Vietnam labour market; continuing to provide students with internship opportunities in a wide range of industries and positions; striving to maintain its record 100% of students attaining employment or moving on to higher studies within 3 months of graduation; completing the third phase of its campus construction by 2028 with a planned total investment of more than USD 165 million; expanding its market reach and services throughout

Vietnam; attracting international students and academics to Vietnam; facilitating high-quality research on Vietnam's economic and social priorities; and, increasing access to British degree programmes through a Scholarship and Financial Aid Fund worth billions of VND.

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

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

II. INTRODUCTION OF PARTICIPATING PARTIES

1. Overview of participating parties' background.

British University Vietnam (hereinafter refers to as "BUV") 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 Arts University Bournemouth (hereinafter refers to as "AUB") is a further and higher education university based in Poole, England, specialising in art, performance, design, and media. It was formerly known as The Arts University College at Bournemouth and The Arts Institute at Bournemouth and is the home of Bournemouth Film School. AUB is the second-largest university in Bournemouth and Poole, Bournemouth University being much larger and AECC University College being smaller.

Most courses are based within one campus which is located in Poole, next to Bournemouth University and Wallisdown. The Campus covers around 3.7 hectares and houses 19 buildings with specialist workshops and workspaces, many of which are shared across similar courses.

Notable facilities include:

- The Library - Over 50,000 books available covering a range of art, design, media, and performance subjects.
- The Refectory - Was a semi-finalist in the Bournemouth and Poole Tourism Awards 2018 "Breakfast of the Year" category.
- The Gallery - A gallery open to the public displaying both international touring exhibitions, and work from alumni, staff, and students.
- MoDiP (Museum of Design in Plastics) - The only accredited museum in the UK with a focus on plastics, MoDiP is located inside the AUB library.[31] As of 2021, the collection catalog listed over 10,000 objects.
- North Building Extension - A building mainly for photography courses offering flexible teaching spaces, IT suites, and a lecture theatre, which was shortlisted for the 2016 RIBA South West Awards. It was designed by Design Engine Architects Ltd.
- The CRAB Drawing Studio, an innovative building designed by the Cook-Robotham Architectural Bureau led by Sir Peter Cook, which was shortlisted for the 2016 RIBA South West Awards. It is the first purpose-built drawing studio to open in the UK for 100 years, emphasising natural light and featuring a large circular north-light and a rear clerestory, which provides softer light.
- The Student Services Building, which also houses the Students' Union, and facilities management. This building was also shortlisted for the 2016 RIBA South West Awards.

Arts University Bournemouth is a member of GuildHE, one of the two recognised representative bodies for Higher Education in the UK.

2. Collaboration process between the parties.

The collaboration between British University Vietnam and Arts University Bournemouth 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.

3. Accreditation of participating parties

Both British University Vietnam and Arts University Bournemouth are legally established and accredited.

Arts University Bournemouth

Arts University Bournemouth (AUB) holds the following accreditations:

National Accreditations:

- Higher Education Funding Council for England (HEFCE): AUB is recognized by HEFCE as a Higher Education Institution (HEI) in England.
- Arts Council England (ACE): AUB is recognized as a National Portfolio Organisation (NPO) by ACE.
- Quality Assurance Agency for Higher Education (QAA): AUB has a Silver Teaching Excellence Framework (TEF) rating from the QAA.

Professional Accreditations:

- Architecture and Design:

- Royal Institute of British Architects (RIBA) Part 1, 2, and 3
- Landscape Institute (LI)
- Chartered Institute of Building (CIOB)
- Society of British and International Design (SBID)

- Art and Design:

- AUB has a number of subject-specific accreditations from the QAA, including:
- Fine Art
- Graphic Design
- Illustration
- Photography
- Product Design
- Textiles

- Drama and Performance:

- Council for Higher Education in Drama and Theatre (CHED)
- Drama UK
- National Council for Drama Training (NCDT)

- Media and Communication:

- Chartered Institute of Public Relations (CIPR)
- Royal Television Society (RTS)

- Music:

- Associated Board of the Royal Schools of Music (ABRSM)
- Musicians' Union (MU)

International Accreditations:

- European Council of Higher Education (EHEA): AUB is a member of the EHEA and participates in the Bologna Process.
- European Foundation for Management Development (EFMD): AUB's Business School is EFMD accredited.

