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DETAILED SCHEME FOR THE OPENING OF A DISCIPLINE
AT BACHELOR LEVEL

Discipline Title: Finance - Banking

Discipline Code: 7340201

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SECTION 1: GENERAL INFORMATION ABOUT THE INSTITUTION

1.1. AN OVERVIEW OF THE BRITISH UNIVERSITY VIETNAM

British University Vietnam (BUV) is the first and only international university in Vietnam authorised to deliver degrees from five established universities in the United Kingdom: the University of London, Staffordshire University, the University of Stirling, Arts University Bournemouth, and Bournemouth University, in addition to BUV's own accredited awards. The University operates under a UK-standard quality assurance framework to ensure a consistent and reputable academic environment.

Established in 2009, BUV currently offers 21 undergraduate programmes and 2 postgraduate programmes. The university maintains a strong graduate employability record, with 100% of graduates obtaining employment or progressing to further studies within three months of graduation. With a network of more than 500 industry partners and internship opportunities beginning from the first year, BUV equips students with the professional knowledge and skills required for workplace readiness and long-term career development.

In February 2023, BUV became the first university in Vietnam and ASEAN - and one of only 22 institutions outside the UK—to receive global quality accreditation from the UK Quality Assurance Agency for Higher Education (QAA) upon completion of the International Quality Review (IQR). BUV is also the only university in Vietnam to be awarded a 5-star Excellent University rating by the QS organisation. These achievements confirm that the University's academic programmes, learning environment, and quality standards are fully aligned with UK and international expectations.

BUV's 6.5-hectare campus in the Ecopark urban area represents an investment of up to USD 165 million across three phases. The campus has been designed to support more than 10,000 students upon completion and provides modern facilities, advanced learning technologies, and a safe, well-resourced academic environment in accordance with international standards.

Mission

BUV's mission is to develop highly employable and confident graduates who are first and foremost 'good' human beings with an ethics of kindness and caring. They will also be cross-

disciplinary in skills and language; innovative, imaginative, and respectfully confident; and committed to continuous learning and development.

Above all else, BUV expects all its staff, students and stakeholders to be courteous and care about the wellbeing of people; to respect their environment; and be socially and culturally inclusive.

BUV Drivers/Objectives.

Our three main drivers in achieving our mission are:

1. To offer accredited British and international higher education and training in Vietnam.
2. To provide five-star university campuses, learning experiences, and services.
3. To include an international learning experience with a unique program of personal and social growth.

BUV Core Values.

Kindness & Respect - embodied in our commitment to maintaining peaceful, safe learning and working environments for all; demonstrated by our focus on embracing diversity with compassion and care; evident in our commitment to behaving politely and respectfully; and, embedded within our personal and social growth programme for students and the actions of our staff.

Collaboration & Innovation - showing how collaboration and ideation in the way we work enriches creativity, new ideas and forms of expression, intellectual curiosity, and a willingness to take risks to make real and meaningful impact.

Sustainability & Responsibility - illustrated in our University-wide commitment to lead by example in preserving and protecting our natural resources and environment, and in our approach to responsible financial planning.

Learning & Relearning - understanding that in today's society of rapid political, social, and technological change, requires life-long learning for all our students and every member of staff at BUV.

SECTION 2: THE NECESSITY TO OPEN THE DISCIPLINE

2.1. SUITABILITY FOR LOCAL, REGIONAL AND NATIONAL HUMAN RESOURCE DEVELOPMENT NEEDS

Opening a major in Finance and Banking aligns seamlessly with Vietnam's human resources development needs at local, regional, and national levels. It fosters sustainable economic growth, innovation, and inclusive progress by addressing skill gaps and preparing a workforce ready for global challenges.

In key urban centers such as Hanoi, Ho Chi Minh City, and Da Nang, this program meets the rising demand for expertise in fintech, risk management, and digital banking. By late 2025, Vietnam boasted over 1.2 million active enterprises, many of which rely on financial specialists to streamline operations and secure funding. Initiatives like the International Financial Centers (IFCs) established under Resolution 68 in May 2025 for Ho Chi Minh City and Da Nang are set to generate thousands of specialized positions, emphasizing green finance and digital assets. This is particularly well-suited to Vietnam's youthful, tech-oriented workforce—exceeding 68 million individuals of working age—driving annual labor productivity gains of over 6.5%. By equipping locals with these skills, the major can help lower urban unemployment rates (currently about 2.1%), elevate household incomes, and bolster small and medium enterprises (SMEs), which contribute 40% to GDP and employ more than 80% of the labor force. Attractive incentives, including tax exemptions for international experts and up to 50% government subsidies for training costs, enable the creation of robust local talent pools. This approach also narrows skill disparities—often 20-30% in areas like Hung Yen province—and eases pressures from rural-to-urban migration.

Regional Development: Within the ASEAN context, the major enhances Vietnam's competitiveness and deeper integration into the ASEAN Economic Community (AEC). The finance sector facilitates cross-border services, drawing in projected foreign direct investment (FDI) of \$40-45 billion in 2026. According to the ILO, embedding in global supply chains can yield resilient employment opportunities, with a focus on vulnerable groups such as women and youth. By 2030, financial services are expected to account for 45% of regional job growth, supported by ASEAN's fintech sandbox frameworks. Training in compliance, international

lending, and ESG (environmental, social, governance) principles will help Vietnam close the gap with leaders like Singapore and Thailand. The IFC projects position Vietnam to enter the top 20 global financial hubs by 2035, encouraging talent mobility and boosting its ASEAN GDP share from 10% to 12-15%. Leveraging the "golden population structure" (67.8% working-age demographic), such education enables swift adaptation to regional priorities, including climate finance through the Just Energy Transition Partnership (JETP), which allocates \$15.5 billion toward net-zero objectives.

At the national scale, this major supports ambitious GDP targets: 8.3-8.5% growth in 2026 and an average of 10% annually through 2030, paving the way to high-income status by 2045. As the economy's backbone, banking finances over 70% of activities, with anticipated credit expansion of 16% in 2025-2026 and bank profits climbing 17.9%. Human resources development in this field addresses challenges like non-performing loans (1.9% in 2024) while harnessing digital advancements for broader inclusion. With a 53 million-strong labor force in 2025 and monthly recruitment needs surpassing 50,000 roles, the program targets AI-integrated banking and sustainable finance, potentially creating 100,000-150,000 jobs yearly through university collaborations and certifications. This resonates with IMF and World Bank guidance on labor market reforms to enhance productivity and mitigate risks such as trade tariffs. Integration with sectors like manufacturing and renewables—projected to add over 13,000 solar-related jobs by 2030—amplifies FDI and employment multipliers. Government emphasis on training, reflected in a 1.1% year-on-year increase in certified workers in 2024, capitalizes on demographic strengths, minimizes vulnerabilities, and strengthens global ties via agreements like WTO, CPTPP, and EVFTA.

In essence, establishing a Finance and Banking major represents a strategic investment in a skilled, adaptable workforce. It invigorates local economies, promotes regional collaboration, and advances national goals, delivering enduring benefits for Vietnam's sustainable development in an evolving global landscape.

2.2. SUITABILITY FOR THE HUMAN RESOURCE NEEDS FOR THE DISCIPLINE-RELATED INDUSTRY

Opening a major in Finance and Banking is highly suitable for addressing the human resource needs within Vietnam's Finance - Banking industry. This sector, pivotal to the nation's economic framework, faces evolving demands driven by digital transformation, regulatory changes, and global integration. By cultivating specialized talent, the program can bridge critical skill gaps, enhance workforce quality, and support the industry's growth trajectory through 2030 and beyond.

The Finance - Banking sector in Vietnam is undergoing significant restructuring to adapt to Industry 4.0 and digital banking initiatives. As of Q1 2025, the total workforce across 27 listed banks stood at approximately 277,000, reflecting a 0.7% decline due to efficiency-driven cuts, particularly in mid-level management and traditional roles. Banks like Sacombank and LPBank have streamlined operations, reducing staff by 930 and 1,600 respectively, while focusing on eliminating redundant layers—such as ABBank's 30-40% cut in departments. This rationalization is projected to continue until at least 2030, as institutions prioritize cost control and automation. However, this contraction masks a surging demand for high-skilled professionals in emerging areas.

Demand for digital and tech-savvy talent is exploding, with the sector requiring an estimated 750,000 IT and digital experts by 2026 to fuel digital growth—a sharp rise from around 320,000 in 2018. Banks are actively hiring in fields like AI, data analytics, cybersecurity, and fintech, with Techcombank adding 300 roles in IT and data (14% of its workforce), and MB Bank planning a 25-35% staff increase in 2025 to support operational expansion. A State Bank of Vietnam survey indicates over 32% of credit institutions hired in Q1 2025, with nearly half planning further recruitment, emphasizing skills in technology and risk management. Even traditional positions, such as cashiers, now demand broader competencies like cross-selling, digital advisory, and financial consulting.

Skill gaps are widening in high-tech areas, exacerbated by rapid digitalization. Key shortages include AI and data skills, which are becoming essential for Vietnam's digital workforce,

alongside cybersecurity—identified as one of the most urgent talent deficits for 2026. This aligns with national priorities, as the government urges a comprehensive HR strategy to 2030, focusing on high-quality talent in key sectors like finance. Projections highlight the need for annual training of 100,000-150,000 professionals in fintech, compliance, and sustainable finance to meet sector demands and support 16% credit growth in 2025-2026.

Vietnam's "golden population structure," with 68.4 million working-age individuals, provides a fertile base for upskilling. Incentives like tax exemptions for foreign experts and government subsidies for training (up to 50%) facilitate knowledge transfer. A Finance and Banking major would directly supply graduates equipped for these roles, enhancing labor productivity (targeted at >6.5% annually) and positioning the industry as a regional hub.

In summary, this major addresses the industry's pressing HR needs by fostering a resilient, innovative workforce. It mitigates shortages in digital competencies, supports ongoing restructuring, and contributes to sustainable sector expansion amid Vietnam's economic ambitions.

2.3. SUITABILITY FOR THE UNIVERSITY'S MISSIONS & DEVELOPMENT STRATEGY

British University Vietnam (BUV) is a foreign-invested university established under Decision No. 1428/QĐ-TTg of the Prime Minister dated 9 September 2009, with the mandate to deliver undergraduate and postgraduate programmes aligned with international academic standards and Vietnam's socio-economic development priorities. As part of its long-term development strategy, BUV focuses on providing high-quality education in disciplines that respond directly to labour market demand and support Vietnam's integration into the regional and global economy.

BUV's mission to develop highly employable graduates who are ethically grounded, socially responsible, and professionally competent provides a strong foundation for the proposed introduction of the Finance - Banking discipline. The discipline aligns closely with the University's emphasis on employability, industry relevance, and the development of cross-

disciplinary skills, particularly in areas such as analytical thinking, ethical decision-making, digital literacy, and global business awareness.

The University assumes full institutional responsibility for academic standards, quality assurance, student learning experience, and student support across all programmes and partners. This established framework ensures that any new discipline, including Finance - Banking, will be delivered within a robust system of academic governance, quality monitoring, and student-centred support, consistent with BUV's institutional mission and international benchmarks.

BUV's relocation to its purpose-built Ecopark campus in 2018 marked a significant milestone in its development strategy. The campus was designed to support long-term academic expansion and innovation, with modern learning spaces, technology-enabled classrooms, and professional development facilities that are particularly suited to disciplines such as Finance - Banking, which require applied learning, case-based teaching, and engagement with real-world financial practices. The ongoing expansion of the campus ensures that future growth in student numbers will not compromise the quality of learning or access to specialised resources.

In parallel with physical expansion, BUV has strengthened its academic governance and management structures, including the establishment of a University Senate and a School-based academic model. This structure enables the University to respond flexibly to the specific academic and professional requirements of each discipline. The proposed Finance - Banking discipline will benefit from this model through tailored curriculum oversight, industry engagement, and alignment with professional and regulatory expectations in the finance sector.

The introduction of Finance - Banking also aligns with BUV's strategic focus on industry engagement and employability outcomes. The University has a strong track record of embedding internships, practical projects, and employer interaction into its programmes, supporting its consistent achievement of high graduate employment or further study outcomes

within a short period after graduation. The finance and banking sector, undergoing rapid digital transformation and regulatory change, presents significant opportunities for structured industry collaboration that aligns well with BUV's applied learning philosophy.

Furthermore, the proposed discipline supports BUV's broader development strategy of contributing to Vietnam's national priorities. As Vietnam continues to modernise its financial system and deepen its participation in regional and global markets, demand for graduates with strong foundations in banking, finance, risk management, and financial ethics is increasing. By introducing this discipline, BUV strengthens its role as a provider of human capital that supports economic development, financial stability, and international integration.

BUV's commitment to international quality standards, evidenced through global accreditation and quality assurance recognition, further underpins the suitability of expanding into the Finance - Banking discipline. These frameworks ensure that curriculum design, teaching, assessment, and learning outcomes are aligned with international best practice while remaining responsive to local market needs.

In summary, the proposed Finance - Banking discipline is highly compatible with BUV's mission and long-term development strategy. It leverages the University's established strengths in governance, campus infrastructure, international partnerships, employability-focused education, and student-centred learning. The discipline will contribute meaningfully to BUV's academic portfolio while supporting Vietnam's evolving economic and financial landscape, ensuring graduates are well prepared to thrive in a complex and rapidly changing professional environment.

2.4 RESULTS OF THE SURVEYS, ANALYSIS AND ASSESSMENT OF THE NEED FOR HUMAN RESOURCES WITH AN UNDERGRADUATE DEGREE IN FINANCE - BANKING

2.4.1. Results of the survey for businesses/enterprises

To assess the demand for Finance - Banking graduates, several surveys and labour-market reports conducted in Vietnam and the regional financial sector were reviewed.

A survey by the State Bank of Vietnam (SBV) on business trends of credit institutions reported that 40-50.5% of banks planned to recruit additional staff in 2026, while 23% of institutions still reported labour shortages, indicating a continued need for qualified personnel in the sector.

Furthermore, industry reports show that the demand for Finance - Banking professionals in Vietnam has been increasing rapidly. Studies indicate that human-resource demand in the finance and banking sector grew by around 20% annually during the 2020-2025 period, accounting for approximately 5% of total recruitment demand in major cities, with about 15,000 new workers needed each year in Ho Chi Minh City alone.

At the same time, surveys and industry forums highlight a growing skills gap due to digital transformation in the financial sector. According to reports from Vietnam's banking industry forums and media surveys, the sector is projected to require up to 750,000 technology-related professionals by 2026, particularly in areas such as fintech, data analytics, and cybersecurity.

These survey findings demonstrate a strong and growing demand for highly qualified professionals in Finance - Banking, particularly those equipped with knowledge of financial markets, digital banking, risk management, and financial technologies. Therefore, the establishment of a Finance - Banking discipline will contribute to addressing the workforce needs of the rapidly evolving financial services sector in Vietnam and the wider regional economy.

2.4.2. Results of the surveys for students and social organisations

Several surveys conducted in Vietnam and the wider Asian region indicate strong interest among students and society in careers related to finance, banking, and financial risk management. These findings highlight the growing importance of financial education and the need for specialised training in Finance - Banking.

A survey conducted by the Society of Actuaries on Vietnamese high school and university students found that career aspirations are strongly linked to opportunities in finance-related

sectors. The study reported that 35% of students prioritise career advancement opportunities, while 27% consider the availability of job opportunities as a key factor when choosing a career path. In addition, 31% of respondents emphasised financial stability as a major life goal, demonstrating the attractiveness of careers in financial services and risk-related professions.

These findings are consistent with broader studies on financial literacy among Vietnamese students. A nationwide survey of 4,140 university students conducted by researchers in Vietnam revealed that students recognise the importance of financial knowledge but still show relatively limited financial literacy, even among those studying economics or finance-related majors. The study highlights the urgent need for universities to strengthen financial education and training in order to support the development of a financially capable workforce.

