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VOYAGE PROJECT

Graduands and Graduates Pilot Survey-2016

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I. Introduction

The *Pilot Graduands and Graduates' Profile Survey* is a pilot survey executed by the Vietnamese Partner Universities within the framework of 561656 Voyage project “*Opportunities for the young and graduates employability in Vietnam*” led by AlmaLaurea Interuniversity Consortium (Bologna, Italy). The Survey was conducted in 2017, representing a preliminary exercise to the final survey that is the first *Vietnamese Graduates Profile Survey* (WP.4.3.) to be released in 2018.

The sample includes about 1000 students, both graduates and graduands of 2016, coming from the 3 universities of HANU, PTIT and NUAE¹.

The report is an analysis of graduands and graduates' features and performance, focusing on a number of variables coming out from the six main sessions of the on-line platform's questionnaire, including: (1) personal information; (2) education and training; (3) information on the course offered to graduates; (4) evaluation of the courses; (5) information about family background and (6) future intentions and perspectives.

Main contents of the Pilot Survey are:

- University Presentation
- Sample Description
- Objective of the survey (responding sample to the questionnaire and description of the exclusion of criteria used)
- Survey results

¹ **Note to the reader:** graphs, tables and figures and reference in the text to only graduates have to be considered as related to 2016 both graduands and graduates. The inclusion of both categories allowed the widening of the sample, also due to the particular credit system of some partner universities (that consider graduand a student that accumulates enough credits in training curriculum so to complete the under-graduate program within 3 years or prolong more one) and to the dissemination campaign that was conducted to all students, increasing the number of graduands in the database. The final survey will be run only on Graduates.

- Quality Assurance Analysis

The variety of Survey' questions explore most of the factors influencing on employability of young graduates, representing a highly informative and effective source of information for stakeholders to be aware of and analyse the current status of their university services and educational deliveries, so to propose recommendations for better quality and assurance consequently.

Actually, within the report, a comparative analysis of Voyage Questionnaire, European and Vietnamese standards for Quality Assurance was conducted². Referring to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) issued in 2015, similarities with the standards applied in Vietnam have been found.

The Annex I *“Voyage Pilot Profile Survey: main lesson learnt and main steps to run the Survey”* that follows the Quality Assurance Analysis, reports the main steps and lesson learnt during training and capacity building meetings, to run the Pilot Profile.

The survey on the graduates about their *“Evaluation of university experience and future prospect”* can be useful to (i) demonstrate how the universities apply the quality assurance over their education services as well as (ii) to provide inputs to their quality assurance system. The basis for quality assurance practice is the *“Standard and Guidelines for Quality Assurance in the European Higher Education Area”*

Among the main outcome of the Survey, whose details can be found in the report, a good signals of change in mind-sets of young generations in Vietnam of their further study and even employment in overseas, increasing their independence and autonomy in the professional development. The internalization in education seems a good treatment for the diversity and innovation of not only universities but young people. Stability seems the mind-set of many Vietnamese generations when they

² EQA (External Quality Assurance) and IQA (Internal Quality Assurance) in Vietnam has been pursued since the 1990s, however Ministry of Education and Training official issued Circular 12/2017/TT-BGDĐT (Circular 12/2017) on promulgating the regulation on higher education accreditation, replacing the Decision No. 65/2007/QĐ-BGDĐT dated November 1, 2007 of the Minister of Education and Training on promulgating regulations on criteria for assessing the education quality of universities; Article 1, 2 of Circular No. 37/2012/TT-BGDĐT dated October 30, 2012 of Minister of Education and Training.

find jobs for themselves and/ or for their children, which can be explained by Eastern culture when people show their less interest or hesitation to change especially with important things like career. However, the surveys show a new change of young generation choosing a job based on its independence or autonomy.

Finally, the Survey gives some recommendation for the improving of the university system as a whole, from services, educational offer, facilities. Among the main ones:

- Need to improve English language teaching by enhancing teaching quality and curriculum
- Creating more internship opportunities for students not only in Vietnam but also overseas.
- Need to upgrade the IT skills for the students
- Enhance mobility programs for the students who want to continue study and enroll in an university in foreign country



VOYAGE PROJECT

HANU GRADUANDS AND GRADUATES PROFILE SURVEY- 2016

HANOI UNIVERSITY-HANU, VIETNAM



HANU Graduands and Graduates Profiles 2016

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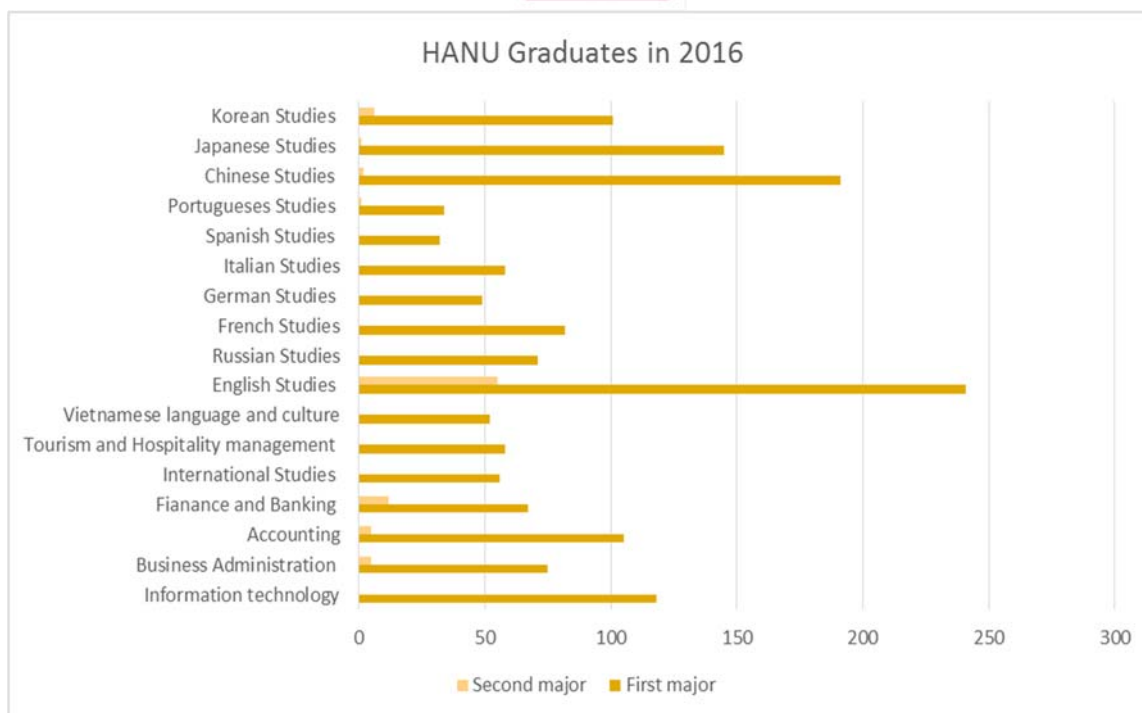