British University Vietnam

Following our success in securing the internationally recognised QS 5-star quality rating in 2022, BUV has been quality reviewed during 17- 19 October 2022 before being granted with university-

wide accreditation from the Higher Education Quality Assurance Agency (QAA) for period 12/12/2022 - 11/12/2027.

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

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

- Significant employer engagement and connections with civic society is actively facilitated by all internal stakeholders, including students. It is fundamental to enabling BUV to deliver its mission.
- Opportunities and support for students in preparing for, identifying, and participating in work placements and internships, as formal components of programmes and as extracurricular activities, greatly enhances job readiness and employability.
- Certified and comprehensive Personal Development Programme of activities and modules that enhance students' broader knowledge and personal development, help to define graduate attributes.

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

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

Objectives of the programme

BA (Hons) Professional Communication (Business, Design & Strategy) is an innovative degree designed to equip students with conceptual and practical creative skills, together with a strategic business acumen needed to operate and manage effectively across a variety of disciplines (Marketing, Advertising, Public Relations) in today's ever-evolving communications industry.

This degree is the perfect choice for students who are passionate about integrating their creative ideas with strategic business plans to create impactful and meaningful communication campaigns. The programme combines learning practical creative communication techniques with the study of business and design strategies, enabling students to develop all-round communication solutions that fulfil brand marketing objectives.

During the three-year programme, students will study a variety of modules that cover key aspects of creating and delivering innovative and targeted communications. The curriculum includes the study of creative thinking, history and theories of communication, visual content creation, cross-media communication fundamentals, client account management, public relations, as well as copywriting and branding. In addition, modules include projects and assessments about marketing strategies, consumer behaviour, and business operations.

Such an interdisciplinary approach gives students a comprehensive understanding and career readiness for both the creative and business/strategy sides of the communications industry.

Learning outcomes

- Evidence a variety of relevant primary and secondary research strategies. Analyse findings to develop communications concepts based on audience behaviours and cultural values.
- Evidence understanding of subject knowledge through functional, aesthetic, historical and critical perspectives.
- Evidence and articulate the intellectual processes involved in the production of complex, strategy led, creative communications projects.
- Synthesise theory and practice research findings to initiate and inform a variety of written and visual ideas and responses.
- Identify, develop, and apply a range of relevant problem-solving strategies that will support a creative communications process to deliver innovative solutions.
- Experiment with materials, media, processes, and environments in an informed and innovative way.
- Display an elevated level of technical skill in the production, presentation, and documentation of work.
- Articulate personal identity as a creative practitioner through reflecting on personal practice in relationship to professional contexts.
- Participate thoughtfully and professionally when working and collaborating with others.

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: 25 students

Year 2: 35 students

Year 3: 60 students

Year 4: 60 students

Year 5: 60 students

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

- Duration: 3-year training period - each year is 2 semesters of 3 modules per year. The programme is provided by Arts University Bournemouth, 360 UK credits.
- Form: The training form is full time and on campus.
- Implementation method: Year-based training
 - Year-based training is a method for training organization where all mandatory units of study of the training program are organized into relatively fixed classes, allowing students of the same class to follow the standard learning plan and a common schedule, except for elective or retaken units of study;