Furthermore, surveys of Vietnamese graduates indicate strong interest in employment in sectors connected to international business and financial services. For example, a survey by the Nhan Viet Management Group covering more than 900 students in Hanoi and Ho Chi Minh City reported that 19% of respondents expressed interest in careers in the financial and banking sector, ranking it among the top preferred employment fields for graduates.

Overall, the survey findings demonstrate increasing awareness among students and society about the importance of financial knowledge and the growing attractiveness of careers in Finance - Banking. These results support the rationale for establishing a Finance - Banking discipline to meet student demand and contribute to developing a skilled workforce capable of supporting the continued expansion and digital transformation of Vietnam's financial sector.

2.4.3. Results of the surveys for experts

Insights from industry experts and regional surveys highlight a growing demand for skilled professionals in Finance - Banking, particularly in the context of digital transformation and the rapid development of financial technologies in Asia.

A regional survey conducted by PwC on digital banking in Southeast Asia gathered responses from banking executives and industry experts across the region. The survey identified

significant skill gaps within financial institutions, with 67% of respondents reporting shortages in data analytics and data science skills, 48% highlighting gaps in business analysis, and 37% identifying shortages in enterprise architecture expertise. These findings demonstrate that banks increasingly require professionals who combine financial knowledge with analytical and technological capabilities to support digital banking transformation.

In addition, labour-market analyses in Vietnam indicate that the banking sector is experiencing substantial workforce shortages linked to digital transformation. According to experts from the Banking Academy of Vietnam, demand for technology-related personnel in the banking industry is expected to grow dramatically, with projections suggesting that the number of professionals required could increase from around 320,000 in 2018 to approximately 750,000 by 2026. This rapid increase reflects the growing need for professionals with expertise in areas such as financial data analytics, artificial intelligence, cybersecurity, and blockchain applications in finance.

Furthermore, industry reports highlight that the Vietnamese banking sector continues to face difficulties recruiting qualified candidates who possess both financial knowledge and digital competencies. Experts note that while the sector receives many applications, only a limited number of candidates meet the professional and technological requirements necessary for the digital banking era.

Overall, expert surveys and industry analyses demonstrate that the financial sector in Vietnam and Southeast Asia is undergoing rapid technological transformation, creating a strong demand for highly qualified graduates in Finance - Banking. Establishing a Finance - Banking discipline will therefore help address the skills gap identified by industry experts and support the sustainable development of the financial services sector.

2.4.4. Results of the surveys for faculty

Consultations with faculty members and academic experts in Vietnam and the Southeast Asian region indicate strong support for the development of specialised programmes in Finance - Banking to meet the evolving needs of the financial sector.

Academic discussions and expert forums organised by the Vietnamese banking sector highlight the growing gap between the skills required by financial institutions and the competencies currently available in the labour market. According to experts from the Banking Academy of Vietnam, the demand for technology-related professionals working in banking is expected to increase significantly, rising from approximately 320,000 professionals in 2018 to about 750,000 by 2026. This rapid increase reflects the sector's digital transformation and the need for professionals who combine expertise in finance with skills in data analytics, artificial intelligence, and financial technology.

In addition, academic experts and training institutions have highlighted the need to modernise university curricula to better prepare graduates for the digital banking environment. Reports indicate that Vietnam currently faces a shortage of 150,000–200,000 technology professionals annually, particularly in areas such as AI, data science, cybersecurity, and digital financial systems. Experts emphasise that universities must strengthen training in fintech, financial data analysis, and digital risk management to address this skills gap.

These findings demonstrate a strong consensus among faculty members and academic experts that higher education institutions should expand specialised programmes in Finance - Banking. Establishing this discipline will therefore help equip graduates with the interdisciplinary knowledge required for modern financial services and contribute to the sustainable development of Vietnam's rapidly evolving banking sector.

2.4.5. Results of the surveys on alumni's opinions

BUV closely monitors the post-graduation pathways of our alumni and maintains active communication through both formal channels—such as graduate surveys and follow-up calls—and ongoing informal engagement. Analysis of 192 alumni records (who pursued further/higher education after undergraduate level) shows that Banking & Finance-related postgraduate programmes represent nearly 10% of all higher-education destinations, reflecting a notable and stable interest in this field among graduates. Notably, programmes explicitly labelled Banking, Finance, Investment, FinTech, or Accounting & Finance include

degrees such as Master of Digital Finance, MSc Investment & Finance, MS Finance - Banking, and Master of Science in Finance and Private Equity from globally recognised institutions. This demonstrates that a segment of our alumni is actively seeking advanced qualifications in finance-related areas, often abroad—indicating unmet domestic demand.

These data-driven insights also enhance BUV's ability to engage alumni meaningfully, inviting them to networking events, employer sessions, and knowledge-sharing activities that directly support current students and strengthen our professional community.

In total, the findings clearly reveal a consistent need for further study opportunities in Banking & Finance. Establishing this discipline at BUV would allow us to meet demonstrated alumni demand, reduce dependence on overseas programmes, and position our students for success in an industry that continues to grow in both local and regional markets.

SECTION 3: CONDITIONS ON THE TRAINING PROGRAMME TO OPEN A TRAINING DISCIPLINE

3.1. TRAINING OBJECTIVES

3.1.1. General Objectives

The discipline was developed follow Circular 02/2022/TT-BGDDT on Regulations governing the conditions, procedures, and processes for the establishment and suspension of undergraduate, master's, and doctoral programme. The discipline is designed to provide students with a strong academic and practical foundation for future careers in banking, finance, and related professional fields, where integrated knowledge and skills across both areas are essential.

Throughout the discipline, students engage in the analysis and evaluation of financial and banking information to support effective managerial and strategic decision-making. The discipline equips students with the professional knowledge, analytical capabilities, and practical skills required to operate effectively in business, financial institutions, and the wider commercial and regulatory environment. Graduates are prepared for roles that require a comprehensive understanding of financial markets, banking operations, risk management, and financial decision-making.

Upon successful completion, students will be awarded a degree from British University Vietnam. By the end of the programme, students will have achieved the intended learning outcomes and accumulated the required credits as specified in the programme structure.

Specifically, the discipline aims to:

- Foster the development of both subject-specific competencies and transferable employability skills to enhance graduates' career prospects.
- Provide a stimulating and accessible course of study that enables students to develop a strong understanding of contemporary Finance - Banking issues and apply this knowledge in professional contexts.

- Develop graduates who are financially literate, adaptable to change, achievement-oriented, and prepared to respond to the evolving demands of the banking and financial services sectors.

3.1.2. Specific Objectives

The Finance - Banking discipline is underpinned by the concept that Finance - Banking are transformative disciplines, shaping not only individuals and their career trajectories but also organisations, financial systems, and wider communities. The discipline recognises the critical role that graduates in Finance - Banking play as responsible decision-makers, financial professionals, and agents of positive change within the economy and society.

The curriculum is designed with strong engagement with employers and industry partners, incorporating real-world financial scenarios, case studies, and applied learning activities. This approach enables students to develop a holistic understanding of the interconnected nature of banking, finance, risk, regulation, and business functions. A strong emphasis is placed on employability as a core element of the programme, ensuring that students are able to translate academic knowledge into effective professional practice.

Students will develop a broad range of subject-specific knowledge and transferable skills, including financial analysis, problem-solving, decision-making, communication, teamwork, time management, and critical reflection. These competencies are developed progressively throughout the programme, enabling students to demonstrate impact, excellence, and distinctiveness in Finance - Banking-related career pathways.

As students progress through their academic and personal development journey, Finance - Banking students will develop the following attributes:

Awareness – an informed understanding of the economic, financial, regulatory, and societal contexts in which Finance - Banking operate, and an appreciation of their role in shaping sustainable and responsible financial practices.

Altruism – a purposeful and ethical approach to professional practice, with sensitivity to the social impact of financial decisions on individuals, organisations, and communities.

Articulation – confidence and competence in communicating financial ideas, analyses, and recommendations clearly and persuasively using appropriate financial tools, data, and media.

Adaptability – the ability to respond flexibly to change in financial markets, technologies, regulations, and organisational environments in pursuit of effective and innovative solutions.

Authenticity – a professional, respectful, and ethical approach to engagement with stakeholders, demonstrating integrity and the ability to lead, collaborate, and learn within diverse professional and cultural contexts.

These attributes are embedded within the programme’s learning outcomes and across the total learning experience, supported by an innovative and evolving approach to curriculum design, delivery, assessment, and progression. The programme encourages partnership with industry, engagement in applied learning and assessment, and continuous development of professional knowledge and skills, thereby supporting the development of the University’s graduate qualities.

3.2. EXPECTED LEARNING OUTCOMES

3.2.1. Knowledge

Knowledge & Understanding

Graduates will demonstrate comprehensive knowledge, systematic understanding, and critical evaluation of financial institutions, banking operations, financial markets, and the broader economic environment. They will understand how organisations operate within dynamic global financial systems, recognising the implications of market volatility, regulatory frameworks, and risk management on strategic and operational decisions.

Learning

Graduates will be able to conduct enquiry-based learning, critically analyse financial and economic information, and apply creative and analytical thinking to develop solutions that support organisational financial performance. This includes evaluating internal financial functions, understanding market conditions, and effectively applying financial management principles. Students will also engage in strategic financial planning, apply ethical reasoning in financial decision-making, and address complex issues relevant to contemporary banking and financial institutions.

3.2.2. Skills

Enquiry

Graduates will be able to justify and apply appropriate, ethical, and discipline-specific research methods relevant to Finance - Banking. They will use investigative skills to explore financial issues, evaluate financial information, and identify opportunities for value creation within financial institutions and markets. Students will assess the ethical use and reliability of financial data in both domestic and international financial contexts.

Analysis

Graduates will be capable of describing, analysing, and critically evaluating contemporary research and current practices in Finance - Banking, particularly in relation to financial decision-making and strategic judgement. They will apply entrepreneurial thinking and innovation in analysing financial opportunities, assessing risks, and developing solutions. Throughout the programme, students will reflect on the application of creative financial thinking, risk assessment, and innovative financial models.

Communication

Graduates will effectively communicate complex financial ideas, analyses, and solutions through a range of professional media. They will demonstrate confidence in presenting financial information, engaging with stakeholders, and participating in professional discussions within diverse business and financial environments.

3.2.3. Autonomy and Responsibilities

Problem Solving

Graduates will apply a range of approaches to addressing complex, multifaceted financial and banking problems. They will exercise sound judgement, evaluate different perspectives, and integrate ethical considerations into financial decision-making.

Application

Graduates will demonstrate the ability to apply financial knowledge, analytical skills, and problem-solving techniques to real-world financial scenarios. They will construct, evaluate, and defend arguments in response to complex organisational challenges, identifying opportunities and proposing solutions reflective of professional practice in Finance - Banking.

Reflection

Graduates will exhibit a high level of personal and professional competence, demonstrating initiative, responsibility, self-reflection, and the transferable skills necessary for employability within the global financial sector. They will show strong personal awareness and the capacity for critical self-evaluation in order to understand their role within the globalised Finance - Banking industry.

3.2.4. Learners' Career Prospects after Graduation

Through the Finance - Banking programme, students are prepared for careers in global financial markets, banking institutions, investment firms, and corporate financial departments. Employers in the financial sector increasingly expect graduates to possess practical experience and industry-relevant skills; therefore, gaining exposure to real business environments before graduation is essential. BUV supports this requirement by providing internship opportunities from the first year, enabling students to build professional competencies early in their academic journey.

The Finance - Banking programme equips students with the analytical and technical skills required to work in international financial environments or in organisations engaged in cross-border financial activities. The curriculum emphasises core areas such as banking

operations, financial analysis, risk management, investment strategies, corporate finance, and global financial regulations, thereby preparing students for roles within multinational companies and financial institutions worldwide.

In today's digitally connected and increasingly globalised financial landscape, demand for graduates with strong financial literacy and international perspectives continues to grow. Many graduates pursue careers in financial services, banking, investment management, insurance, fintech, and related sectors. The degree supports career pathways such as Financial Analyst, Investment Analyst, Corporate Finance Executive, Banking Officer, Risk Management Specialist, Credit Analyst, Treasury Analyst, Financial Consultant, and other finance-related positions.

Employability commitment to BUV students and Graduates

At BUV we are continually developing our courses to be relevant to the working world, leading to better jobs for you, our students. We ensure the best outcomes for students by offering a well-designed curriculum, with a strong focus on developing skills and knowledge which prepares students for your chosen careers, alongside excellent support services. This is achieved through our Employability Framework that will be embedded into every course. The Framework will ensure that:

- Students develop a career/life plan that students can revisit throughout your University journey
- Students understand the importance of and are well prepared to secure work experience opportunities
- Students develop the ability to recognise and articulate the skills that students have developed throughout your University journey in different settings

Personal and Social Growth (PSG) programme

The Personal and Social Growth (PSG) Programme is a unique initiative of British University Vietnam (BUV) to encourage students' holistic development by equipping them with essential skills, qualities, and qualifications for future success.

Playing no less of an important role and running parallel to academic degree programmes, the PSG Programme offers a vast pool of extracurricular activities tailored to students' unique aspirations, fostering growth in four key quadrants:

- (1) Work & Career Readiness
- (2) University & Community Engagement
- (3) Social, Cultural and Emotional Development
- (4) Academic Excellence.

To document students' PSG journey, BUV awards PSG points to recognize their efforts and achievements in participating and contributing to various PSG activities. Upon completing the programme, students will be awarded a PSG certificate and a detailed transcript of activities and points accumulated during their time at BUV, providing a competitive edge for future opportunities.

Given the programme's unique benefits for BUV students and its alignment with the University's mission, core values, and graduate attributes, PSG Programme completion is mandatory for all BUV undergraduates.

Students will complete the PSG Programme when meeting all 03 compulsory requirements below:

- Achieve at least 500 PSG points upon graduation
- Gain points in every main quadrant of the programme:
 - ✓ Work and Career Readiness
 - ✓ University and Community Engagement
 - ✓ Social, Cultural and Emotional Development
 - ✓ Academic Excellence
- Complete at least one of the professional experience options:
 - ✓ Part-time jobs, Internships, Work placements (Academic credited placement is accepted)
 - ✓ Community projects with verified NGOs, NPOs, social enterprises, etc.
 - ✓ Start-up incubation and acceleration
 - ✓ Running a business

- ✓ Creating a personal portfolio (for students studying Events Management, Computer Science: Cyber Security/Cloud Technologies, Computer Games Design and Programming, and Contemporary Creative Practice only)

OR alternatives:

- International study mobility programme organized by the BUV International Office (both academic credit-bearing and non-credit-bearing options are accepted).

PSG Ranking

Upon graduation, students who meet the PSG completion requirements will receive an official PSG transcript and Certificate of Recognition, separate from their academic transcript and degree.

PSG accomplishments are categorized by the total points earned, as specified in the PSG transcript:

Total points	Classification
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Minimum of 1200	Platinum
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Minimum of 900	Gold
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Minimum of 700	Silver
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Minimum of 500	Bronze
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Below 500	Not qualified for Certificate of Completion or PSG Transcript issuance
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One-on-one PSG Consultation

In order to support students in their PSG path, we're launching the PSG 1:1 Consultation – a 45-minute in-person power session designed to help you map out a personalized strategy for personal and social success.

In this session with a PSG consultant, students will:

- Unlock deep insights into your PSG journey.
- Create a personalised action plan tailored to your major, interests, and career goals.
- Maximise every opportunity and benefit through the PSG programme and BUV.

Upon the consultation completion:

- You must complete and submit a PSG action plan to the PSG Programme at psg@buv.edu.vn

- You will receive 30 PSG points under Work & Career Readiness upon the session's completion and action plan submission.

Coursera

The Personal and Social Growth (PSG) Programme offers various online courses on Coursera at the BUV campus to equip students with the knowledge, skills, and attitudes needed for future life and career success.