Introduction: University Presentation

Hanoi University, a public university (known as Hanoi University of Foreign Studies), was established in 1959. Its most important duty at the time was to provide pre-departure language training to all Vietnamese for overseas training. In 1967, the School was upgraded to university level and since then it has maintained the leading position on education and research of foreign languages and studies. In 2006, it was again upgraded to Hanoi University under the Government's Decision, HANU offers Bachelor's, Master's and Doctoral programs. With 11 language departments, 6 faculties that offer English-medium programs, and 10 centres for research & internationalization, HANU has grown to be one of the top universities in Vietnam.

Chapter 1: Sample Description

Student Graduate Profile was conducted on the population of 1,622 students from Hanoi University, graduands and graduated in 2016. All graduands and graduates were full-time students of bachelor degree in various programmes ranging from foreign language studies to business courses. In particular, there were 17 programmes of which 11 were Foreign language studies and the other included Business Administration, Accounting, Banking and Finance, Tourism and Hospitality Management, International Studies and Information Technology. 95% students graduated their first major in 2016 and the other 5% completed their second major.



Chapter 2: Study Procedure

To collect information for the pilot Graduands and Graduates Profile 2016 report, Hanoi University (HANU) administered the Voyage Student Survey in the last two weeks of June 2016 to graduating students just before their graduation commencement ceremony. The purpose of the survey was to collect data regarding students' university experience and their future prospect. The survey consists of 6 main sections (1) personal information; (2) student education and training; (3) information regarding the academic program; (4) evaluation of student experience; (5) information about student family; and (6) students' future intentions and perspectives. Because it was the first time the survey was administered at HANU, we chose not to make it compulsory but rather focusing on communication about the project and its benefits to the students so that they would feel compelled to participate in the project. In general, we found that the response rate was low and the matched data (between the student survey and the administrative data) only contains 111 cases including only 4 cases of



graduates. We, however, decided to proceed with the analysis with the available data to understand better the analysis strategy.

Data learning

The matched data of 111 students was subjected to a data cleaning process. As advised by AlmaLaurea, responses from students need to meet three conditions to ensure the integrity of the data. They are (1) completeness, (2) plausibility of replies; and (3) time required for survey completion. In the current analysis, due to the small sample size, we only applied the completeness criterion in that we required each case must have at least three answers for the six essential questions i.e., (1) parents' educational qualifications, (2) class attendance levels, (3) study abroad experiences, (4) work experience during university studies, (5) overall evaluation of university experience, and (6) intent to pursue postgraduate education. As a result, there were only 73 cases in the final dataset.

Chapter 3: The 2016 Vietnamese Graduands and Graduates' Profile Survey Results

Sample description

As described earlier, there were 73 students in the final sample, most of which (84.9%) were female. The average age of the sample was 22.28 ($SD = .59$). As indicated by Figure 1 and Figure 2, more than 40% of the students were from the Faculty of Management and Tourism and students majoring in English language (16%) and Accounting (15%) program represented the largest portions of the sample.