Programme structure

	YEAR 1	YEAR 2	YEAR 3
SEM 1	Introduction to Communication Design: (A) <i>Principles and Inspirations</i>	Design Communication and Testing Strategy: (A) <i>Producing Effective Media</i>	Professional Practice and Working Strategies: (A) <i>Trends, Needs & Competitive Edge</i>
	Communicating Ideas through Strategy: (A) <i>Thinking and Planning</i>	Preparing for Creative Industries: (A) <i>Real World Encounters</i>	Creative Strategy: (A) <i>Designing Your Future</i>
	Designing in Context: (A) <i>Territories, Clients and Audiences</i>	Design Practice and Strategy: (A) <i>Applied Strategic Communication</i>	Design Practice: (A) <i>Major Project (Planning)</i>
SEM 2	Introduction to Communication Design: (B) <i>Practical Media Production Essentials</i>	Design Communication and Testing Strategy: (B) <i>Campaign Building</i>	Professional Practice and Working Strategies: (B) <i>Managing the Business</i>
	Communicating Ideas through Strategy: (B) <i>Visual Language and Narratives</i>	Preparing for Creative Industries: (B) <i>Working to Briefs</i>	Creative Strategy: (B) <i>Major Project Production</i>
	Designing in Context: (B) <i>Contemporary Advertising Marketing and Public Relations</i>	Design Practice and Strategy: (B) <i>Advertising and Moving Image Production</i>	Preparing for Creative Industries: (C) <i>Launching Your Career</i>

4. Recruitment conditions

Recruitment conditions:

Qualification	Entry Requirement
Academic Requirements	<ul style="list-style-type: none"> • Successful completion of a recognised foundation course. • All applicants must have Level 3 qualifications, which should include at least one creative subject. We're looking for between 112 and 120 UCAS Tariff points. You can use the UCAS Tariff Calculator to work out how many points you have. • The standard offers for degree courses include: <ul style="list-style-type: none"> ○ GCE A-Levels - BBB at A-Level excluding General Studies, or 120 UCAS Tariff points ○ Foundation Diploma in Art and Design at Pass ○ BTEC Level 3 Diploma at Distinction* ○ T-level grade of Merit or above ○ BTEC/OCR Extended Diploma at Distinction, Merit ○ RSL/UAL Diploma - must be combined with other Level 3 qualifications equivalent to 112-120 UCAS Tariff points ○ RSL/ UAL Extended Diploma at Merit ○ A combination of BTEC Subsidiary Diploma and A-Levels - equivalent to 120 UCAS Tariff points ○ Three BTEC Subsidiary Diploma passes at Grade Merit ○ Scottish Highers - five passes at Grade C or above
English Language Requirements	<p>One of the following:</p> <ul style="list-style-type: none"> • Academic IELTS or UKVI IELTS 6.0 overall with at least 5.5 in each band. We will accept IELTS Online (Academic) scores. • TOEFL iBT with 92 overall with a minimum score of 19 in writing, listening, and reading and 20 in speaking. Please note the home version of this test is not accepted. • PTE Academic UKVI or PTE Academic with 62 overall and at least 51 in each section.

	<ul style="list-style-type: none"> • LanguageCert International ESOL SELT B2 Communicator with 38 in each section (Listening, Reading, Writing, Speaking). • Cambridge C1 Advanced English exam with a minimum grade of C. • Cambridge C2 Proficiency English exam with a minimum grade of C.
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The Admissions Office will be in charge of checking and collecting all the applications to ensure that all the entry requirements laid down by Arts University Bournemouth are seen to be met and are closely adhered to.

After that, all the applications will be sent to Arts University Bournemouth for registration. Once all the applications are proved to be true and correct, Arts University Bournemouth 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 Professional Communication (Business, Design & Strategy) issued by Arts University Bournemouth.

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

Learning and Teaching method

The programme aligns its course aims with individual unit outcomes. The overall goal is to give students a well-rounded understanding of communication design, realised through sequential unit outcomes. Initial units provide introductory knowledge, with later units building on these levels, integrating complex techniques and strategies. Each unit's achievement directly contributes to the overall course aim, ensuring a systematic progression that matches the bachelor's degree level.