Starting in 2025, undergraduate students will be eligible to register for free Coursera Plus membership accounts on Coursera, one of the world's leading online learning platforms, for a duration of three months (four batches per year: January-March, April-June, July- September, and October-December). Student registration for the licenses will be opened twice a year, every December (for registration of usage in January and April) and June (for registration of usage in July and October). BUV will allocate students to each batch based on the order of their registration and the availability of slots at that time. Each account provides unlimited access to over 7,000 courses and guided projects, along with the opportunity to obtain valuable certifications from more than 325 leading universities and companies worldwide.

Coursera offers a wide range of courses and projects across diverse areas such as personal, career, social, and academic development, catering to the unique needs of each student and the evolving demands of society. A Coursera certification provides students with a competitive edge in the job market, highlights their dedication to personal growth, and demonstrates a commitment to lifelong learning.

Below are some course categories offered on Coursera:

- Expertise-related knowledge and skills (e.g., Business, Marketing and Communications, Engineering, Creative Industries, Tourism and Hospitality, Green and Sustainability)
- Languages (e.g., English, Chinese, Korean, Japanese, French)
- Soft skills and employability skills
- Research and academic skills
- ...and many more.

To qualify for a free Coursera Plus account, students must meet all programme completion criteria within a three-month duration. These criteria ensure students' commitment and

learning outcomes while fostering BUV students' core competencies under the PSG Programme. The criteria will be emailed to students before the registration starts date.

Skills Sprint Hub

In addition to Coursera courses, the PSG Programme also offers in-person professional short courses at the BUV campus at the beginning of each semester. Tentative topics include:

- Communication Skills
- Artificial Intelligence
- Project Management
- Workplace Data Skills
- Second Foreign Language
- ...and many more.

Topics may be adjusted to align with students' needs and current labour market demands.

Students will need to pay a registration fee for BUV's professional short courses only, which serves as a commitment to completing and passing relevant course assessments. This fee encourages responsibility and fosters better performance and outcomes. The courses are taught by highly experienced experts in the field, and the fees for these classes are heavily subsidized by the University. This makes them significantly more affordable compared to the fees for similar courses outside of BUV, even when delivered by the same trainers or providers. Additionally, the content is tailored specifically for BUV students, ensuring its relevance and practicality. The specific fees for each course will be determined and announced to students when registration opens.

One-stop-shop Career Platform

Find everything related to career services offered by the university at:
<https://buv.careercentre.me/>

Job Portal with selective opportunities that meet your needs and semester break. These openings are sourced from BUV's partners who are reliable employers and value your education and skills. Your CVs will be sent directly to employers in real-time as you apply.

- AI-Powered Tools: CV Builder, CV360, Cover Letter Builder, Mock Interview Simulations
- Book a career appointment with our career consultants to discuss everything career-related.
- E-learning Hub including courses, articles, and videos on diverse topics to enhance employability.
- Indigo Insights Assessment: A BUV-sponsored test to explore your communication and behaviour styles, motivators, and strengths.

Employability skill workshops and industry exposure activities

Boost your employability and get a taste of the real world with our targeted

- Skill workshops and training
- Career talks and seminars
- Company visits/ Field trips
- Corporate engagement and networking events
- Career fairs

These sessions focus on:

- Developing essential know-how on professional growth, job searching and workplace readiness, including decision-making skills, crafting a perfect CV, acing interviews, teamwork, communication, problem-solving skills, and so on.
- Creating opportunities for you to learn about different industries and gain insights into potential career paths by direct interactions with professionals.
- Facilitating you to expand your professional network and explore various career options.

Information about those activities can be found on

- BUV Campus Central Mobile App
- Facebook Fanpage BUV Career Services
- Emails from BUV Career Services: SE-Careers@buv.edu.vn to your BUV Mailbox.
- Notice screens on BUV Campus.

Your valid participation and attendance, based on the specific requirements of each activity and the organising team, will be recorded as PSG points on your Personal and Social Growth (PSG) Transcript.

One-on-one career appointments

We are a crew of dedicated and experienced career consultants. A career appointment can be about your career directions, job search strategy, internship choices, feedback on your CV, interview tips, and any other concerns related to your career and employability.

Each session is expected to last 45 minutes to 60 minutes. The 1:1 discussion is confidential between BUV and the student, only communicated internally within the Student Engagement Department, so we can support you most effectively.

To book an appointment, please access the Career Platform: <https://buv.careercentre.me/>. For any further support, please reach out to us via SE-Careers@buv.edu.vn.

Science-based career tests

Taking a science-based career test is one of the approaches to discover your strengths, career preferences, values, and more aspects of yourself.

We highly recommend you take the well-known career tests from reliable providers. Using tests recommended by the university's career consultant is a safe choice. Besides of recommending free career tests, BUV sponsors students to take the Indigo Insights Assessment, a comprehensive, multi-dimensional tool, that helps people gain insights through self-awareness of their behaviours, motivators, and career-ready skills.

To make the most of a career test, you should reach out to a professional career consultant to debrief the test results and discuss how to apply the results into your personal and professional development.

To explore further, please access the Career Platform: <https://buv.careercentre.me/> or reach out to us via SE-Careers@buv.edu.vn.

Internship support

CSIR Team aims to create independent warriors in the labour market who can choose the most suitable opportunities, express who you are in the most confident and strategic approach, then persuade their future employers to hire them.

Our range of support includes, but is not limited to:

Selective Internship Opportunities:

- From actual needs of employers who are BUV's partners, including multinational corporations, local private and public businesses, small and medium enterprises, NGOs, and so on, who are reliable employers and value your education and skills.
- Offer meaningful experiences for your professional growth
- Fit your programme and our semester break
- Full-time, part-time, flexible time paid and unpaid roles
- Posted on:
 - ✓ Career Platform (Apply here)
 - ✓ Facebook Fanpage BUV Career Services
 - ✓ Instagram: @buvcareerservices

Preparation for the Internship

- Career consultants to support and guide you on job searching, CV review and feedback, mock interview, and other steps in the recruitment process via emails, phone calls, and 1-1 career appointments.
- Machine-learning and AI-powered tools: CV Builders, CV360, Cover letter Builder, and Interview360 on the Career Platform.
- Useful resources and materials on Career E-Library and the Career Platform.
- Any further support, please reach out to us via SE-Careers@buv.edu.vn.

During the Internship

Whether you are interning at a BUV partner or not, we are here to advise and guide you on any difficulty or concern during and after the internship and any other form of involvement where necessary. We are staying in touch with you via email, phone calls, and in-person catch-ups.

Internship Recognition:

Upon completion of the internship, students will receive the necessary assistance to conclude their internships professionally and guidance on how to properly document their experience

in the PSG Programme via emails from SE-Careers@buv.edu.vn. Students can access BUV Campus Central Mobile App to generate the Professional Experience Evaluation Form (PSG Corner/ PSG Point Claims/ Professional Experiences, then select the suitable experience to claim points).

CSIR Team will receive and review the Professional Experience Evaluation Form/ Portfolio Evaluation Form and other relevant evidence to record PSG points, noting students' strengths and weaknesses for future support.

Other tailored-made career support programmes

We are developing different tailor-made career support programmes to meet your unique needs, whether you're a first-year student exploring your options, a final-year student preparing to enter the job market, or someone with a clear interest in a particular industry. We offer targeted guidance and resources based on your university year, chosen industry, or unique career preferences, ensuring you receive the most relevant support to achieve your career goals.

3.2.5. Postgraduate Study Potential

Graduates are well-prepared to pursue a wide range of postgraduate opportunities due to the strong professional attributes, analytical capabilities, and discipline-specific knowledge cultivated throughout the programme. The curriculum develops the essential qualities required for advanced academic study, including critical thinking, independent research skills, ethical reasoning, strategic analysis, and the ability to synthesise complex financial information—competencies that align closely with the expectations of postgraduate education in finance, economics, management, and related fields.

The programme's emphasis on employability, entrepreneurship, industry engagement, and continual personal and professional development ensures that graduates enter postgraduate study with a mature understanding of real-world financial practices. Designed from the outset as an honours degree with substantial applied and work-based learning elements, the programme equips students with the practical insight and academic proficiency valued in competitive postgraduate pathways.

Supported by academic staff with deep discipline expertise—spanning professional industry experience, applied research, and advanced methodological knowledge—students benefit from exposure to contemporary financial practices and emerging issues within global banking and financial markets. This foundation prepares graduates to succeed in postgraduate programmes in areas such as Banking, Finance, Investment Management, Risk Management, Financial Technology (FinTech), Applied Economics, Corporate Finance, and Business Analytics.

Through client-led projects, industry collaboration, self-directed research, and interaction with financial professionals, students develop highly transferable skills essential for postgraduate study. These include advanced communication skills, the ability to present and defend financial analyses, and the capacity to work independently and in teams. Students gain entrepreneurial and innovative thinking abilities, which support the exploration of new financial solutions and research directions at postgraduate level.

Throughout their academic journey, students develop strong enquiry-based research skills through market analysis, financial modelling, independent investigation, and critical evaluation of complex financial scenarios. These abilities form the core of successful postgraduate study, particularly in research-intensive programmes such as Master of Science degrees or professional qualifications in finance.

The programme also cultivates professionalism, intellectual independence, and reflective practice—attributes central to success in advanced academic and professional environments. Graduates are trained to articulate ideas clearly, consider multiple perspectives, evaluate ethical implications, and approach financial challenges with analytical rigor and strategic insight.

Ultimately, the programme produces graduates who are confident, adaptable, and capable of engaging with financial issues at local, national, and global levels. Their exposure to industry practice, scholarly research, and global financial perspectives positions them strongly for

postgraduate study anywhere in the world, enabling them to continue their development as finance professionals and global citizens.

Global Connections

During your course students will be encouraged to think globally and consider issues from a variety of perspectives, ensuring students have the knowledge and skills necessary to build your future career in an increasingly connected world.

We are committed to supporting students who wish to undertake study, work or volunteering placements abroad. If students would like to explore these opportunities, contact the University's dedicated International Office (buv-internationaloffice@buv.edu.vn) to make an enquiry and book a virtual appointment.

3.3. ACADEMIC LOAD

Programme: Bachelor of Banking and International Finance (Awarded by British University Vietnam)

The programme is credit-based that has a modular structure and each module has a credit rating with a total of 121 Vietnamese credits or 360 UK credits, including:

- Common skills and knowledge: 38 Vietnamese credits
- Specialised skills and knowledge: 72 Vietnamese credits/360 UK credits
- Mandatory Vietnamese modules: 11 Vietnamese credits

3.4. ENTRY REQUIREMENTS

Academic Requirements:

Aged 17 or over

One of the following qualifications:

- Hold Vietnamese or other countries' high school diploma or equivalent
- General Certificate of Education (A-level) with 3 modules at passing grade
- Holder of International Baccalaureate (IB) Diploma with minimum score of 24/42

English Language Requirements:

One of the following:

- Academic IELTS or UKVI IELTS 4.5 overall with at least 4.0 in each band or equivalent;
- Pass BUV Unipath Placement Test (UPT);
- Achieve English qualifications as per Appendix 1 in Circular No. 24/2024/TT-BGDĐT:
 - o TOEFL ITP 450 points
 - o TOEFL iBT 45 points
 - o TOEIC (4 skills) Listening: 275; Reading: 275; Speaking: 120; Writing: 120
 - o B1 Preliminary or B1 Business Preliminary or B1 Linguaskill awarded by Cambridge Assessment English
 - o Aptis ESOL B1 awarded by British Council
 - o Pearson English International Certificate (PEIC) Level 2
 - o Pearson Test of English Academic (PTE Academic) 43 points
 - o Versant English Placement Test (VEPT) at least 43 points
 - o Vietnamese Standardized Test of English Proficiency (VSTEP) level 3

3.5. TRAINING PROCEDURE & GRADUATION REQUIREMENTS

Training procedure and graduation requirements strictly follow Circular 08/2021/TT-BGDĐT of Ministry of Education and Training dated 18 March 2021 that regulated higher education training policy and Decision No. 2809/2020/QĐ-BUV dated 28 September 2020 of Vice Chancellor of British University Vietnam that approved 22 policies of British University Vietnam Senate, including Progression policy.

3.6. METHODS OF ASSESSMENT

Throughout the course, a variety of academically rigorous assessment tasks, activities and formats will be used to suit different learning styles and situations. All the assessments on this course are designed to prepare students for industry practice.

Assessments are designed to be interesting, relevant and contemporary, with the aim of enhancing personal and professional development, while also evaluating performance. Assessments are designed to meet the learning outcomes within each module and the overall pattern of assessment matches the overarching learning outcomes of the full award.

Module assessments: This type of assessment takes place on completion of a module through methods such as practical work, pitches, presentations, essays, research projects and reports that require learners to demonstrate an in-depth and increasingly critical understanding of key theoretical concepts and practical ability and is accompanied by written feedback from the module tutor to each individual student, relating his/her achievement to the learning outcomes of the module. Collaborative projects will include peer assessment and observation reports along with production logs to determine each student's contribution to the project.

Formative Assessment, which is not graded, is carried out in tutorial and critique situations and feedback is usually provided to students orally or may be in the form of written feedback on draft pieces submitted. Formative assessment is also sometimes produced as the result of peer or self-assessment exercises. All forms of formative assessment offer students the opportunity to consider students' work and take steps to improve and respond to external points of view.

Summative Assessment is provided in the form of a percentage mark at the end of a module, and this is accompanied by written feedback from the module tutor to each individual student, relating his/her achievement to the learning outcomes of the module. The percentage mark is linked, within the Undergraduate Modular Framework Regulations, to a set of general assessment criteria which distinguish attainment at specific levels.

Self-assessment through reflection on the grades and feedback is a valuable way of checking students' progress and helping students understand the criteria tutors use to measure progress. If students aspire to achieve higher grades students can read the grading statements to understand what students need to be doing in order to improve.

Collaborative projects will include peer assessment and observation reports along with production logs to determine each student's contribution to the project.