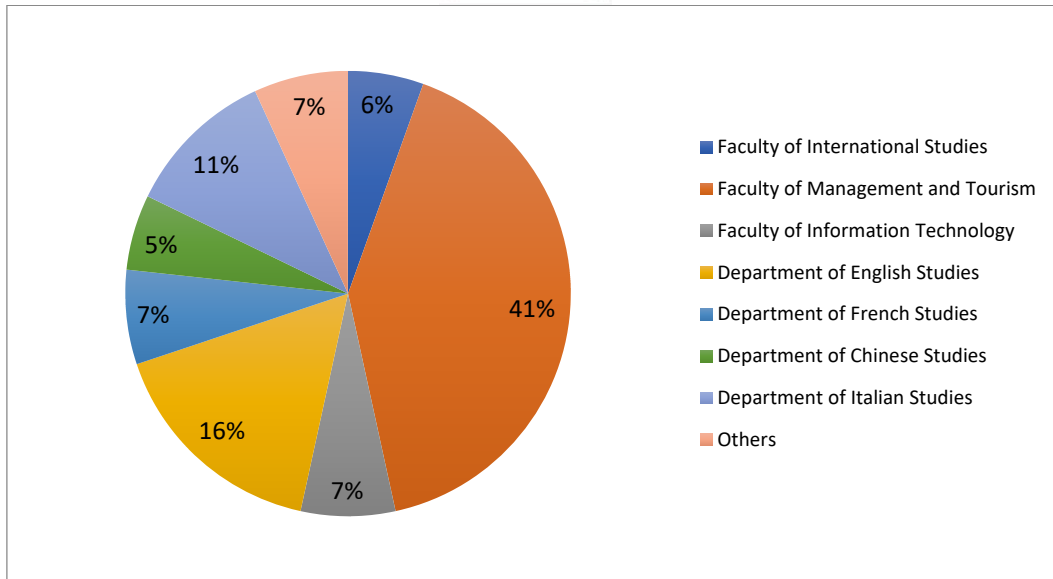


Figure 1: Students by Department

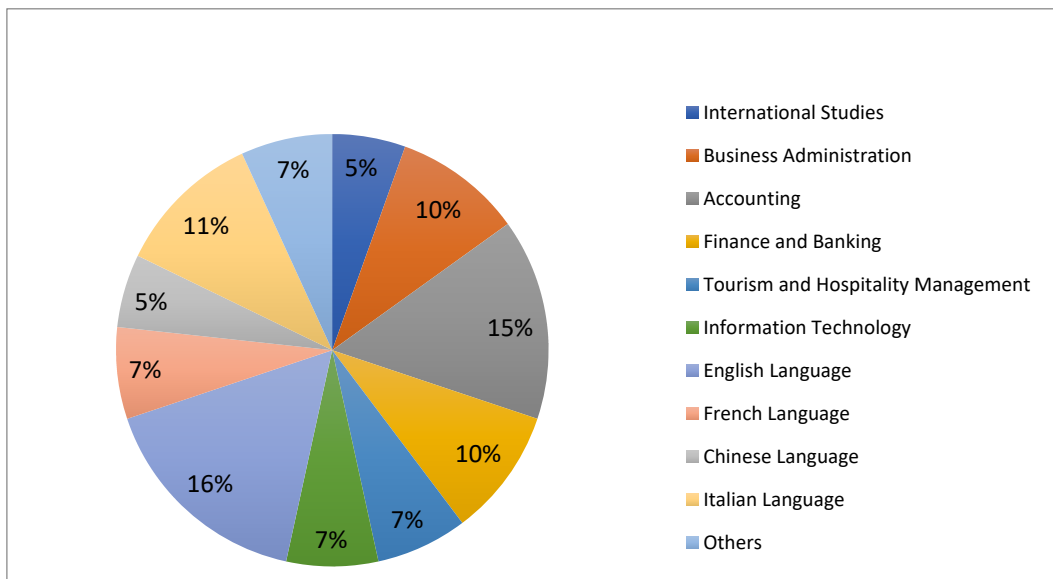


Figure 2: Student by Program

The average student GPA was 7.37 ($SD = .60$) and the largest portion of them (59%) was B students (GPA between 7 and 7.99), followed by C students (26%; GPA between 6 and 6.99) and A students (15%; GPA of 8 and above). For more information, please refer to Figure 3 and Figure 4.