A variety of delivery methods are employed to cater to diverse learning styles and promote engagement. These methods may include lectures, workshops, tutorials, practical sessions, presentations, pitches, and group projects, offering students a well-rounded and immersive learning environment. The group dynamic is important to ensure that students mirror the industry whilst also experiencing the different individual roles and responsibilities of working in the sector. The course delivers knowledge through lectures, seminars, presentations, and workshops.

Assessments

Assessments include essays, strategic reports, pitch presentations, artefacts, and portfolio submissions to evaluate both theory understanding and practical skills. Formative feedback sessions guide students towards improvement, ensuring a structured approach to learning and evaluation.

Assessment outcomes are set at the requisite level, ensuring that students are appropriately challenged and assessed based on the expected standards of the course. The assessments are designed to measure the attainment of learning outcomes and are aligned with the level of the course.

The assessments within the course enable the achievement of learning outcomes at the appropriate level, allowing students to demonstrate their understanding, skills, and creativity within the context of design and business strategy.

Exceptional Circumstances

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

Feedback on student work

Seven principles of good feedback

Good feedback should:

- Be an interactive process involving students-tutor and students-students dialogue.
- Facilitate the development of self-assessment and reflection.

- Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task.
- Be developmental, progressive, and transferable to new learning contexts.
- Be ongoing and embedded in the learning process.
- Motivate, build esteem and confidence to support sustainable lifelong learning.
- Support the development of learning groups and communities.

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

Students fully meeting the graduation requirements will be awarded with Bachelor of Art (Honours) in Professional Communication (Business, Design & Strategy) issued by Arts University Bournemouth.

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

This degree certificate will be accompanied by a transcript.

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 Arts University Bournemouth degree as students who have studied at Arts University Bournemouth 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 semester, after which, student 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 (m²)	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	Time of use	No. of user/unit
Order	Name of Equipment, Product Code, Usage Purposes	Country of Origin, Model Year	Number	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, DOB (2)	Passport number/ID Card (3)	Academic title, Awarding year (4)	Academic qualifications, Awarding country, Awarding year (5)	Major (Highest qualification) (6)	(Full time contract with BUV) Recruitment		Insurance number (9)	Academic experiences (10)	Public research		Signature (13)
						Recruitment date (7)	Labour contract (8)			MOET (11)	Institution (12)	
1	Dr. Paul DJ Moody 11/12/1961	124673823	Senior Lecturer, Discipline Lead, Programme Lead PhD 2023,	Dr. 2023, UK	Communications	01/03/2024	x	Vietnam number TBC UK number: NE746130B	20	5	16	
2	Rick Bennett, 12/21/1963	PB2713617	Prof., 2015	Dr., Australia, 2009	Art	15/04/2022	x	7937473129	28	0	21	

3	Michael Alan Lomax, 21/03/1991	547709829	Master, 2013	Master, UK, 2013	Mass Communications Management	13/04/2020	x	0131763415	4	0	0
4	Alex Gaja Ortega, 22/03/1990	XDE029705	Master, 2015	Master, Spain, 2015	Architecture	27/09/2021	x	7939665383	7	0	3
5	Sven Pfrommer, 10/11/1965	CK4KC8V6VX	Master, 1994	Master, Germany, 1994	Graphic Design	17/10/2022	x	0132279110	11	0	25
6	Richard Paul Child, 14/08/1973	548040555	Master, 1999	Master, UK, 1999	Visual Communication	04/09/2018	x	0131284791	20	0	3
7	Shruthi Thaiveppil Gopi, 04/08/1995	R1460640	Master, 2019	Master, India, 2019	Design Discipline	03/01/2023	x	0131571604	6	0	1

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

Textbooks

Module	Name of textbooks	ISBN	Publisher	Year	Author
Introduction to Creative Communications	Logo Design Love		New Riders	2014	Airey, David