3.7. TRAINING PROGRAMME CONTENT

No.	Module Title	Aim at the end of the course (summary)	Module code	VN Credits	UK Credits
<i>Bachelor of Banking and International Finance programme</i>					
1	English for Academic Purpose 1	On successful completion of this course, students should be able to: 1. Demonstrate awareness of academic conventions in writing and speaking. 2. Build strategies for working through discipline-specific academic sources. 3. Apply correct referencing systems in their work aligned with the school's conventions. 4. Demonstrate critical thinking skills in academic contexts. 5. Demonstrate basic research skills suitable for tertiary study.	ENG301	12	60
2	English for Academic Purpose 2	On successful completion of this course, students should be able to:	ENG302	12	60

		1. Demonstrate awareness of academic conventions in writing and speaking. 2. Build strategies for working through discipline-specific academic sources. 3. Apply correct referencing systems in their work aligned with the school's conventions. 4. Demonstrate critical thinking skills in academic contexts. 5. Demonstrate basic research skills suitable for tertiary study.			
3	English for Academic Purpose 3	On successful completion of this course, students should be able to: 1. Demonstrate the ability to apply academic conventions in writing and speaking. 2. Demonstrate effective strategies for working through discipline-specific academic sources. 3. Apply correct referencing systems in their work aligned with the school's conventions. 4. Demonstrate critical thinking skills in academic contexts. 5. Demonstrate research skills suitable for tertiary study.	ENG303	8	40

4	Business Essentials	1. Students will be able to apply knowledge of business and management principles suitable for further study. 2. Students will be able to demonstrate an understanding of key contemporary business concepts. 3. Students will gain the ability to analyse the business external environment.	PW301	2	15
5	Undergraduate Achievement	1. Demonstrate an understanding of academic integrity and ethical practices in the context of research, referencing, and the use of generative AI tools. 2. Develop foundational skills in information gathering, synthesis, critical thinking, and communication to effectively produce academic outputs in various formats. 3. Apply basic techniques for structuring and delivering various assessments that are clear, organised, and engaging, using appropriate visual aids and technology. 4. Identify the potential benefits and risks of using generative AI in academic settings and explore responsible strategies for its use in research and learning.	PW302	2	15

6	Professional Competencies	1. Apply digital literacy skills to navigate academic resources, online platforms, and digital tools relevant to academic and professional contexts. 2. Demonstrate effective teamwork and collaboration skills by participating actively in group activities, respecting diverse perspectives, and contributing to shared goals. 3. Develop personal organisation and well-being strategies to manage time effectively, prioritise tasks, and maintain a healthy work-life balance. 4. Communicate confidently and respectfully in a variety of professional settings, including presentations, discussions, and interpersonal interactions. 5. Identify personal strengths and areas for development and explore career pathways that align with individual interests and values.	PW303	2	15
7	Foundations of Career Readiness	On successful completion of this module students will be able to: Identify strengths and personal development needs using a skills gap analysis and other relevant development tools.	TBC REF- H24-009 013 FCR	3	15

		• Demonstrate professional communication both written and verbal. • Reflect on personal and academic developments gained throughout the module.			
8	Business Law	On successful completion of this module students will be able to: • Identify the essential elements of the legal system, including the main sources of law • Explain and apply the law relating to employment relationships, negligence and criminal behaviour that may be encountered by professional accountants • Explain the legal implications of incorporation, including the roles of shareholders and directors, and the main implications of insolvency law • Discuss the role of contract law in the customer relationship	TBC REF- H24-009 013 BL	3	15
9	Fundamentals of Finance and Investment	On successful completion of this module students will be able to: • Compare the features of different classes of assets and key financial markets	TBC REF- H24-013 FFI	6	30

		• Construct a balanced investment portfolio using risk-return trade-offs and basic diversification strategies • Describe and apply fundamental financial concepts, including the time value of money and investment appraisal techniques. • Prepare a ratio analysis of a company to inform investment decisions. • Discuss fundamental corporate finance concepts using independent research from a range of sources.			
10	Financial Analytics and Economics	On successful completion of this module students will be able to: • Describe, analyse, and present financial data using appropriate data modelling tools and software programmes, including Excel. • Apply mathematical tools to underpin financial analysis and create visualisations of financial data for business decision-making. • Recognise and apply key microeconomic principles in a business context.	TBC REF-H24-009 013 FAE	6	30

		• Demonstrate the role and impact of financial assets, markets, and institutions on business and the wider economy. • Explain macroeconomic objectives and the government policy tools used to achieve them.			
11	Banking, Sustainability, Regulation and Ethics	On successful completion of this module students will be able to: • Describe, analyse, and present financial data using appropriate data modelling tools and software programmes, including Excel. • Apply mathematical tools to underpin financial analysis and create visualisations of financial data for business decision-making. • Recognise and apply key microeconomic principles in a business context. • Demonstrate the role and impact of financial assets, markets, and institutions on business and the wider economy. • Explain macroeconomic objectives and the government policy tools used to achieve them.	TBC REF-H24-013 BSRE	6	30

12	Enhancing Career Readiness	On successful completion of this module students will be able to: • Describe, analyse, and present financial data using appropriate data modelling tools and software programmes, including Excel. • Apply mathematical tools to underpin financial analysis and create visualisations of financial data for business decision-making. • Recognise and apply key microeconomic principles in a business context. • Demonstrate the role and impact of financial assets, markets, and institutions on business and the wider economy. • Explain macroeconomic objectives and the government policy tools used to achieve them.	TBC REF- H24-009 013 ECR	3	15
13	Bloomberg: Tools for Finance Professionals	On successful completion of this module students will be able to: • Demonstrate functional use of the trading platform provide information relevant for buy side/sell side decision making.	TBC REF- H24-013 BTFP	3	15

		- Appraise data on equities, fixed income and/or currencies to produce an investment recommendation for institutional investment companies. - Relate Environmental, Social and Governance (ESG) considerations into the investment decision-making process.			
14	Financial Planning	On successful completion of this module students will be able to: - Illustrate the types of financial/protection products available to individuals. - Calculate appropriate tax planning opportunities for individuals. - Compare the features of different types of financial/protection products. - Evaluate the importance of a range of financial/protection products for an individual. - Articulate the concept behind financial/protection products for individuals.	TBC REF-H24-013 FP	6	30

15	Applied Risk Management and External Regulation in Banking	On successful completion of this module students will be able to: • Apply the concept and principles of risk from a bank's perspective. • Analyse the economic, regulatory and ethical environment that banks operate within. • Demonstrate knowledge of financial services regulation from the perspective of consumers and/or financial services organisations. • Outline contemporary risk management issues as they apply to the current banking environment.	TBC REF-H24-013 ARMERB	6	30
16	Retail Banking and Commercial Lending	On successful completion of this module students will be able to: • Explain the role and delivery channels of retail banks in the UK and the changes seen. • Apply ethical and sustainability principles to the decisions made by banks. • Examine key products that retail and business customers may require.	TBC REF-H24-013 RBCL	6	30

		• Interpret the impact of customer segmentation and diversification. • Appraise a commercial business proposal.			
17	Career Readiness to Career Success	On successful completion of this module students will be able to: • Demonstrate an understanding of workplace expectations. • Critically reflect and assess professional skills and development, in relation to that expected for chosen graduate roles. • Apply career planning strategies including employer testing, CV building, professional networking and interviewing to secure and advance graduate employment opportunities.	TBC REF- H24-009 013 CRCS	3	15
18	Financial Analysis for Investment Banking	On successful completion of this module students will be able to: • Critically evaluate the concept and principles of financial analysis for M&A and Debt/Equity valuations. • Apply financial models for raising finance and valuation of firms for potential institutional investors.	TBC REF- H24-013 FAI	3	15

		• Synthesise and utilise information from independent research to produce informed investment decisions. • Create and deliver a professional presentation for institutional investors.			
19	Advanced Risk Management	On successful completion of this module students will be able to: • Critically evaluate the economic, regulatory, ethical and governance environment that banks operate within. • Evaluate and quantify the contemporary risks in the banking sector • Critically appraise the impact of regulatory initiatives on the management of risk • Utilise contemporary tools in the management of risk. • Synthesise and utilise information from independent research to produce informed risk management solutions.	TBC REF-H24-013 ARM	6	30
20	Corporate Finance and Investment Management	On successful completion of this module students will be able to: • Appraise portfolio performance using research informed approaches.	TBC REF-H24-013 CFIM	6	30

		• Evaluate investment returns and risk using different clientele bases. • Apply relevant calculations to produce a company valuation. • Critically evaluate financial theories and valuation methodologies with reference to empirical evidence. • Justify recommendations by synthesizing and utilising information gathered from a variety of sources through independent research.			
21	Research and Consultancy Project	On successful completion of this module students will be able to: • Critically review and synthesise relevant literature on the chosen subject. • Apply an appropriate methodology for collecting and for analysing primary/secondary data with due regard to ethical considerations. • Interpret and present data clearly and critically discuss findings.	TBC REF-H24-009 RCP	6	30

22	Philosophy of Marxism and Leninism	In terms of knowledge To provide basic and systematic knowledge of Marxist-Leninist philosophy; Construct a materialist worldview and materialist dialectical methodology as a theoretical basis for the understanding of problems of nature, society and thinking; Aware of the value, scientific and revolutionary nature of Marxist-Leninist philosophy in life. In terms of skills To develop an ability to apply the knowledge learned to explain and comment on universal phenomena taking place in the spheres of nature, society and thinking; Form logical and scientific thinking skills; Develop skills in analyzing, comparing, synthesizing, systematizing scientific problems that are especially important for the study of political sciences; Form and develop collaboration and teamwork skills, reasoning and presentation skills; skills in finding and selecting knowledge to apply to the field of philosophical research.	MOET101	3	15
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		In terms of attitude To consciously defend and disseminate the basic principles of Marxism-Leninism; fight against wrong views; Obtain the right sense and attitude in implementing the guidelines, policies and laws of the Party and the State; Strengthen political bravery; Strengthen the faith in the path chosen by the Party, Uncle Ho and our people, thereby actively contribute to the cause of construction and protection of socialism in our country.			
23	Political Economics of Marxism and Leninism	In terms of knowledge - To help students identify research objects, research methods and functions of Marxist-Leninist Political Economy; point out the scope, significance and difference of Political Economy compared to other economic sciences. - To Equip students with the core contents of Marxist-Leninist economic theory including basic issues of the commodity economy (commodities, currency, market rules...) and political economic issues of Capitalism (production of surplus value,	MOET102	2	10

		characteristics of monopoly capitalism, achievements and limitations of capitalism). - To equip students with political and economic issues in Vietnam during the transition period, in the context of the explosion of the modern scientific and technological revolution. (The issues) include the contents of a socialist-oriented market economy, institutional improvement, resolving economic interest relationships, and industrialization adapting to the Fourth Industrial Revolution. In terms of skills - To equip students the ability to apply learned knowledge to explain and comment on socio-economic phenomena taking place in the Vietnamese and world economies today. - To help students form logical and scientific thinking skills; have skills in analyzing, comparing, synthesizing and systematizing economic - political - social issues; develop business administration skills and teamwork skills; Develop reasoning and			
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		presentation skills when conducting subject seminars and proceed to explain events taking place in the current world. In terms of attitude - To help student to have political courage, trust and absolute loyalty to the revolutionary cause, remain steadfast to the goals of national independence and socialism that President Ho Chi Minh and our Party have chosen and built; Have the capacity and responsibility to protect Marxism-Leninism, Ho Chi Minh Thought, and the Party's guidelines and viewpoints. - To help student to have a critical attitude towards wrong views on the development of a socialist-oriented market economy model, have a sense of responsibility, cooperation, autonomy, and self-learning at work; Take responsibility for their own work results to create lifelong working capacity.			
24	Scientific Socialism	In terms of knowledge - To help students grasp the basic Marxist-Leninist views on the working class and its historical mission, the content, expression and significance of the mission in the current context; gain basic	MOET103	2	10

		knowledge of Marxist-Leninist views on socialism, the transition period to socialism and the creative application of our Party to specific conditions in Vietnam - To help students grasp the normative socio-political issues in the socialist revolutionary process such as: issues of socialist democracy and the socialist state, ethnic and religious issues, family issues in the period of transition to socialism In terms of skills - To develop an ability to apply learned knowledge to explain and comment on universal phenomena taking place in the natural, social, and thinking fields. - To help students form logical and scientific thinking skills; have skills in analyzing, comparing, synthesizing, and systematizing socio-political science issues; develop collaboration and teamwork skills; develop reasoning and presentation skills when implementing seminar subjects In terms of attitude			
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		- To have political bravery, trust, and absolute loyalty to the revolutionary cause, persevering in the goal of national independence and socialism that President Ho Chi Minh and our Party have chosen and built; Having the capacity and responsibility to protect Marxism-Leninism, Ho Chi Minh ideology, the Party's line, and viewpoint. - To have a critical attitude towards wrong views that deny socialism; have a sense of responsibility, cooperation, autonomy, and self-learning at work; take responsibility for the results of their own work to create lifelong working capacity			
25	History of Vietnamese Communist party	In terms of knowledge - To provide students with systematic and objective knowledge about the birth of the Communist Party of Vietnam (1920-1930) and the process of the Party leading the Vietnamese revolution from 1930 to the present. - To help students grasp the Party's guidelines, platforms, and systematic knowledge about the process of developing the	MOET104	2	10

		Party's guidelines and leadership to transition the country to socialism and carry out the process of national innovation. In terms of ideology - To help students have a correct understanding of the historical reality of the Vietnamese revolution and the experiences drawn from the Party's birth and leadership of the Vietnamese revolution from 1930 to the present. - To help students consolidate and increase their confidence and pride in the Party's leadership, build a strong ideological stance, and strive for the Party's goals and ideals. In terms of skills - To equips students with dialectical and objective methods of understanding the birth process and revolutionary leadership role of the Communist Party of Vietnam in the struggle for national liberation, national unification and national innovation. . - To equips students with the ability to analyze events, raise and solve problems; presentation, group work, critical thinking ability, thinking ability to connect theory with practice.			
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		- To help students apply the knowledge they have learned to be proactive and positive in solving economic, political, cultural and social problems according to the Party's guidelines and policies and State laws. - To help students know how to fight and refute distorted and false allegations about the Party's leadership role.			
26	Ho Chi Minh Ideology	In terms of knowledge - To equip students with fundamental knowledge of the subjects and research methods related to Ho Chi Minh Thought; enable students to understand the basis, formation process, and development of Ho Chi Minh Thought, with a core focus on national independence associated with socialism, national liberation revolution, and the pathway towards socialism. - To provide knowledge on national solidarity and international solidarity, the role of the Communist Party of Vietnam as the ruling party, and the construction of a people-oriented, people-made, and people-served state according to Ho Chi Minh Thought.	MOET105	2	10

		To equip students with knowledge of ethics, culture, and the Vietnamese people in Ho Chi Minh Thought; contribute to the formation of a socialist man in Vietnam. To equip students with the knowledge of how the Communist Party of Vietnam has applied Ho Chi Minh Thought in leading the Vietnamese revolution from 1930 to the present. In terms of skills - To develop ability to apply learned knowledge to explain the socialist construction path outlined by Ho Chi Minh and currently pursued by the Communist Party of Vietnam. - To develop logical, scientific thinking skills; analytical, comparative, synthesizing, and systematizing skills in political-social issues; teamwork and collaboration skills; argumentation and presentation skills during seminars. In terms of attitudes - To develop political integrity, trust, and absolute loyalty to the revolutionary cause, be steadfast in the goals of national			
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		independence and socialism as chosen and built by President Ho Chi Minh and our Party. - To develop the patriotic spirit, practice of revolutionary ethics, civic responsibility leading to proactive, positive learning, self-improvement, and compliance with the Party's guidelines, policies, and state laws. - To be able to evaluate critically incorrect viewpoints that deny socialism, demonstrate responsibility, cooperation, autonomy, self-learning in work, and accountability for personal work results to foster lifelong working capacity.			
27	Physical Education	The Physical Education curriculum aims to provide basic knowledge and motor skills, and to form habits of physical exercise and sports to improve health, develop physical fitness and stature, perfect personality, enhance learning ability, and improve social skills with a positive spirit and attitude, contributing to the achievement of comprehensive education goals.	MOET109	0	20

28	National Defence	Students will gain initial understanding of the all-people national defense and people's security; of the nation's tradition of resisting foreign invaders, the people's armed forces, and Vietnamese military art; possess basic and necessary knowledge of civil defense and military skills; and be ready to fulfill military and police duties to protect the nation. Students will have basic knowledge of the Party's viewpoints, policies, and laws of the State on national defense and security; building an all-people national defense and people's security system, building a national defense posture linked to a people's security posture, and building the people's armed forces; and supplement their knowledge of civil defense and military skills. Ready to fulfill military service and police service obligations to protect the nation.	MOET106	0	40
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3.8. IMPLEMENTATION GUIDE

3.8.1 General Principles

- Training direction: The training programme is application-oriented, so when implementing the programme, related personnel must pay attention to:
 - prioritise application to potential;
 - keep the common and foundational knowledge at a reasonable amount;
 - increase the specialised knowledge, mainly in the practical sessions
- Bases for the implementation of the programme: Consolidated Document No. 17/VBHN-BGDĐT dated May 15, 2014 of the Minister of Education and Training; other State regulations on the field of training; effective regulations & policies in BUV: Teaching Load Policy, BUV Academic Teaching Classifications and Standards of Faculty, Teaching and Learning Performance Evaluation Policy, Performance Management Policy, Policy on Employee Recognition Programmes.
- When implementing the programme: the related personnel and departments must strictly follow the training programme that has been approved.
- Training plan and teaching staff allocation: must be reasonably arranged in terms of expertise as per programme and must be approved by the Dean.
- The Discipline Leads and Module Leaders must develop lectures and test banks for all modules, implement the programme with a student-focused method, and encourage students' autonomy in studying and research.