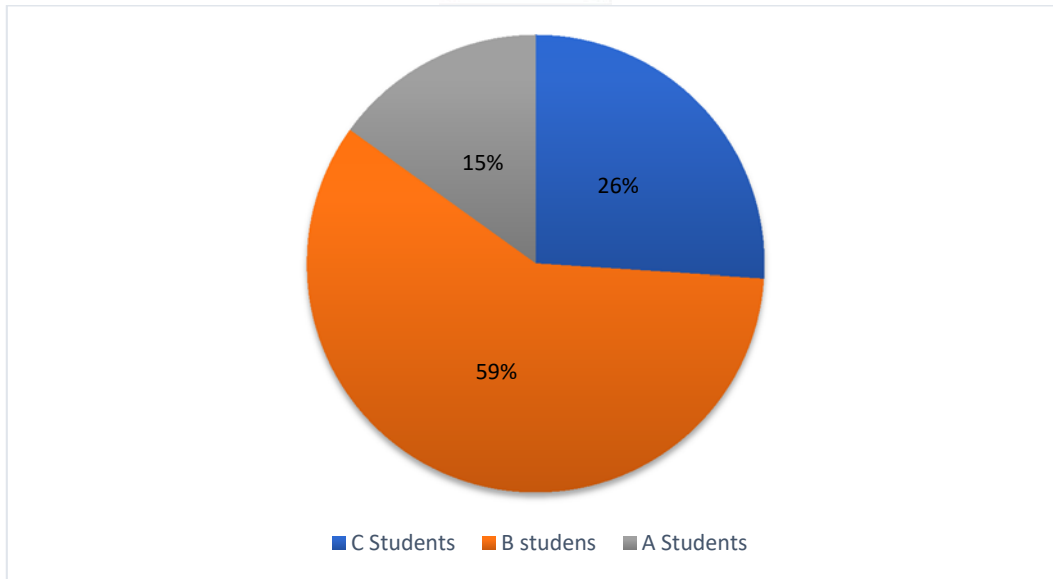


Figure 3: Student GPA

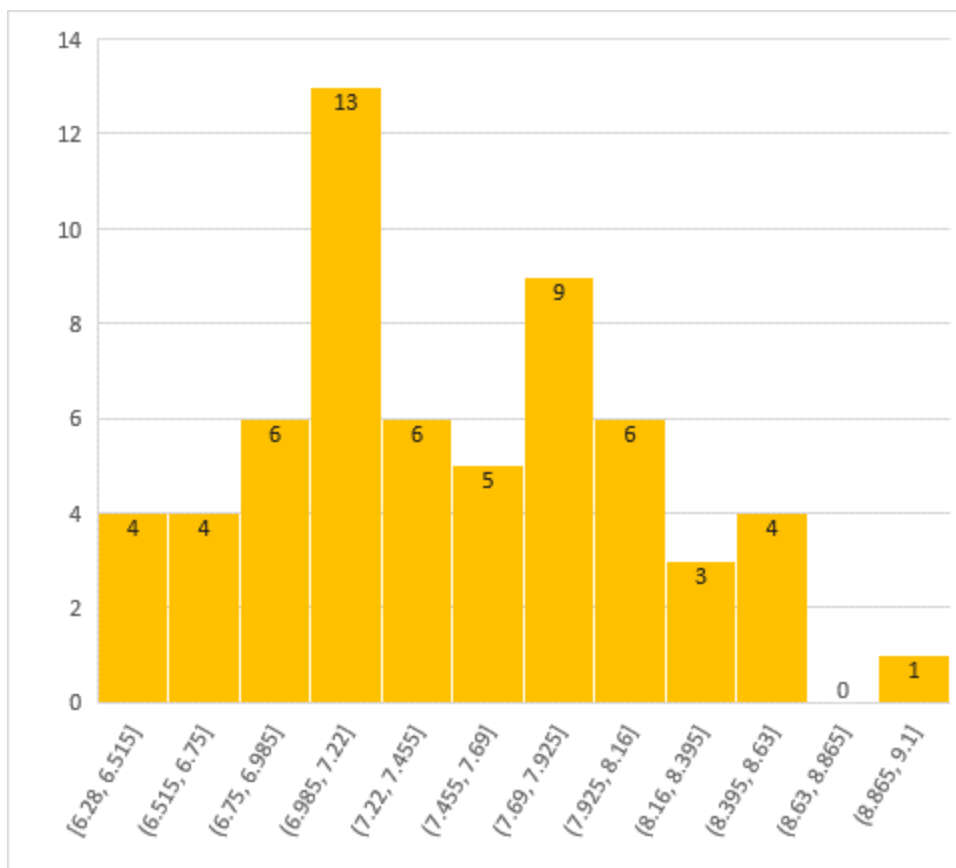


Figure 4: Study GPA Histogram

Education and training

The first part of Section 2 (i.e., Education and Training) asked students about their high school degree. The results indicated that 100 percent of the students in the sample earned their high school diploma in Vietnam and awarded by a Vietnamese institution. Except for one student with a supplementary high school diploma, all other students indicated that their high school diploma was a regular one. Among students reported their high school graduating GPA, 32.4 percent of them graduated with a distinction and high distinction (GPA of 8.00 and above). Only a very small percentage (8.5%) of the students had another degree prior to joining HANU.

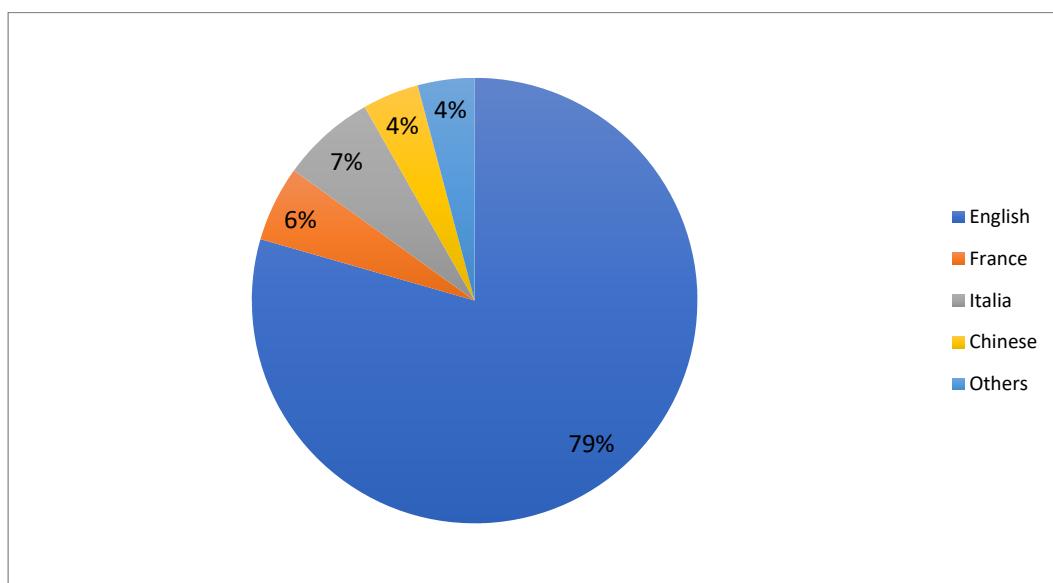


Figure 5: First foreign language

With regards to foreign language skills, most of the students (79%) reported their first foreign language was English, followed by Italian (7%) and French (6%). According to Figure 6, most of the students indicated that the language proficiency of their first language was “good” or “fairly good” across the four language skills. A small number of the students even

indicated that they were “bilingual”. However, the data also suggested that the language proficiency was most likely self-rating, with only 35.5 percent of them have a language certificate to back up their claim.