Communicating Ideas through Strategy	Logo Design Love: A Guide to Creating Iconic Brand Identities		New Riders	2010	Airey, D.
Communications in Context	Drawing Ideas: A Hand-Drawn Approach for Better Design		Watson-Guptill	2015	Baskinger, M., & Bardzell, J.
Design Communication and Testing Strategy	Sketching User Experiences: Getting the Design Right and the Right Design		Morgan Kaufmann	2007	Buxton, B.
Preparing for Creative Industries	Know Your Onions - Graphic Design: How to Think Like a Creative, Act Like a Businessman and Design Like a God		BIS Publishers	2012	de Soto, D.
Design Practice and Strategy	Drawing Ideas: A Hand-Drawn Approach for Better Design		Watson-Guptill	2015	Baskinger, M., & Bardzell, J.
Professional Practice and Working Strategies	Design Sprint: A Practical Guidebook for Building Great Digital Products		O'Reilly Media	2015	Banfield, R., Lombardo, C.T., & Wax, T.
Creative Strategy	Project Management for Information Systems		Pearson Education Limited	2012	Blyth, T.
Design Practice	How to Use Graphic Design to Sell Things, Explain Things, Make		Thames & Hudson	2015	Bierut, Michael.

	Things Look Better, Make People Laugh, Make People Cry, and (Every Once in a While) Change the World				
Preparing for Creative Industries 2	The Creative Entrepreneur: A DIY Visual Guidebook for Making Business Ideas Real				Beam, Lisa Sonora

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 students 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.

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 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 756,558,000 excluding other fees such as Education Resource Fee and Student Affairs Fee.

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.

AUB quality assurance measures

Arts University Bournemouth (AUB) is a further and higher education university based in Poole, England, specialising in art, performance, design, and media. It was formerly known as The Arts University College at Bournemouth and The Arts Institute at Bournemouth and is the home of Bournemouth Film School. AUB is the second-largest university in Bournemouth and Poole, Bournemouth University being much larger and AECC University College being smaller.

The university was awarded Gold in the 2017 Teaching Excellence Framework, a government assessment of the quality of undergraduate teaching in universities and other higher education providers in England. This award noted high levels of professional employment among graduates

The University is responsible for assuring itself and its stakeholders that the academic standards of all its higher education provision are:

- appropriate to the level of the named award; and
- comparable to the standards of similar awards on offer elsewhere across the UK higher education sector.

The University is also responsible for ensuring that students are well supported in their learning: through excellent teaching, well-structured assessment, appropriate resources, and high-quality support and guidance.

In meeting these responsibilities, AUB complies with the Quality and Standards conditions (Condition B) set by the Office for Students.

To ensure that this is achieved, the University has established a quality assurance framework that allows the University, through its Academic Board and supporting structures, to review its current and prospective provision in a self-reflective and evaluative way. This includes seeking the views of the academic staff involved, the students who participate on course, and external examiners and moderators including practitioners who are able to provide a national perspective on academic standards and quality, and to advise on best practice.

The regulatory framework (undergraduate and postgraduate) sets out the common principles for the development of courses; and the regulations for assessment, including the arrangements for the retrieval of failure; the consideration of mitigating circumstances; and the determination of award classification.

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 Arts University Bournemouth 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

Arts University Bournemouth:

Prof. Paul Gough	Principal and Vice-Chancellor
Lisa Mann	Executive Director for Academic Innovation
Jon Renyard	University Secretary
Tim Metcalf	Director of School - Arts and Communication

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 Arts University Bournemouth.

In addition, British University Vietnam will be fully responsible for all the costs regarding programme transfer, staff development and quality assurance assessments. All the payments will be made in GBP and should be transferred to the bank account of Arts University Bournemouth 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

A red circular stamp from the Ministry of Education and Training of Vietnam. The outer ring contains the text "BỘ GIÁO DỤC VÀ ĐÀO TẠO" (Ministry of Education and Training) and "TRƯỜNG ĐẠI HỌC ANH QUỐC VIỆT NAM" (British University Vietnam). The center contains the text "TRƯỜNG ĐẠI HỌC ANH QUỐC VIỆT NAM". A blue ink signature is written across the stamp.

Professor Rick Bennett
Deputy Vice Chancellor and Vice President