3.8.2. Implementation plan

The programme operates over the span of 4 years with 8 semesters. Each academic year is divided into 2 semesters.

Semester 1 includes:

- Learning, teaching and Examinations: 14 weeks

Semester break includes:

- Internships
- Resit examinations

Semester 2 includes:

- Learning, teaching and Examinations: 14 weeks
- Examinations: 2 weeks

SECTION 4: CONDITIONS ON THE LECTURING STAFF AND SCIENTISTS TO OPEN THE DISCIPLINE

BUV offers 100% international faculty. We will arrange 5 full-time lecturers with Doctor of Philosophy (PhD) and Masters degree to be in charge of the discipline. All lecturers will have to be in the same or close to the registered course, and who must go through a careful interview and selection based on their qualifications and relevant teaching experience. One Doctor of Philosophy (PhD) will take charge and administer the training curriculum and is held accountable for training quality.

BUV aims to recruit faculty with cross-cultural experiences from a diverse range of countries that have recognised educational systems, and who are able to provide students with a quality of education that meets or exceeds the standards set for teaching staff within BUV. BUV's faculty members are regularly assessed on their appropriateness and suitability for teaching on the academic programmes, and the outputs of the students feedback process and formal teaching evaluations are integrated into the performance evaluations of faculty. This is done through annual, and (if necessary) bi-annual, performance reviews in compliance with the Performance Management Policy which sets out the guiding principles and processes for how performance reviews will be carried out for both faculty and professional staff. These reviews provide opportunities for faculty and line managers to reflect on the performance attained over the period in question, for support to be provided as needed, as well as allowing for the monitoring of individual and departmental level Key Performance Indicators.

These performance evaluations draw on evidence from students feedback on modules, as well as formal teaching observations that have been carried out throughout the year by senior academic faculty. Using this system of performance management, BUV ensures that academic standards are maintained, and that any potential issues with academic faculty are addressed as rapidly as possible to maintain an effective learning environment for students. The academic

performance management process at BUV allows for issues to be resolved through a progressive system of disciplinary actions, which may eventually result in non-renewal of contracts.

BUV supports all faculty to engage in Continuous Professional Development (CPD), whether through formal education, development and accreditation of their teaching practices, or skills development. All faculty are provided with an annual hour's allocation for CPD in their overall workload calculations and this can be used in a variety of ways based on identified training needs by either faculty or line managers.

The Policy on Education shows the range of formal opportunities that BUV staff can take up during their employment at BUV. Financial and time support is provided for faculty members who want to continue in further study either at BUV through the MBA or to be launched PhD programme, or elsewhere through formal skills training or new qualifications outside of BUV.

Curriculum Vitae of lecturers and publications are attached in appendix of this document, including copy of publication, recruitment decision, contracts and qualification.

4.1. FULL-TIME LECTURERS AND SCIENTISTS

Form No.1, Appendix 3, Circular 02/2022/TT-BGDĐT

No. (1)	Full name, DOB (2)	Passport number/ID Card (3)	Academic title, Awarding year (4)	Academic qualification, 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	Ta Thai Hoang, 20/06/1994	0131016861	Lecturer, 2025	PhD, UK, 2024	Accounting and finance	3/11/2025	Full time		4 years	0	7	
2	Mark Wheaton, 28/02/1954	PA9984562	Senior Lecturer	PhD, UK, 2016	Business Administration	19/8/2024	Full time			0		
3	Bilal Aslam, 11/08/1985	BU1802233	Lecturer, 2024	PhD, Australia, 2024	Finance	16/09/2024	Full time		9 years	0	3	
4	Dong Manh Cuong, 31/12/1991	019091000891	Dr., 2019	Dr., Taiwan, 2019	Economics	25/09/2023	Full time		7 years	0		
5	John Kirrane Christopher, 02/07/1960	149396873	Lecturer, 2024	PhD, UK, 2018	Asian Currency Crisis	16/09/2024	Full time		29 years	0	21	
6	Man Lau Ze, 27/11/1988	K05912403	Lecturer, 2025	PhD, China,	Accountancy	28/7/2025	Full time		12 years	0	1	
7	Don Hickerson, 17/08/1968	AC785827	Associate Lecturer, 2020	Master, Canada, 2012	Sociology - Specialised in Migration and	01/09/2020	Full time		14 years	0	10	

					International Relations							
8	Jed Clarke, 08/06/1993	140926420	Teaching Fellow, 2018	Master, UK, 2021	Business Administration	1/3/2022	Full time		10 years	0	0	
9	Jonathan Neale, 12/07/1960	AG621356	Senior Teaching Fellow, 2013	Master, UK, 1996	Business Administration	01/09/2013	Full time		24 years	0	2	
10	Nguyen Quynh Tho, 21/12/1986	001186000360	Lecturer, 2023	PhD, Vietnam, 2017	Banking and Finance	8/1/2023	Part time		15 years	0	5	
11	Shashi Kant Prasad Chaudhary, 06/05/1975	11756286	Senior Lecturer, 2019	PhD, Vietnam, 2019	International Economics	01/09/2014	Full time		7 years	0	7	

4.2. LIST OF LECTURERS TO OPERATE AND IMPLEMENT THE TRAINING PROGRAMME

Form No.2, Appendix 3, Circular 02/2022/TT-BGDĐT

Form No.2, Appendix 3, Circular 62/2022/TT-BGDDT								
No (1)	Full name (2)	Modules (3)	Semester and Year (4)	Number of credits				Leading lecturer, tenure lecturer, etc. (7)
				Compulsory		Optional		
				On Campus (5)	Online (6)	On Campus (5)	Online (6)	
1	Ta Thai Hoang	Banking, Sustainability, Regulation and Ethics	Y2S1	6				
		Applied Risk Management and External Regulation in Banking	Y3S2	6				
		Advanced Risk Management	Y4S1	6				
2	Mark Wheaton	Fundamentals of Finance and Investment	Y2S2	6				
3	Bilal Aslam	Fundamentals of Finance and Investment	Y2S2	6				
		Trading Platform: Tools for Finance Professionals	Y3S1	3				
		Corporate Finance and Investment Management	Y4S2	6				
4	Dong Manh Cuong	Financial Analytics and Economics	Y2S2	6				
5		Financial Analytics and Economics	Y2S2	6				

	John Kirrane Christopher	Research and Consultancy Project					
6	Man Lau Ze	Banking, Sustainability, Regulation and Ethics	Y2S1	6			
		Fundamentals of Finance and Investment	Y2S2	6			
		Financial Analysis for Investment Banking	Y4S1	3			
		Corporate Finance and Investment Management	Y4S2	6			
7	Don Hickerson	Business Law	Y2S1	3			
8	Jed Clarke	Financial Analytics and Economics	Y2S2	6			
		Career Readiness to Career Success	Y4S1	3			
9	Jonathan Neale	Foundations of Career Readiness	Y2S1	3			
		Enhancing Career Readiness	Y3S1	3			
10	Nguyen Quynh Tho	Financial Planning	Y3S1	3			
11	Shashi Kant Prasad Chaudhary	Retail Banking and Commercial Lending	Y3S2	6			

4.3. LIST OF MANAGERS

Form No.3, Appendix 3, Circular 02/2022/TT-BGDĐT

No.	Full name, DOB, position	Education, year	Discipline	Note
1	Mark Wheaton, Dean	PhD, 2016	Business Administration	Dean
2	Ta Thai Hoang, 20/06/1994, Discipline Lead	PhD, 2024	Accounting & Finance	Discipline Lead
3	Tran Duc Trung, 25 February, 1989, Head, Academic Services and Student Administration	Master, Royal Melbourne Institute of Technology, Melbourne, Australia, 2019	MBA	Head, Academic Services and Student Administration
4	Hoang Phuong Yen, 12 September, 1988, Manager, Academic Operations Office	Master, University of Adelaide, 2018	International Trade & Development	Manager, Academic Operations Office

4.4. SCIENTIFIC RESEARCH TOPICS OF THE INSTITUTE, LECTURERS AND SCIENTISTS RELATED TO THE DISCIPLINE

(As per Form No.4, Appendix 3, Circular 02/2022/TT-BGDĐT)

N o.	Code	Research Topic Level	Research Topic	Lead Author	Reviewed by	Received Date	Review Results, Date	Names of contributing authors	Remarks
1	HECA-01/2021-AJAY	Institutional	An Empirical Study on Teacher's Attitudes towards Curriculum	Ajay Kumar Pillai	BUV Human Ethics Sub-committee	4/1/2021	Satisfactory, 10/1/2021	N/a	

			Innovation in Vietnam						
2	HECA-08/2021-SHASHI	Institutional	Utilisation of remittance income in Nepal	Dr. Shashi Kant Prasad Chaudhary	BUV Human Ethics Sub-committee	2/8/2021	Satisfactory, 8/8/2021	N/a	
3	HECA-03/2021-MIKE	Institutional	The impact of training on the identification of the use of Online Paraphrasing Tools	Dr Mike Perkins	BUV Human Ethics Sub-committee	24/08/2021	Satisfactory, 1/9/2021	N/a	
4	HECA-01/2022-MAREN	Institutional	Ethical consumers post-COVID-19: Sustainable travel behaviours of young Vietnamese tourists	Dr. Maren Viol	BUV Human Ethics Sub-committee	12/10/2022	Satisfactory, 2/11/2021	N/a	
5	HECA-02/2022-MAREN	Institutional	Decolonising the tourism curriculum - experiences of faculty in Asian transnational education contexts	Dr. Maren Viol	BUV Human Ethics Sub-committee	12/10/2022	Satisfactory, 2/11/2021	N/a	
6	HECA-04/2023-MIKE	Institutional	Robustness testing of assessments to GPT4	Dr Mike Perkins	BUV Human Ethics Sub-committee	28/03/2023	Satisfactory, 5/4/2023	N/a	

4.5. PUBLISHED SCIENTIFIC WORKS OF LECTURERS AND SCIENTISTS RELATED TO THE DISCIPLINE

(As per Form No.5, Appendix 3, Circular 02/2022/TT-BGDĐT)

No.	Publications	Remarks
1	Chaudhary, S. K., and Nguyen, K.V. (2018), 'An Empirical Analysis of Export-led Growth of Vietnam: Trade in Value Added (TiVA) Approach', The Journal of Business and Management, 5(1), p.1-15.	
2	J. Fialho (2018), 'A biomechanical model for the idiopathic scoliosis using spinal traction devices', Journal of Physics: Conference Series, 1141, p.012022.	
3	Kais Mejri, Jason Alexander MacVaugh, Dimitrios Tsagdis (2018), 'Knowledge configurations of small and medium-sized knowledge-intensive firms in a developing economy: A knowledge-based view of business-to-business internationalization', Industrial Marketing Management, 71, p.160-170.	
4	Perkins, M., Gezgin, U. B., & Roe, J. (2018), 'Understanding the Relationship between Language Ability and Plagiarism in Non-native English Speaking Business Students', Journal of Academic Ethics, 16(4), p.317-328.	
5	Viol, M., Todd, L., Theodoraki, E. & Anastasiadou, C. (2018), 'The role of iconic-historic commemorative events in event tourism: Insights from the 20th and 25th anniversaries of the fall of the Berlin Wall', Tourism Management, 69, p.246-262.	
6	Yam, L., Raybold, M, Gordon, R.D. (2018), 'What Makes People Stay? An investigation of job embeddedness construct, and the exploration of the effects of on-the-job and off-the-job embeddedness on voluntary turnover in the hospitality industry', Journal of Human Resources in Hospitality and Tourism, 17(4).	
7	Chaudhary, S. K., and Nguyen, K.V. (2019), 'Assessing Position of Vietnam in Global Value Chain (Vietnamese)', VNU Journal of Humanities and Social Sciences, 5(3), p.292-313.	
8	Chaudhary, S. K., and Nguyen, K.V. (2019), 'Re-assessing the export competitiveness of Vietnam', VNU Journal of Social Sciences and Humanities, 5(5), p.539-549.	

9	Chaudhary, S. K., and Pandit, K. R. (2019), 'Price Elasticity of Sectoral Lending in Nepal', NRB Economic Review, 31(2), p.1-24.	
10	F. Minhós, J. Fialho (Eds.), (2019), New Trends in Differential and Difference Equations and Applications, MDPI, Switzerland.	
11	Fialho, J and Minhós, F. (2019), 'Existence results for functional first order coupled systems and applications', Mathematical Methods in the Applied Sciences, 42(7), p.2398-2403.	
12	Fialho, J and Minhós, F. (2019), 'First order coupled systems with functional and periodic boundary conditions: existence results and application to SIRS models', Axioms, 8(1), p.23.	
13	J. Fialho, F. Minhós (2019), 'Existence results for functional first-order coupled systems and applications', Mathematical Methods in the Applied Sciences, 42(7), p.2398-2403.	
14	Jyotsna Bijalwan (2019), 'Corporate Governance System in India', International Journal of Management, 3(2), p.260-269.	
15	Jyotsna Ghildiyal, RC Joshi (2019), Business Ethics and Corporate Governance, McGraw Hill, US.	
16	Nguyen, K. V., and Chaudhary, S. K. (2019), [in] Nguyen, T., and Nguyen. N. (Eds.), Vietnam National Economic Report 2019: On the Doorstep to the Digital Economy (Chapter 4), Vietnam Institute for Economic and Policy Research, Hanoi.	
17	Nguyen, K.V., Phan, H.T.T., and Chaudhary, S. K. (2019), 'Small and Medium Enterprises' Participations in Global Value Chains (Vietnamese)', Review of the World Economic and Political Issues, 4(276), p.23-35.	
18	Perkins, Gezgin & Gordon (2019), 'Plagiarism in higher education: classification, causes and controls', Pan-Pacific Management Science, 2, p.3-21.	
19	Pillai, A.K (2019), 'Modelling Cost Allocation Adoption as an Endogenous Consequences of Senior Executives' Characteristics', Journal of Business, Sciences and Technology, 2(1), p.1-47.	

20	Roe, J., Perkins, M. (2019), 'Learner Autonomy and English Learning in the Vietnamese HE Context: A Literature Review', Asian Journal of University Education, 16(1), p.13-21.	
21	F. Minhos, J. Fialho, R. Souza, (2020), 'Periodic n dimensional first order coupled systems and periodic schizophrenia phenomena', Journal of Mathematical Analysis and Applications, 492(2), p.124482.	
22	Malhotra R.K., Jyotsna Bijalwan, Thapliyal B.L. (2020), 'Corporate governance in emerging economies : An Indian Insight', International Journal of Management, 11(9), p.663-670.	
23	Pang, J.M. and Wee, A.T.W. (2020), 'Corporate Social Responsibility Reporting in Locally Owned Hotel Chains in Singapore', ASEAN Journal on Hospitality and Tourism, 18(1), p.43-57.	
24	Perkins, M., Gezgin, U., & Roe, J. (2020), 'Reducing plagiarism through academic misconduct education', International Journal For Educational Integrity, 16(3).	
25	Perkins, M., Gezgin, U.B, Gordon, R. (2020), 'Plagiarism in higher education: classification, causes and controls', PanPacific Management Science, 2.	
26	Perkins, M., Roe, J., Gordon, R (2020), 'Management Versus Measurement: A Renewed Categorization of Performance Terminology', Pan Pacific Management Science, 3, p.3-16.	
27	Pillai, A.K., Tan, K.C., and Teo, Z.X.H (2020), 'Key Influences of Cost Allocation Adoption: The Role of Managerial Characteristics, Personality Traits, Behavioural Intention and Decision Styles', Journal of Business, Sciences and Technology, 2(1), p.10-47.	
28	Benjamin Chiao, Jason MacVaugh (2021), 'Open innovation and organizational features: An experimental investigation', European Management Journal, 39(3), p.376-389.	
29	Chaudhary, S. K. (2021), 'Assessing Participation and Position of Vietnam in Global Value Chains', Journal of Nepalese Business Studies, 14(1), p.29-39.	