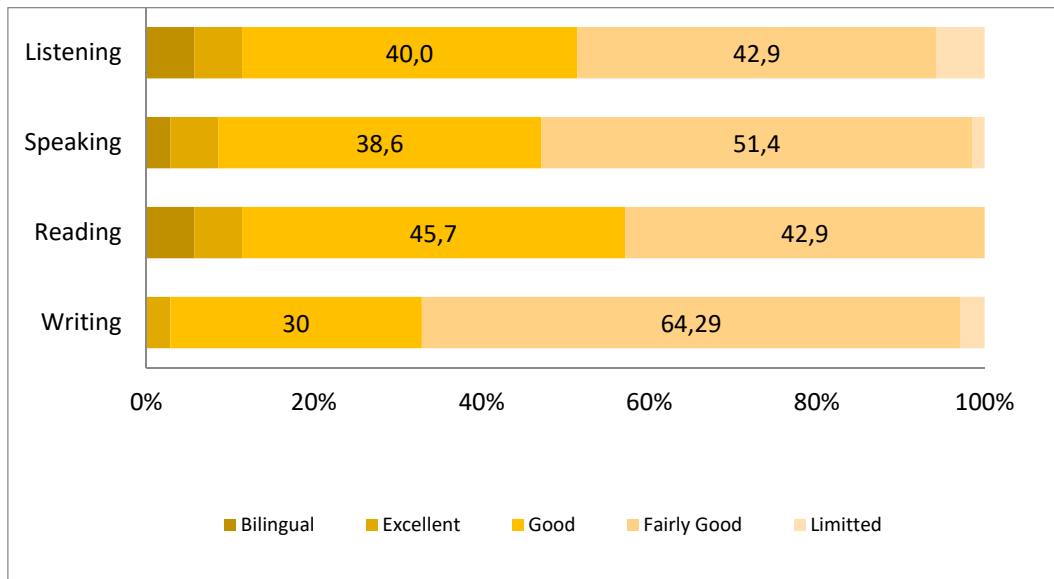


Figure 6: First language proficiency

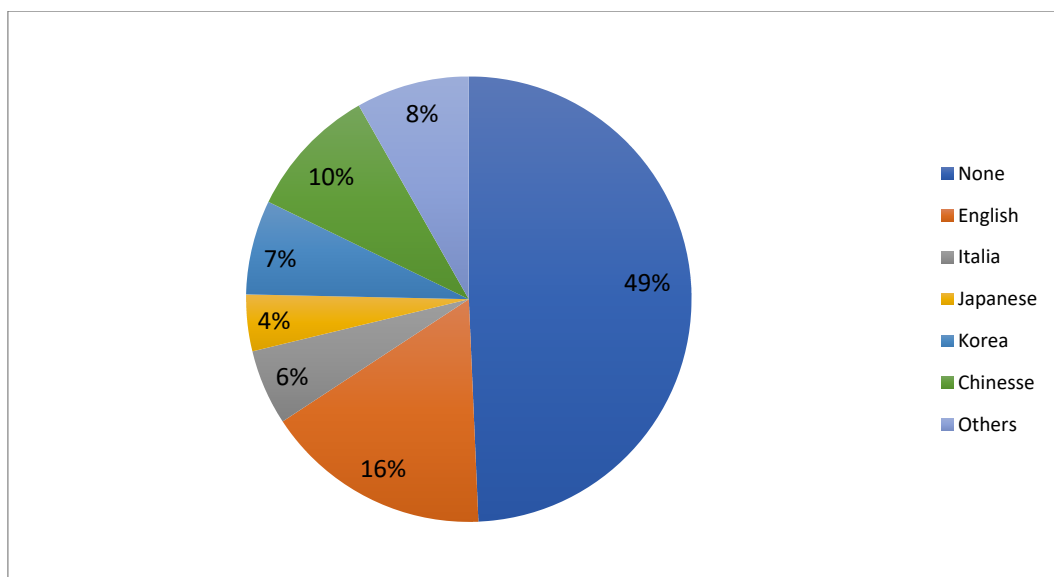


Figure 7: Second foreign language

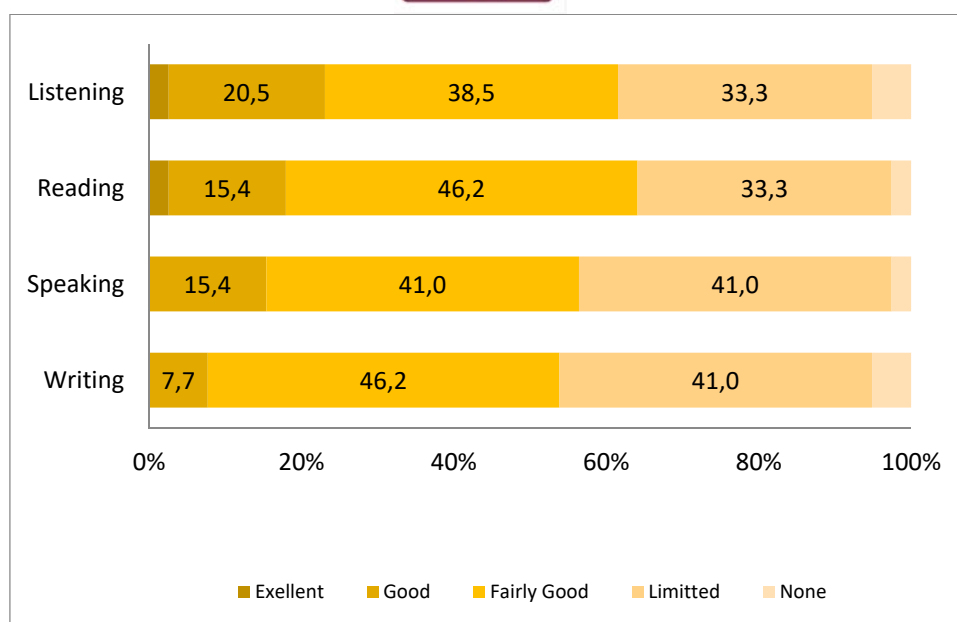


Figure 8: Second language proficiency

According to Figure 7 and Figure 8, only 51 percent of the students reported that they had a second language, and among them, English and Chinese were the most popular, accounting for 16% and 10% respectively. Also, their language proficiency of the second language was significantly worse compared to the first language, with up to 41% of them indicated that their second language skills was limited. Also, only 13% of those reported on the second language, indicated that they had a language certificate.

With regards to the information technology (IT) skills, the results suggested the skill levels are very low across surveyed skills with only word processing ($M = 3.32$; $SD = .76$) and spreadsheets ($M = 3.09$; $SD = .72$) were rated as “fairly good”.

Other IT skills among the students in the sample were limited. Please refer to Table 2 for more details.

Table 1: Foreign language skills

Skills	Mean	SD
First foreign language (<i>n</i> = 73)		
Writing	3.33	.58
Speaking	3.57	.75
Reading	3.74	.81
Listening	3.63	.90
Second foreign language (<i>n</i> = 39)		
Writing	2.56	.72
Speaking	2.69	.77
Reading	2.82	.82
Listening	2.82	.91

Table 2: IT skill level

	M	SD
Operating Systems	2.06	1.06
Programming Languages	1.52	0.74
Word Processor (Text Processing)	3.32	0.76
Spreadsheets (Excel, etc.)	3.09	0.72
Data Bases (Oracle, SQL Server, Access, etc.)	1.53	0.71
CAD CAM CAE	1.35	0.62
Web Surfing	2.57	1.34
Web-Site Creation	1.54	0.84
Data Transmission Networks	1.60	0.85
Multimedia	2.24	0.90