30	Dana Alshwayat, Jason Alexander MacVaugh, Hammad Akbar (2021), 'A multi-level perspective on trust, collaboration and knowledge sharing cultures in a highly formalized organization', Journal of Knowledge Management, 25(9), p.2220-2244.	
31	F. Minhós, J. Fialho (Eds.), (2021), Nonlinear Differential Equations and Dynamical Systems: Theory and Applications, MDPI, Switzerland.	
32	F. Minhos, J. Fialho, R. Souza (2021), 'On coupled systems of Lidstone-type boundary value problems', Mathematical Modelling and Analysis, 26(3), p.358-371.	
33	J Fialho (2021), 'Key performance indicators and individual prediction models for penalty kicks', [in] Recent Developments in Mathematical, Statistical and Computational Sciences, 18-23 August, 2019, 137-146.	
34	Viol, M. & Southall, C. (2021), 'A conceptual framework for understanding Western-centrism in transnational education in tourism', Current Issues in Tourism, 26(1), p.1-5.	
35	Chaudhary, S. K. (2022), [in] Dhama, N., Shrestha, D., Chhetry, T., Gurung, S., Thapa, A.(Eds.), Transformation of Higher Education in Nepal: Dimensions, Dynamics and Determinants (p.119-124), Pokhara University, Nepal.	
36	Chaudhary, S. K. (2022), 'Remittances, Economic Growth and Investment Nexus: Evidence from Nepal', NRB Economic Review, 34(1), p.1-23.	
37	J. Fialho, F. Minhos (Eds.), (2022), Advances in Nonlinear Boundary Value Problems: Theory and Applications, MDPI, Switzerland.	
38	Jasper Roe & Mike Perkins (2022), 'What are Automated Paraphrasing Tools and how do we address them? A review of a growing threat to academic integrity', International Journal for Educational Integrity, 18(1).	
39	Jyotsna G Bijalwan, Anchit Bijalwan (2022), 'Multivariate Analysis for Overcoming Complexities of Corporate Governance and Managerial Dilemma using Data Mining Technique', Discrete Dynamics in Nature and Society, 2022, p.1-12.	
40	Nguyen, B. L. and Viol, M. (2022), [in] Styliadis, D., Kim, S., & Kim, J., (editors), Tourism Marketing in Southeast and East Asia (p.22-38), CABI.	

41	Nguyen, K. V., and Chaudhary, S. K. (2022), 'Position of Vietnam in global value chains: an empirical approach', International Journal of Value Chain Management, 13(4), p.383-394.	
42	Pillai, A.K. (2022), 'Using Decomposed Theory of Planned Behavior (DTPB) to examine educators' behavioural intention towards TPACK', [in] Redesigning Pedagogy International Conference 2022: Transforming education & strengthening society: Conference proceedings, Singapore, 30 May - 1 June, 2022, National Institute of Education, Nanyang Technological University (NIE NTU), Singapore.	
43	Pillai, A.K., Pereira, M., Luong K.H., & Roe J. (2022) (2022), 'Curriculum Innovation in Vietnam: A Study on Teachers' Attitudes Using the Dimensions of ACB (Affective, Cognitive and Behavioral) Model', Vietnam Journal of Education, 6(1), p.20-30.	
44	Pillai, A.K., Pereira, M., Luong K.H., & Roe J. (2022) (2022), 'Implementing Curriculum Innovation in Vietnam: Exploring Four Teachers Narrative Experiences', Journal of Business, Sciences and Technology, 4(1), p.7-21.	
45	Fialho, J. and Diep, N. (2023), 'Brand equity and purchase intention for ecommerce platforms in Vietnam', [in] Proceedings of the International Conference on Application of AI and Statistical Decision Making for the Business World, ICASDMBW 2022, Rukmini Devi Institute of Advanced Studies, 16-17 December 2022, EAI, Delhi.	
46	Mike Perkins (2023), 'Academic Integrity considerations of AI Large Language Models in the post-pandemic era: ChatGPT and beyond', Journal of University Teaching & Learning Practice, 20(2).	
47	Jyotsna G. Bijalwan, Malhotra R.K (), 'Corporate Governance Policies and Practices: With Special Reference to Private Sector Firms in Ethiopia', Shodh Sarita.	
48	Viol, M., Anastasiadou, C., Todd, L. & Theodoraki, E. (2023). Deconstructing commemorative narratives: the anniversaries of the fall of the Berlin Wall, Leisure Studies, DOI: 10.1080/02614367.2023.2215468	

49	Perkins, M. (2024, May 15). Enhancing evaluation with the AI Assessment Scale: Integrating AI supported grading and assessment at British University Vietnam [Conference presentation]. AI in Education Forum, London, UK.	
50	Perkins, M. (2024, September 4). Transforming Assessment Practices with the AI Assessment Scale [Plenary Speech]. UNESCO Digital Learning Week 2024, UNESCO HQ, Paris, France. https://www.youtube.com/live/g6YP-HNZNP4?t=4439s	
51	Yadav, M., Preety Shoran, Saxena, E., Bijalwan, A., Bijalwan, J.G. (2024). IoTs-Based Wearable Health Monitoring Through Wireless Body Area Networks. In: Kumar, P., Singh, P., Diwakar, M., Garg, D. (eds) Healthcare Industry Assessment: Analyzing Risks, Security, and Reliability. Engineering Cyber-Physical Systems and Critical Infrastructures, vol 11. Springer, Cham. https://doi.org/10.1007/978-3-031-65434-3_10	
52	Yadav, M., Preety Shoran, Saxena, E., Bijalwan, A., Bijalwan, J.G. (2024). IoTs-Based Wearable Health Monitoring Through Wireless Body Area Networks. In: Kumar, P., Singh, P., Diwakar, M., Garg, D. (eds) Healthcare Industry Assessment: Analyzing Risks, Security, and Reliability. Engineering Cyber-Physical Systems and Critical Infrastructures, vol 11. Springer, Cham. https://doi.org/10.1007/978-3-031-65434-3_11	
53	Perkins, M., & Davies, M. (2024). Shifting oversight: The evolution of modern police performance management in England and Wales. Public Management Review, 1-21. https://doi.org/10.1080/14719037.2024.2373355	
54	Perkins, M., Roe, J., Vu, B. H., Postma, D., Hickerson, D., McGaughran, J., & Khuat, H. Q. (2024). Simple techniques to bypass GenAI text detectors: Implications for inclusive education. International Journal of Educational Technology in Higher Education, 21(1), 53. https://doi.org/10.1186/s41239-024-00487-w	
55	Perkins, M., Roe, J., Vu, B. H., Postma, D., Hickerson, D., McGaughran, J., & Khuat, H. Q. (2024). Simple techniques to bypass GenAI text detectors: Implications for inclusive education. International Journal of Educational Technology in Higher Education, 21(1), 53. https://doi.org/10.1186/s41239-024-00487-w	

56	Perkins, M., Roe, J., Vu, B. H., Postma, D., Hickerson, D., McGaughran, J., & Khuat, H. Q. (2024). Simple techniques to bypass GenAI text detectors: Implications for inclusive education. <i>International Journal of Educational Technology in Higher Education</i> , 21(1), 53. https://doi.org/10.1186/s41239-024-00487-w	
57	Perkins, M., Roe, J., Vu, B. H., Postma, D., Hickerson, D., McGaughran, J., & Khuat, H. Q. (2024). Simple techniques to bypass GenAI text detectors: Implications for inclusive education. <i>International Journal of Educational Technology in Higher Education</i> , 21(1), 53. https://doi.org/10.1186/s41239-024-00487-w	
58	Roe, J., Perkins, M., & Furze, L. (2024). Deepfakes and Higher Education: A Research Agenda and Scoping Review of Synthetic Media. <i>Journal of University Teaching and Learning Practice</i> . https://doi.org/10.53761/2y2np178	
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SECTION 5: CONDITIONS FOR FACILITIES TO OPEN THE DISCIPLINE

5.1. FACILITIES AND EQUIPMENT FOR THE TRAINING PROGRAMME AT UNDERGRADUATE LEVEL

The Ecopark campus covers a total area of 6.5 hectares, developed in three phases: Phase 1 occupies 2.84 hectares, while Phases 2 and 3 together span 3.66 hectares. With the completion of Phase 2 in 2025, the campus now accommodates up to 5,500 students and features five newly constructed buildings named after renowned British castles—Arundel, Belfast, Cardiff, Dover, and Edinburgh.

The expansion of BUV's 5-star campus underscores the university's unwavering commitment to delivering accredited British education, fostering purpose-driven learning, and equipping students with the essential skills needed to thrive in an ever-evolving world. Building on this vision, the newly added facilities are designed around three core principles - optimised teaching functionality, advanced technology integration, and sustainability - ensuring that the campus offers a modern, efficient, and environmentally responsible learning environment.

The new facilities meet international educational standards and support diverse academic and extracurricular activities. Learning theatres are designed for large-scale events, accommodating hundreds of students and meeting professional event standards. Classrooms adopt a design thinking approach, removing traditional barriers between lecturers and students to foster interactive, student-centred learning. This flexibility allows quick transitions from lecture mode to discussion mode, promoting engagement and ownership of learning.

Specialised labs and practice rooms are equipped with industry-standard tools, including high-performance computers, filming and recording studios, and industrial machinery, ensuring realistic practice experiences. In terms of technology, the campus integrates smart classrooms with advanced audiovisual systems, interactive platforms (online and onsite), digital tools, and IoT applications, supporting BUV's signature paperless experience.

Current Facilities Overview

Category	Number	Total Area (m ²)
Library	1	576.7
Classrooms	72	4,594.6
Lecture Hall	5	1,536.2
Teacher Office	5	706.8
Research Area	9	754.3
Sport Area	2	230.7
Canteen	2	2,621.8

Others	–	3,696.1
Total	–	14,717.2

BUV aims to expand to Phase 3 by 2028, increasing the student capacity to 10,000.

(As per Form No.6, Appendix 3, Circular 02/2022/TT-BGDĐT)

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					
1.1	Learning Theatres, Halls, Classrooms with over 200 pax	1	519.8			
1.2	Classrooms with 100-200 pax	2	575.3			
1.3	Classrooms with 50-100 pax	5	536.8			
1.4	Classroom with less than 50 pax	67	4086.6			
1.5	Multipurpose Rooms	2	250.8			
1.6	Discussion Rooms	22	336.7			

1.7	Faculty Rooms	5	706.8			
2	Libraries/Learning Resources Centres	1	576.7			
3	Research centre, laboratories, practical rooms	9	754.3			

5.2. RESEARCH CENTRES, LABORATORIES, AND PRACTICE FACILITIES FOR THE DISCIPLINE

(As per Form No.8, Appendix 3, Circular 02/2022/TT-BGDDT)

List of Equipment					Module	Time of use	No. of user/unit
Order	Name of Equipment, Product Code, Usage Purposes	Country of Origin, Model Year	Number	Unit			
B.1-4 Computer Lab							
1	PC Computer (Gigabyte Workstation W281-G40)	China / 2021	31	pcs	All modules	All academic year	1
2	Monitor Gigabyte 27 inch Gaming monitor	China / 2021	62	pcs	All modules	All academic year	1
B.2-4 Computer Lab							

1	Desktop PC Dell Inspiron 3670MT	China / 2019	10	pcs	All modules	All academic year	1
2	Desktop PC Dell Vostro 3671MT	China / 2020	6	pcs	All modules	All academic year	1
3	Monitor Dell E2423HN	China / 2024	32	pcs	All modules	All academic year	1
B.2-5 Digital Lab							
1	Apple iMac 27 inch	China / 2019	16	pcs	All modules	All academic year	1
2	Color printer Epson SC-P807	China / 2019	1	pcs	All modules	All academic year	1
3	Scanner Epson Perfection V600	China / 2019	6	pcs	All modules	All academic year	1
B.2-12 BUV GamePAD							
1	Desktop Dell Aurora R16	China / 2024	29	pcs	All modules	All academic year	1
2	Monitor HP Z27n	China / 2019	58	pcs	All modules	All academic year	1
B.2-14 Computer Lab (Cyber Security)							

1	Desktop HP Workstation Z4 G4	China / 2018	18	pcs	All modules	All academic year	1
2	Desktop HP Workstation Z6 G4	China / 2020	4	pcs	All modules	All academic year	1
3	Monitor Dell 24 inch - E2417H	China / 2019	44	pcs	All modules	All academic year	1
D.2-2 Digital Lab							
1	HP Z2 TWR Workstation G9 IDS	China / 2025	26	pcs	All modules	All academic year	1
2	Monitor HP OMEN 24 inch	China / 2025	52	pcs	All modules	All academic year	1
D.3-1 Financial Lab							
1	Desktop HP EliteDesk 800 G3 SFF (1DG90PA)	China / 2018	24	pcs	All modules	All academic year	1
2	Monitor HP Z24i G2	China / 2018	24	pcs	All modules	All academic year	1
E.2-5 Mac Lab							
1	Apple Mac mini M4	China / 2025	26	pcs	All modules	All academic year	1

2	Monitor Dell 27 S2725QS	China / 2025	26	pcs	All modules	All academic year	1
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5.3. LIBRARIES, COURSEBOOKS, BOOKS, REFERENCE MATERIALS

5.3.1 Libraries

British University Vietnam (BUV) is committed to providing students and academic staff with equitable access to comprehensive learning resources through its library, physically and digitally. The Library serves as an essential academic support service, offering facilities and tools designed to enhance study, research, and assessment preparation in alignment with BUV's educational standards.

Digital Services

The BUV Library website constitutes the primary gateway for accessing information regarding library facilities, resources, and usage guidelines. The platform provides guidelines in various formats – including written guides, video tutorials, and interactive exercises – to ensure that all users are familiar with available resources from the commencement of their studies.

The Library website enables users to:

- Borrow print reference materials in accordance with established borrowing policies;
- Utilize printing, copying, and scanning services;
- Access e-books and subscribed digital databases;
- Apply proper citation and utilize AI tools;
- Prepare effectively for assessment periods through designated resources.

Students are granted continuous (24/7) access to a wide range of electronic resources, including e-books, academic journals, articles, and research reports, both on and off campus.

BUV further provides access to Kortext, a specialized digital platform offering more than two million (2,000,000) digital textbooks and open educational resources for higher education institutions.

Additionally, the Library maintains a physical collection of 1,497 print titles, subject to a borrowing limit of five books per student for a maximum duration of fourteen (14) days. Detailed borrowing procedures are published on the Library website.

On-Campus Facilities

To support collaborative learning and academic preparation, BUV provides students with access to dedicated on-campus facilities within the Library. These facilities are designed to accommodate group discussions, presentation practice, and individual study, ensuring an environment conducive to academic success.

Room Booking Services

During official operating hours (Monday to Friday, 08:30–18:30), students may reserve:

- Four (4) discussion rooms, each accommodating up to ten (10) individuals; and
- One (1) presentation practice room, accommodating up to eighteen (18) individuals.

Room reservations are managed through Campus Central and are subject to the following limitations:

- A maximum of one (1) hour per booking; and
- A maximum of two (2) hours per week per student.

Computer Access

The open library space is equipped with thirteen (13) iMac workstations available for student use during operating hours, providing access to digital resources and academic tools.