n = 73

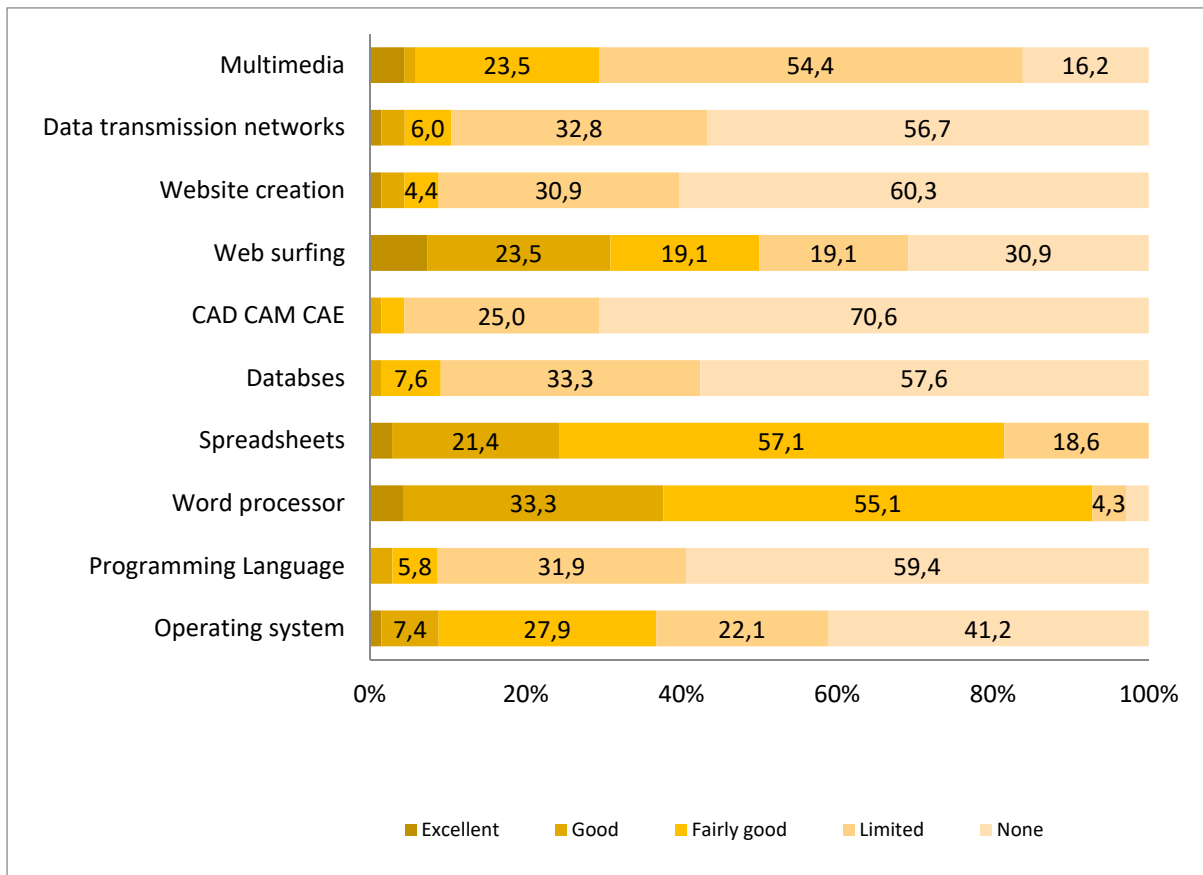


Figure 9: IT skill level frequency

Course evaluation

The results indicated that their interest in the subjects of the course ($M = 4.42$, $SD = .82$) and the employment opportunities offered by the courses ($M = 4.78$, $SD = .59$) were both important in making their decisions to enroll in the courses that they were completing. With regards to students' experience during the courses that they were completing, the results indicated that majority of the students (i.e., 90%) attended the class on a regular basis, agreed that they classes' workload was acceptable ($M = 3.81$, $SD = 1.00$) and their GPA reflected their level of performance fairly ($M = 3.96$, $SD = .94$). When asked about their experience with

examination, they agreed that the didactic material (suggested or supplied) was adequate for preparing the examination ($M = 4.21, SD = .82$), the overall exam organization (dates and timetable, information given, registration etc.) was acceptable ($M = 4.25, SD = .78$) and the supervision was adequate ($M = 3.99, SD = .91$). The data also indicated that only 28.2 percent of the respondents did their final dissertation.

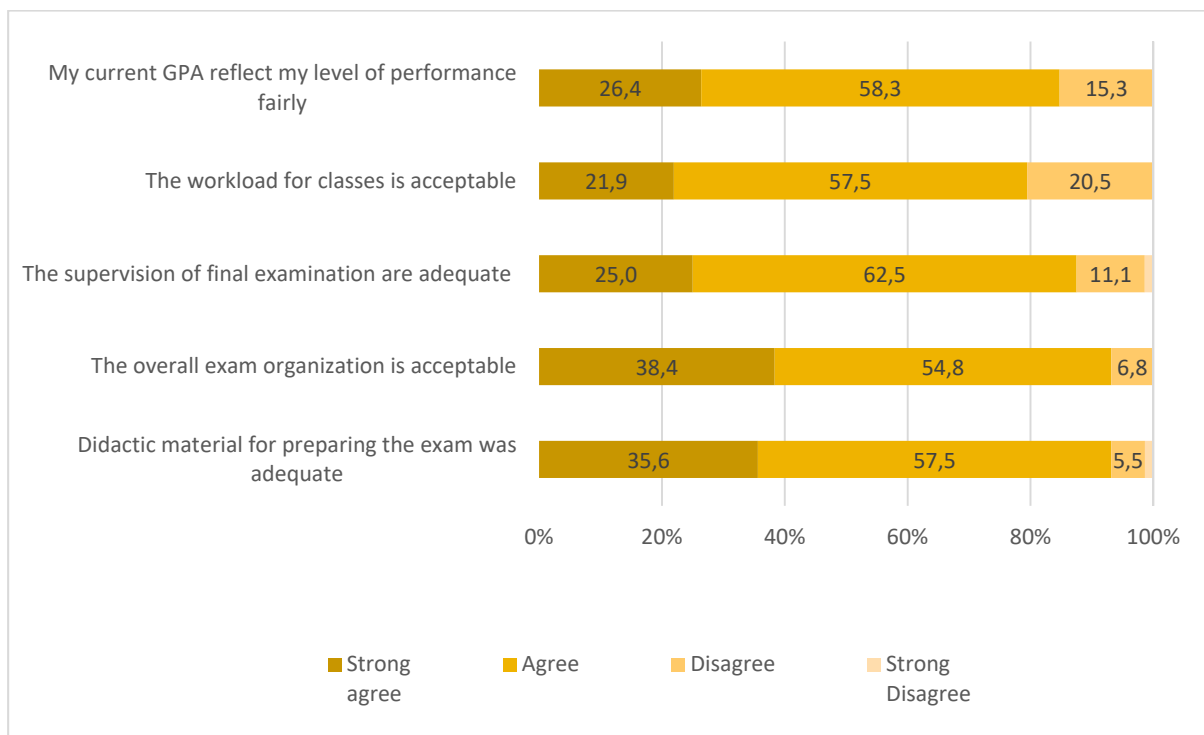


Figure 10: Student perception of their studies (workload and examination)

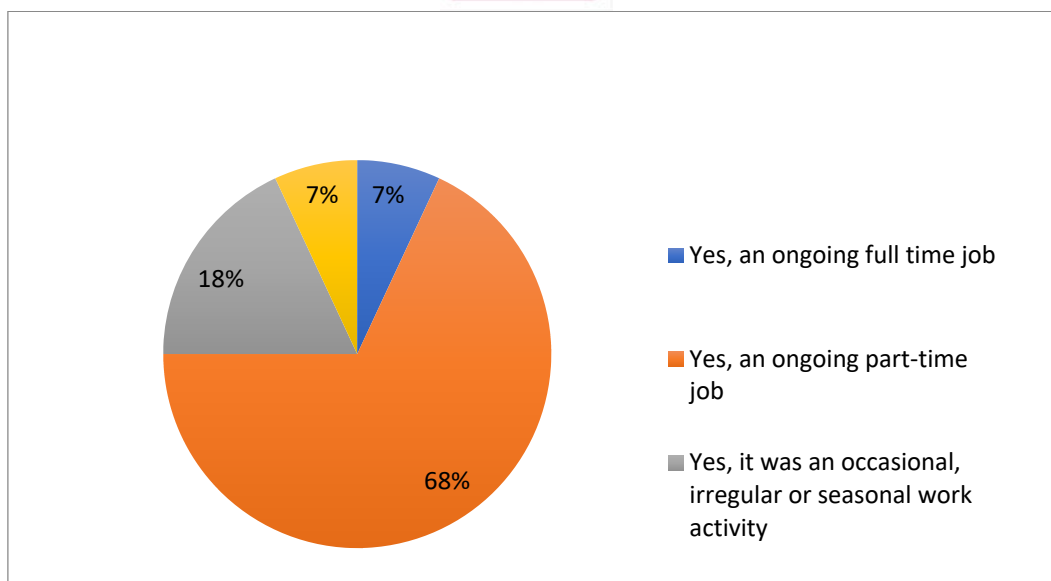


Figure 11: Student work during their studies

We also asked whether the students work during their university studies and what kinds of employment (i.e., full-time, part-time, or seasonal) arrangement were available to them. The results suggested that majority of students at one point during their studies did have a job whether it was full-time (7%), part-time (68%) jobs or seasonal (18%). However, further investigation indicated that most of the students (79.6%) who reported that they worked during their study only hold their job under 50% of the duration of studies. Most of the respondents (76.1%) reported that their work was relevant or partly related to their course of study but just over a half of them (56.4%) indicated that they were satisfied with their jobs.

We also asked if the students did a study abroad during their study and the results suggested that only 11% of the respondents had some study abroad experience. Due to the small sample, we chose not to report the destination for their studies, whether they did their

dissertation abroad, and whether they positively evaluated the support given by the university they attended abroad.

With regards to their internship, only 22% of the student indicated that their internship was organized or recognized by the university and majority (59.1%) of those who interned during their course of study did their internship in a private company. Only 15 students reported their internship activities and most of them were involved in basic administrative (e.g., translation, reception, and paperwork) or entry-level (e.g., assisting or supporting) tasks. In general, just a little more than half (56.5%) of those who did the internship evaluated the support given to them by their university for the in-house company period/internship positively.