5.3.2 Course books, books, reference materials

(Form No.7, Appendix 3, Circular 02/2022/TT-BGDDT)

No	Books or journals	Author	Publisher	Quantity	Modules	Module codes	Time of use
Bachelor of Banking and International Finance							
1	Oxford EAP: A course in English for academic purposes. Pre-intermediate/B1	Dummett, P. and Hird, J.	Oxford University Press		English for Academic Purpose 1	ENG301	To be used in the future
2	Oxford EAP: A course in English for academic purposes: Intermediate, B1+	Chazal, E.D. and Rogers, L.	Oxford University Press		English for Academic Purpose 2	ENG302	To be used in the future
3	Oxford EAP: A course in English for academic purposes: Intermediate, B1+	Chazal, E.D. and Rogers, L.	Oxford University Press		English for Academic Purpose 3	ENG303	To be used in the future
4	Cambridge International AS and A Level Business, 2nd edition	Surridge, Malcolm/Gillespie, Nina/Konrad, Nina	Hodder Education		Business Essentials	PW301	To be used in the future

5	Academic Writing Skills for International Students (Macmillan Study Skills), 2nd edition	Siew Hean Read	Bloomsbury Publishing		Undergraduate Achievement	PW302	To be used in the future
6	Becoming a Master Student, 17th edition	Ellis, Dave	Cengage		Professional Competencies	PW303	To be used in the future
7	The Study Skills Handbook	Cottrell, S.	Bloomsbury Publishing		Foundations of Career Readiness	TBC REF-H24-009 013 FCR	To be used in the future
8	Goode, R. and McKendrick	Goode, R. and McKendrick, E.	London: Penguin		Business Law	TBC REF-H24-009 013 BL	To be used in the future
9	Investments ISE	Bodie, Kane, Marcus, Jain	McGraw-Hill		Fundamentals of Finance and Investment	TBC REF-H24-013 FFI	To be used in the future
10	Saunders, A. and Cornett, M.M.	Saunders, A. and Cornett, M.M.	McGraw-Hill		Financial Analytics and Economics	TBC REF-H24-009 013 FAE	To be used in the future
11	Principles of Sustainable Finance	Schoenmaker, D. & Schramade, W.	Oxford University Press		Banking, Sustainability, Regulation and Ethics	TBC REF-H24-013 BSRE	To be used in the future

12	The Career Skills Handbook	Cottrell, S.	Bloomsbury Publishing		Enhancing Career Readiness	TBC REF-H24-009 013 ECR	To be used in the future
13	Personal Finance and Financial Planning	Ho, J. and Robinson, C.	Oxford University Press		Financial Planning	TBC REF-H24-013 FP	To be used in the future
14	Bank Regulation, Risk Management, and Compliance: Theory, Practice, and Key Problem Areas.	Dill, A.	Taylor and Francis		Applied Risk Management and External Regulation in Banking	TBC REF-H24-013 ARMERB	To be used in the future
15	Introduction to Banking	Casu, B., Girardone, C. and Molyneux, P.	Pearson		Retail Banking and Commercial Lending	TBC REF-H24-013 RBCL	To be used in the future
16	The Career Skills Handbook	Cottrell, S.	Bloomsbury Publishing		Career Readiness to Career Success	TBC REF-H24-009 013 CRCS	To be used in the future
17	Investment Banking: Valuation, LBOs, M&A, and IPOs	Rosenbaum, J. and Pearl, J.	Wiley		Financial Analysis for Investment Banking	TBC REF-H24-013 FAIB	To be used in the future
18	Bank Regulation, Risk Management, and Compliance:	Dill, A.	Taylor and Francis		Advanced Risk Management	TBC REF-H24-013 ARM	To be used in the future

	Theory, Practice, and Key Problem Areas						
19	Corporate Finance: Principles and Practice	Watson, D., Head, A. and Chan, D.	Pearson		Corporate Finance and Investment Management	TBC REF-H24-013 CFIM	To be used in the future
20	Business Research Methods	Bell, E., Harley, B. and Bryman, A. (	Oxford University Press		Research and Consultancy Project	TBC REF-H24-009 RCP	To be used in the future
21	Triet hoc Mac-Lenin : Danh cho sinh vien Truong BUV	Ha Thi Dang Huong	Nha xuất bản Bách Khoa Hà Nội		Philosophy of Marxism and Leninism	MOET101	To be used in the future
22	Kinh te chinh tri Mac-Lenin : Danh cho sinh vien Truong BUV	Pham Thanh Hien	Nha xuất bản Bách Khoa Hà Nội		Political Economics of Marxism and Leninism	MOET102	To be used in the future
23	Chu nghĩa khoa học xã hội: Danh cho sinh vien Truong BUV	Ha Thi Dang Huong	Nha xuất bản Bách Khoa Hà Nội		Scientific Socialism	MOET103	To be used in the future
24	Lịch sử Đảng Cộng sản Việt Nam: Danh cho sinh vien Truong BUV	Tran Thi Mai	Nha xuất bản Bách Khoa Hà Nội		History of Vietnamese Communist party	MOET104	To be used in the future

25	Tu tuong Ho Chi Minh : Danh cho sinh vien Truong BUV	Nguyen Hai Yen	Nha xuất bản Bach Khoa Ha Noi		Ho Chi Minh Ideology	MOET105	To be used in the future
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5.3.3 Online libraries

The BUV Library website constitutes the primary gateway for accessing information regarding library facilities, resources, and usage guidelines. The platform provides guidelines in various formats – including written guides, video tutorials, and interactive exercises – to ensure that all users are familiar with available resources from the commencement of their studies.

The Library website enables users to:

- Borrow print reference materials in accordance with established borrowing policies;
- Utilize printing, copying, and scanning services;
- Access e-books and subscribed digital databases;
- Apply proper citation and utilize AI tools;
- Prepare effectively for assessment periods through designated resources.

Students are granted continuous (24/7) access to a wide range of electronic resources, including e-books, academic journals, articles, and research reports, both on and off campus.

BUV further provides access to Kortext, a specialized digital platform offering more than two million (2,000,000) digital textbooks and open educational resources for higher education institutions.

5.3.4 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	Hospitality & Tourism Complete	EBSCO	Hospitality & Tourism Complete is a trusted full-text database covering all areas of hospitality and tourism, including hospitality law, market trends and hotel management. In addition to full-text journals, it provides magazines, company and country reports, books and newspapers.
3	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.
4	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.
5	LibreTexts	LibreTexts	LibreTexts is an open educational resource (OER) platform providing free, openly licensed textbooks and learning materials, particularly strong in chemistry, biology, mathematics, engineering, and social sciences.
6	Open Textbook Library	Open Education Network	The Open Textbook Library is a curated collection of peer-reviewed, openly licensed textbooks designed to support affordable, high-quality teaching and learning in higher education.

7	Open Educational Resources	Various institutions and organisations	The Open Educational Resources Initiative promotes the adoption and development of openly licensed teaching and learning materials to improve access and flexibility in education.
8	JSTOR	ITHAKA	Digital library of academic journals, books, and primary sources across humanities, social sciences, and sciences.
9	Directory of Open Access Books (DOAB)	OAPEN Foundation	Directory providing access to peer-reviewed open access academic books.
10	Directory of Open Access Journals (DOAJ)	Infrastructure Services for Open Access (IS4OA)	Indexes high-quality, peer-reviewed open access journals across all disciplines.
11	Springer Open	Springer Nature	Open access journals and books covering science, technology, medicine, humanities, and social sciences.
12	ScienceDirect	Elsevier	Full-text database of peer-reviewed journals, books, and reference works across multiple disciplines.
13	SAGE Open	SAGE Publications	Peer-reviewed open access journal publishing research in social sciences and humanities.

5.3.5 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.

In April 2019, BUV introduced the digital textbook system of Kortext to increase the speed in being able to access textbooks as well ensuring the most up to date editions were accessible by students. Prior to this, if module leaders wished to adjust a textbook for a module, this would have to be done three months prior to the commencement of the module due to checks required by government ministries on physical learning materials imported into the country. With a digital textbook system in place, this meant that there was an increased amount of flexibility to choose the most appropriate learning resources for the module.

In the October 2019 semester, BUV introduced the Canvas Learning Management System (LMS) from Instructure, which is used as the core BUV digital learning environment. Through Canvas, students can access learning resources for modules, access documentation and training relevant to their programme of study, access and complete formative and summative assessments (including proctored online exams), and connect to BUV's online teaching platform of BigBlueButton. To ensure that students could easily access all digital learning resources, all students entering degree programmes from April 2019 were issued with Apple iPads. These investments have enabled BUV to continue to deliver its programmes uninterrupted throughout the pandemic, as well as supporting our communications with our students.

Although BUV have always made learning resources available to students online, this was previously done through a relatively basic file management system of Google Drive. To support our strategic objective 4 as discussed above, we introduced the Canvas Learning Management System (LMS) in October 2019. Through this system, students can access learning resources for modules, access documentation and training relevant to their programme of study (and other training provided by the Learning Resources team), access and complete formative and summative assessments, and connect to BUV's online teaching platform of BigBlueButton. As we continue to add functionality to the LMS (for example, with the introduction of the Proctorio online proctoring system for exams) training and support is provided by the LMS team to students and faculty on an ongoing basis, so that all members of the University are both aware of and can utilise the full range of functionality of the LMS. The LMS team also monitors the content provided on Canvas and provides support to faculty where technical errors have been made in the use of the system.

Improving the use of digital tools by faculty is an academic priority, and faculty members must demonstrate a broad use of these tools in their teaching. BUV have recruited a LMS Curriculum Designer to support faculty with the development of new learning materials, so that we can continue to expand our capacity in this area. This position will work closely with the LMS team and the academic leadership team to ensure that all material available is modern, up-to-date and relevant for each module.

Students studying with collaborative academic partners have access to the online journal, database, and textbook resources of the relevant partner. Over the last two years, BUV have begun investing in access to our own digital databases and online resources that go beyond what is available through our collaborative academic partners, and specifically support students on our own-degree programmes. Academic Databases Summary shows the databases currently in use at BUV, as well as previous databases that have been trialled. It also shows the feedback mechanisms that are used with both faculty and students so that we can make investments in the databases that faculty and students find helpful.

Following the introduction of the Canvas LMS, 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.

SECTION 6: CONDITIONS ON THE ORGANIZATION OF THE MANAGEMENT APPARATUS TO OPEN THE DISCIPLINE

6.1 QUALITY ASSURANCE STRUCTURE

BUV approach to QA is based on a hierarchical structure, as shown in the diagram in Appendix 1 and explained in Section 5. There are six levels of formal QA responsibilities as follows:

QA Level 1 – Faculty, Students, and Staff

QA Level 2 – Program Leaders (PLs), Department Leads (DLs), and Heads of Schools (HoS).

QA Level 3 – Dean, Head Academic Quality (HAQ).

QA Level 4 – Quality Assurance Committee and Learning and Teaching Committee.

QA Level 5 – Senate, Chief Operating Officer (COO), Deputy Vice-Chancellor (DVC), Vice Chancellor's Office (VC)

QA Level 6 – BUV University Council.

Although the University Council has the ultimate responsibility for the quality and standards of the University, it delegates the governance role to the Senate, and the executive role for the management of this function to the Vice Chancellor's Office, for development, operations, and reporting purposes.

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

QUALITY ASSURANCE AND ENHANCEMENT RESPONSIBILITIES

The responsibility for the academic quality and standards of the University's awards rests with the University through the Senate. The Senate delegates a number of these responsibilities to committees within the University within a clear structure (codified in the terms of reference of the Senate and its sub-committees, policies and procedures) that ensures that it is aware of how these delegated authorities are used.

The University also recognises that the responsibility for academic quality and standards is a shared one, between those University bodies with formal accountability for academic quality

and standards, and all staff engaged in the delivery and support of learning and teaching and research degree supervision. The quality assurance structure is therefore based on the following shared understanding of the roles and responsibilities of each level within the University.

QA Level 1: Faculty, students, and staff

Faculty

All staff involved in the delivery and support of learning and teaching contribute to the assurance of quality within BUV in the following ways:

1. By reflecting on the effectiveness of their practice and how this might be enhanced (for example, on the basis of the day-to-day observation of the impact of teaching). This will include consideration of their practice in relation to their designated role in learning, teaching, and research degree supervision as part of their formal performance reviews.
2. Where appropriate, consult with students prior to or following a change introduction. This may be carried out informally within the operations of a module to address student concerns, or more formally through discussions held at Student and Staff Liaison Committee (SSLC) meetings or through meetings with the Student Association Committee.
3. Evaluating the effectiveness of any change made within a module (for example by checking in a subsequent teaching session, via the mechanisms discussed in the Teaching and Learning Performance Evaluation Policy and Procedure or the Academic Monitoring Policy and Process.

Students

Students provide feedback on the perceived quality of the education they are receiving, the University, and they contribute to the QA process through a variety of quantitative and qualitative processes, for example:

1. Student representation at the Senate.
2. Student and alumni representation within School Practitioner Advisory Groups (SPAGs) and on special projects where student representation is deemed by the project group to impact student learning experience.

3. Feedback provided through the semesterly meeting between the Student Association Committee (SAC) and the University.
4. Students on programmes taught at BUV complete surveys at module, programme, and institutional levels, and provide feedback via the Student-Staff Liaison Committee (SSLC) held every semester, and via course feedback carried out every semester.
5. Data from student surveys and discussions are considered by the Dean and Heads of Schools for any staff quality concerns, and by the Academic and Student Operations team for any timetabling or logistics concerns.
6. Students are involved in periodic programme reviews through consultation during the development of the self-evaluation document and at the periodic programme review event.
7. Students are involved in the programme revalidation process and are included as panel members at validation/periodic programme review events, subject to the policies of external partners.
8. Feedback can also be provided through other channels, email to BUVStudentVoice@BUV.edu.vn and the Academic Operations Office feedback.
9. Formal feedback from research students is obtained via all mechanisms discussed above except for feedback mechanisms linked directly to taught programmes.

Staff

BUV recognizes that staff, who are not directly responsible for teaching and learning, also contribute to the overall quality of BUV in their daily activities. Specifically, this can be seen in the following ways:

1. Contributing to tasks which enhance various elements of the student experience.
2. Work carried out on strategic projects which contribute to the Mission and strategic priorities of the University.
3. Supporting teaching, learning and assessment activities.
4. Provision of non-academic support to students.
5. Contributing to the Senate and its committees where specified within the Senate or
6. Committee Terms of Reference.

QA Level 2: Programme Leaders, Department Leads, Heads of Schools

Programme Leader

At the second level of Quality Assurance, in addition to the contributions made by all teaching faculty, Programme Leaders contribute to effective QA in the following ways:

1. Reviewing and approving assessments.
2. Providing guidance to Module Leaders (MLs) on teaching content and modes of delivery.
3. Assessing the quality of delivered teaching through formal teaching evaluations.
4. Contributing to SSLC meetings and leading other meetings as required.
5. Providing recommendations on changes to modules and programmes via Programme Monitoring Reports.
6. Performing quality checks of assessments marking within their program.

Department Leads

The department Leads reflect on and review activities within their department to ensure standards are achieved. Working with the Program Leads and Heads of Schools, they contribute directly to Quality Assurance in the following key areas:

1. Operationalizing and ensuring compliance with any necessary evaluation, quality assurance, and monitoring internal procedures. These may relate to teaching, research, and management of resources.
2. Ensuring high-quality teaching takes place by identifying examples both of good practice, and areas for potential improvement, and managing this through appropriate staffing and reporting mechanisms.
3. Performing quality checks of assessments marking within their program as and when required.
4. Reporting to the Head of School as required on issues related to quality.

Heads of Schools

All Heads of Schools reflect on and review activities within their Schools to ensure standards are achieved. Working with the Head Academic Quality and the Dean, they contribute directly to Quality Assurance in the following key areas:

1. Operationalizing and ensuring compliance with any necessary evaluation, quality assurance, and monitoring procedures, both internal and external. These may relate to teaching, research, and management of resources.

2. Ensuring high-quality teaching takes place by identifying examples both of good practice, and areas for potential improvement, and managing this through appropriate staffing and reporting mechanisms.
3. Performing quality checks of assessments marking within their program as and when required.
4. Reporting to the Dean as required on issues related to quality.
5. Contributing to the Senate and its committees.

Heads of Departments (Operations)

Heads of Departments in non-academic areas are vital to maintaining a quality culture across the entire University. Working cross-functionally where appropriate, they contribute to Quality Assurance in the following ways:

1. Developing and approving policy related to non-academic areas within BUV to ensure that the quality of services and experiences by all stakeholders is maintained.
2. Supporting and monitoring staff within departments to ensure that processes and procedures are followed accurately.
3. Leading on non-academic projects contributing to the Strategic Priorities and Mission of the University.

QA Level 3: Dean and Head Academic Quality

The Dean and Head Academic Quality will reflect on and review activities across the university to ensure academic standards are achieved. They will work in coordination and maintaining and enhancing academic quality within the University.

Dean

The Dean is responsible for the operationalization of quality activities within BUV academic programmes. These activities may be deputized to the Discipline leads as required. They contribute to Quality Assurance activities in the following way:

1. Providing direct line management to faculty members and Discipline Leads.
2. Acting on guidance provided by Senate committees to request draft policies related to quality activities to be developed.
3. Approving the implementation of a policy that directly affects teaching and learning activities.

4. Directing faculty to contribute to quality-related activities and motivating them for the training sessions as required.
5. Identifying overall trends from the School's action plans, and reporting on these via LTC to the Senate.

The Quality Office

The Quality Office (QO) plays a pivotal role in ensuring the academic quality and integrity of the University. The academic quality office reports to the Head of Academic Quality. The QO is responsible for the Assurance of Learning, Academic Monitoring, Teaching Observations, and Supporting schools in maintaining their academic standards in the assessment approval and marking moderation process, supporting the Accreditation processes, helping the faculties in their Continuous professional development (CPD) through different trainings organized through Knowledge Hub and helps faculties in achieving their teaching qualifications.

Head Academic Quality

The Head of Academic Quality works closely with the academic leadership team to lead and contribute to projects related to maintaining and enhancing quality within the University. Specifically, they may contribute to Quality Assurance in the following ways:

1. Responsible for ensuring that quality assurance policies and procedures are understood and followed by all members of the University.
2. Leading the development and implementation of quality-related projects, initiatives, policies, and processes, and ensuring assurance of learning.
3. Supporting faculty and academic support staff in matters relating to assessment creation and marking.
4. Providing advice and support to the Dean, Heads of School or the Senior Leadership Team, and the Senate in matters relating to Quality Assurance.
5. Chair the Quality Assurance Committee and report on its activities to the Senate.
6. Supports, mentors, and manages the Quality officers in the Academic Quality Office.
7. Writing and reviewing the policies and procedures related to academic quality.

QA Level 4: Senate Committees

On Quality assurance level 4 Senate committees will ensure all the quality guidelines and policies are in line with the QAA standard. Senate committee will ensure that all the proposed policies or changes in the policy have passed through the due processes.

Senate Committees and Sub-committees

Senate committees (in particular, the Quality Assurance Committee and the Learning and Teaching Committee) contribute to Quality Assurance activities as specified in their respective Terms of Reference. The Quality Office will pay due regard to the maintenance of academic standards, fairness, and consistency in the Assessment process. It will report to the Senate for improvement in the quality standards across the university. Please refer to the Terms of Reference for specific details of these committees. these activities. All changes to Senate committee and sub-committee terms of reference must be approved by the full Senate.

QA Level 5: Senate, Vice Chancellor's Office, Deputy Vice Chancellor, Chief Operating Officer.

Vice Chancellor's Office

The Vice Chancellor's Office is a governance group of senior University officers who are responsible for the overall management of quality and standards within the university. Following directions from the University Council, they develop overall plans and projects and develop specific performance targets to ensure that the strategic priorities of the University are met.

Within this group, there are two following positions with specific roles related to the development and management of Quality within the University.

Deputy Vice-Chancellor

The Deputy Vice-Chancellor is responsible for the overall management of quality and standards within the university. Following directions from the University Council and Vice-Chancellor, he designs overall plans and projects and develops specific performance targets to ensure that the strategic priorities of the University are met. He receives reports from the Dean and Chief Operating Officer (COO) and supports the development and management of Quality within the University.

Senate

The Senate is the governing body responsible for the overall assurance of quality within BUV. It contributes to this in the following ways:

1. Ensuring that appropriate structures, policies, and procedures are in place to both assure and enhance the quality of learning opportunities within the University degree programmes.
2. Providing oversight of the activities of committees with responsibilities for Quality Assurance.
3. Delegating responsibilities for the implementation of policies to the Quality Assurance Committee and ASSA.

The Dean and Chief Operating Officer (COO)

The Dean and COO have responsibility for all the activities carried out within the Academic (ACA) and Operations (COO) areas of the University. Within their respective fields, they have the following QA responsibilities:

1. Provide overall guidance and supervision of all projects related to assuring or enhancing quality.
2. Delegating quality-related responsibilities and tasks to appropriate departments or individuals.
3. Coordinating with external bodies or agencies as required to assure or enhance quality.
4. Contributing to the overall strategic direction of BUV through membership of Senate and input at the BUV University Council.

QA Level 6: University Council

The University Council has the ultimate responsibility for the quality and standards of the University. At this highest level of responsibility, the University Council is responsible for setting and agreeing on the quality-related strategic priorities and projects of the university. These priorities are operationalized by University members and bodies via the Vice Chancellor's Office.

Key Supporting Roles

ASSA

Academic Service and Student Administration (ASSA) within BUV plays a key role in coordinating and supporting quality assurance and enhancement activities across all QA levels within the university. Within the Academic Service and Student Administration (ASSA) are the following groups, which have specific QA-related roles and responsibilities.

Academic compliance

1. Acting as Senate, Senate Committee, and sub-committee Secretary
2. Responsible for the review of policy, processes, and regulations.
3. Updating and ensuring compliance with regulations of partner universities and national authorities.
4. Leading on new programme licenses and license renewals as well as reviews of existing programme.
5. Supporting quality accreditations at the University and Programme level.
6. Managing the Exceptional Circumstances and Academic Conduct panels.
7. Providing training and support to faculty and students as required.

Assessment and Academic Partnerships Office

1. Acting as the primary point of contact between the quality office and partners for grading comments from the partners on module marking.
2. Managing the process of approvals of marking completed by faculty.
3. Providing training and support to faculty and students as required.
4. Preparation and uploading of Examination Board Grids to partners and External Examiners.
5. Preparation & uploading of documents for Examination Boards
6. Coordinating re-sit/rework processes.

Centre for Academic Development (CAD)

CAD plays an important role in facilitating academic development within BUV. It helps the quality office to arrange pedagogic training to improve teaching practices and enhance the student experience across all schools in the University.

CAD's scope includes:

1. Enrich students' learning experiences by monitoring and controlling the quality of content delivered through the learning management system (LMS).

2. Student Academic Support (SAS) and the library,
3. Provide pedagogic assistance, research tools, and learning materials that complement the educational journey to support teaching staff and the Students.
4. Acting as a source of pedagogical literature, supports professional development, encourages research in pedagogy, and integrates technology to streamline teaching practices.
5. Contribute to creating a supportive and high-quality academic environment at BUV.

SECTION 7: PREVENTIVE AND CORRECTIVE PLANS REGARDING THE RISKS IN OPENING THE DISCIPLINE

7.1. RISKS ANALYSIS IN OPENING THE DISCIPLINE

Potential Risk 1: There may be some elements of the programme (regarding the structure and/ or content) that are not suitable for the needs of society because this is the first time we implement and recruit students for the training programme.

Because this is the first cohort for the Finance - Banking discipline, there is an inherent risk that certain elements of the programme—whether in terms of curriculum design, course sequencing, skill emphasis, or applied components—may not fully align with the evolving needs of society and the financial sector. Labour market expectations in banking, fintech, and financial services can shift rapidly due to regulatory changes, technological advancements, and economic fluctuations. As a result, some modules may require adjustment after initial implementation to ensure relevance and competitiveness. Without timely refinement based on industry feedback, the programme may not adequately equip students with the competencies employers prioritise, potentially reducing graduate outcomes and long-term programme reputation.

Potential Risk 2: Information about the new discipline may not be widely disseminated to parents and students, so the target students do not consider registering, hence falling short of the recruitment target.

Since this is a newly introduced discipline, there is a significant risk that information about the programme may not be widely or effectively disseminated to potential applicants and their parents. If communication and marketing efforts are not sufficiently comprehensive—across schools, digital platforms, partners, and counselling networks—target students may overlook the programme when making enrolment decisions. Given the competitive landscape of higher education and the presence of many institutions offering similar majors, low visibility can directly impact the number of applications received. This may result in failing to meet recruitment targets in the initial years, which in turn can affect resource planning and the financial sustainability of the programme.

Potential Risk 3: Possible challenges in secure jobs for students upon graduation.

The Finance - Banking sector is dynamic and often highly competitive, with employers increasingly prioritising candidates who possess not only theoretical knowledge but also practical experience, digital skills, and industry-standard certifications. As a new programme, the discipline may initially face challenges in building strong employer networks, internship pipelines, and industry partnerships that support graduate employability. Without these established connections, students may encounter difficulties in securing suitable jobs upon graduation, especially during the early years before the programme has built its track record, alumni base, and recognition among industry stakeholders.

Potential Risk 4: BUV will be suspended from running the discipline if one of the conditions for opening the discipline is not satisfied as prescribed in Circular 02/2022/TT-BGDĐT, or failing to meet the recruitment target due to the challenges as described above.

In accordance with Circular 02/2022/TT-BGDĐT, training programmes must continuously meet specific regulatory conditions related to staffing, facilities, quality assurance, and recruitment. There is a potential risk that BUV could be suspended from running the new discipline if any mandatory condition is not fully satisfied or maintained. Additionally, if the programme fails to meet recruitment targets—due to factors such as low visibility, market competition, or misalignment with societal needs—the discipline may be subject to review or restriction. Suspension would impact current students, institutional planning, and the university's reputation, making proactive compliance and robust recruitment strategies crucial.

7.2. PREVENTIVE AND CORRECTIVE PLANS

Potential Risk 1: There may be some elements of the programme (regarding the structure and/ or content) that are not suitable for the needs of society because this is the first time we implement and recruit students for the training programme.

Preventive Measures

- Conduct comprehensive surveys of employers, professional associations, and labour-market stakeholders to identify required competencies and emerging industry trends.

- Review national and international benchmarks for Finance - Banking programmes to ensure alignment with sector standards.
- Prepare appropriate teaching staff and facilities based on empirical evidence of labour-market needs.
- Implement periodic curriculum reviews to ensure the programme remains current and responsive to societal changes.

Corrective Measures

- If misalignment is detected, convene an expert advisory panel comprising industry professionals, academic leaders, and alumni (once available) to recommend revisions.
- Adjust module content, learning outcomes, and assessment methods to better reflect labour-market expectations.
- Introduce bridging courses, skill-enhancement workshops, or micro-credentials to address gaps identified among current students.
- Communicate curricular changes transparently to stakeholders, including employers and students, to maintain confidence in the programme's relevance.

Potential Risk 2: Information about the new discipline may not be widely disseminated to parents and students, so the target students do not consider registering, hence falling short of the recruitment target.

Preventive Measures

- Implement a comprehensive marketing and communication strategy across multiple channels (media platforms, BUV's official digital platforms, printed materials, and direct consultation events).
- Allocate sufficient financial and human resources to support sustained outreach efforts.
- Strengthen internal communication and student engagement to encourage current students to act as ambassadors for the programme.

Corrective Measures

- Conduct a diagnostic evaluation of outreach activities to identify gaps in communication (e.g., ineffective channels, messaging issues, insufficient reach).

- Enhance promotional strategies by targeting under-reached geographical areas, school networks, and online communities.
- Collaborate with industry partners to co-host events, workshops, or career talks that increase programme visibility.
- Provide additional enrolment incentives (e.g., early-bird counselling sessions, taster lectures, or scholarship campaigns) to attract prospective applicants in subsequent recruitment rounds.

Potential Risk 3: Possible challenges in secure jobs for students upon graduation.

Preventive Measures

- Develop a high-quality curriculum aligned with industry expectations and supported by qualified academic staff.
- Invest in modern teaching and learning facilities to enhance practical skills and digital competencies.
- Strengthen partnerships with financial institutions to support internships, guest lectures, and experiential learning.

Corrective Measures

- Establish or expand a dedicated career support mechanism (e.g., career centre initiatives tailored specifically for Finance - Banking students).
- Organise job fairs, networking events, and employer meet-ups focusing on the financial services sector.
- Provide supplementary training in employability skills, industry-standard certifications, or technical workshops to address gaps identified in graduate outcomes.
- Conduct follow-up assessments with employers and graduates to identify areas for further curriculum enhancement.

Potential Risk 4: BUV will be suspended from running the discipline if one of the conditions for opening the discipline is not satisfied as prescribed in Circular 02/2022/TT-BGDĐT, or failing to meet the recruitment target due to the challenges as described above.

Preventive Measures

- Ensure full compliance with all regulatory provisions prior to programme launch, including staffing qualifications, facility readiness, and documentation requirements.
- Maintain rigorous quality-assurance processes to ensure ongoing adherence to legal and regulatory standards.
- Monitor recruitment performance regularly and adjust strategies to prevent shortfalls.

Corrective Measures

- Conduct a thorough internal review to identify the specific causes of non-compliance or recruitment shortfall.
- Strengthen areas of deficiency (e.g., hiring additional qualified staff, upgrading facilities, enhancing recruitment activities).
- Prepare a comprehensive compliance report and submit it to the Ministry of Education and Training (MOET), requesting reinstatement in accordance with current regulations.
- Develop a long-term improvement plan to ensure sustained compliance and prevent recurrence of suspension risks.

SECTION 8: EVIDENCE ATTACHED TO THE SCHEME

LIST OF DOCUMENTS

1	Minutes of the Senate meeting about Frame Principles Evaluation
2	Decision of the University Council on approving the frame principles for opening the discipline
3	Meeting minutes of Senate for appraisal of Detailed Scheme
4	Decision of the Vice Chancellor to establish the Programme drafting Committee
5	Decision of the Vice Chancellor to set up the External Programme Appraisal Committee
6	Programme Appraisal Documents (Appraisal Minutes, Appraisal of the Training Programme)
7	Minutes of the Senate meeting about Programme Content Endorsement
8	Decision of the Vice Chancellor on approval of the new programme
9	Full-Time Lecturers and Scientists (As per Form No.1, Appendix 3, Circular 02/2022/TT-BGDĐT)
10	List Of Lecturers to Operate and Implement the Training Programme (As per Form No.2, Appendix 3, Circular 02/2022/TT-BGDĐT)
11	List Of Managers (Form No.3, Appendix 3, Circular 02/2022/TT-BGDĐT)
12	Scientific Research Topics of The Institute, Lecturers and Scientists Related to The Discipline (As per Form No.4, Appendix 3, Circular 02/2022/TT-BGDĐT)
13	Published Scientific Works of Lecturers and Scientists Related to The Discipline (As per Form No.5, Appendix 3, Circular 02/2022/TT-BGDĐT)
14	Facilities And Equipment for The Training Programme at Undergraduate Level (As per Form No.6, Appendix 3, Circular 02/2022/TT-BGDĐT)
15	Course books, books, reference materials (Form 7, Appendix 3, Circular 02/2022/TT-BGDĐT)
16	Research Centres, Laboratories, And Practice Facilities For The Discipline (As per Form No.8, Appendix 3, Circular 02/2022/TT-BGDĐT)
17	Application form
18	Module descriptors
19	Training programme content
20	Benchmarking with other universities' training curriculum
21	Academic Curriculum Vitae
22	Copies of recruitment decisions or labour contracts
23	Certified copies of diplomas issued by Vietnamese training institutions or diplomas granted by foreign training institutions and certificates of diplomas issued by competent authorities
24	Self-Assessment of The Fulfilment Of Eligibility Requirements For Opening Disciplines
25	Survey form on the need of opening the discipline
26	Survey result on the need of opening the discipline

RECIPIENTS

- Senior Leadership Team
- Learning and Teaching Committee
- Vice Chancellor Executive
- Senate
- Archived

SENDER

Signed

Dr Mark Wheaton
Dean (Higher Education)