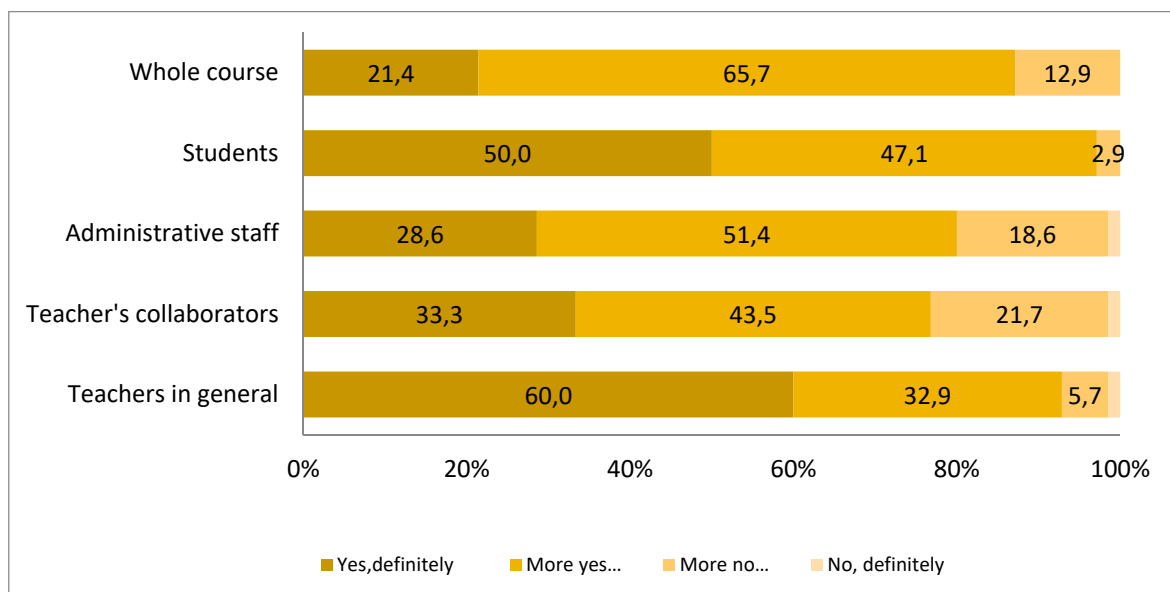


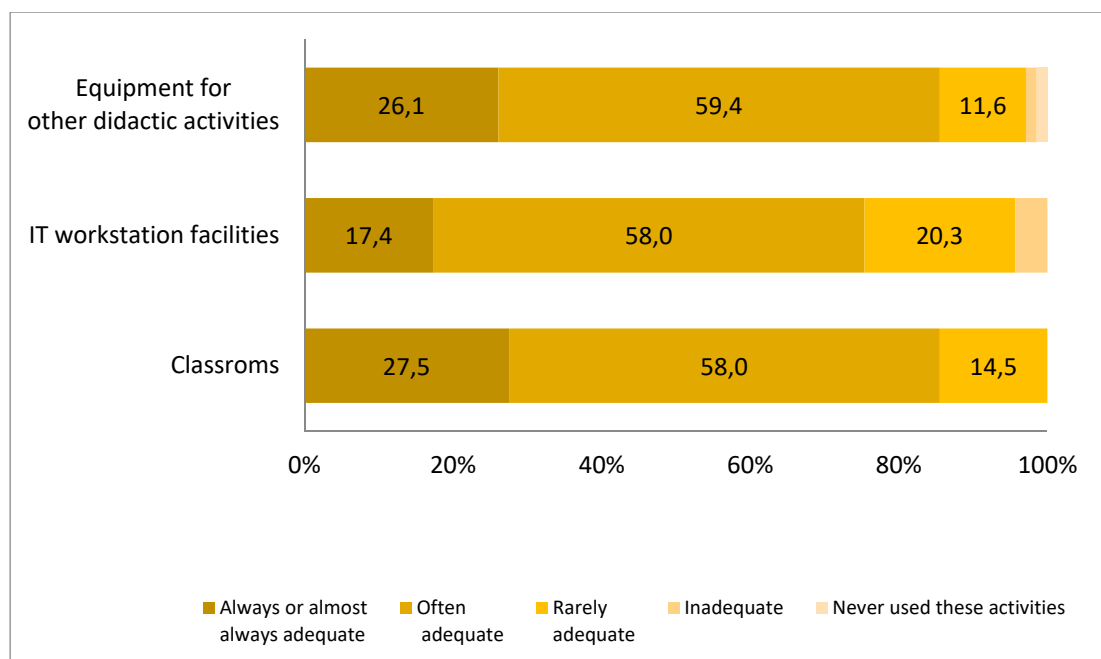
Figure 12: Student satisfaction

Student satisfaction

Student in general viewed their experience with HANU favorably. According to Figure 12, more than 87 percent of the students indicated that they were satisfied with their courses.

Mean for overall satisfaction was 3.96 ($SD = .86$) on a 5-point Likert scale. Further investigation indicated that the students were most satisfied with their faculty members ($M = 4.44, SD = .88$) and students ($M = 4.44, SD = .65$) and to a lesser extent with the teacher collaboration ($M = 3.86, SD = 1.15$) and administrative staff ($M = 3.87, SD = 1.08$). As results, nearly 93% of students indicated that they would enroll again at HANU, however, 42.9 percent would consider another degree.

We further explored whether students were satisfied with the facilities (e.g., classroom, IT workstations, or equipment's for other didactic activities). The result suggested that majority of students believed that the classroom ($M = 3.99, SD = .93$), IT workstations ($M = 3.64, SD = 1.12$), and equipment's ($M = 4.01, SD = .96$) were adequate. They also assessed the library services positively ($M = 4.28, SD = .64$). However, it is important to note that there were still a large portion of respondents who were not impressed ($M = 2.31, SD = .92$) with the study room.



Students' Parents Information

The survey asked students about their parents' job and education. As indicated in Figure 13, the percentage of father and mother who is working for an organization is high, accounting for more than 60% of the parents of surveyed students. Figure 14 and Figure 15 suggested that more than one third of parents worked for a public organization while the percentage of parents working in a private organization and as a freelancer was relatively equivalent to one another, about one fourth of the sample. In addition, they tended to hold middle and lower level positions in these organizations (Figure 16 and Figure 17). Parents' education statistics were exhibited in Figure 18 and Figure 19. As suggested, only 45% and 49% of students' father and mother respectively, held a bachelor degree. It also meant that more than 50% of parents only held degree of high school or lower ones.

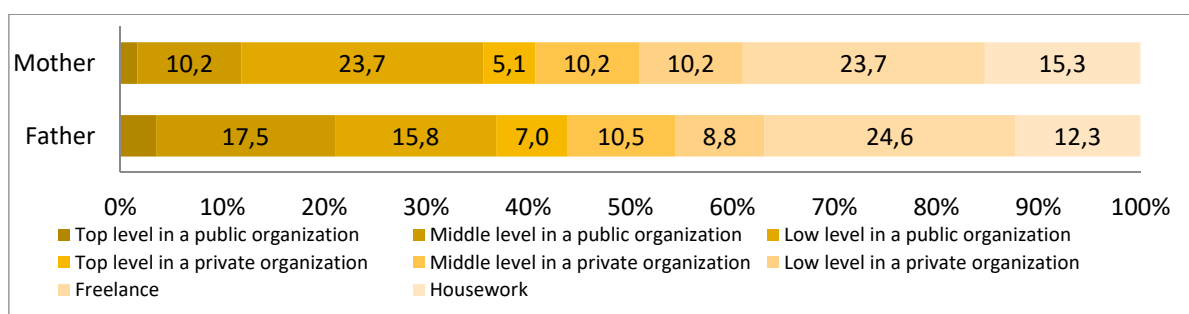


Figure 13: Students' parent positions

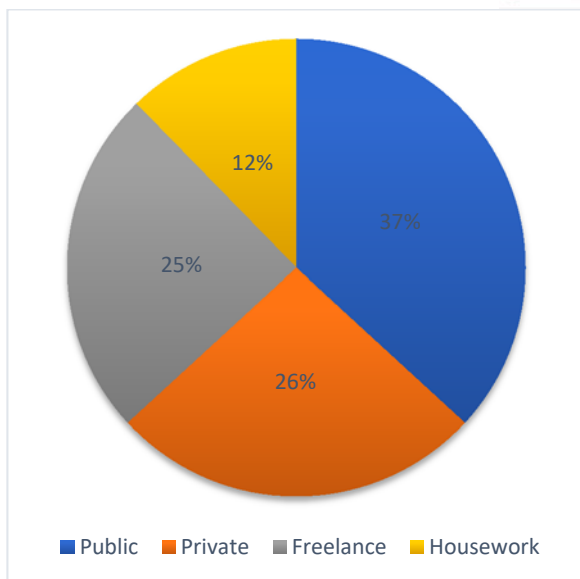


Figure 14: Father position by sector

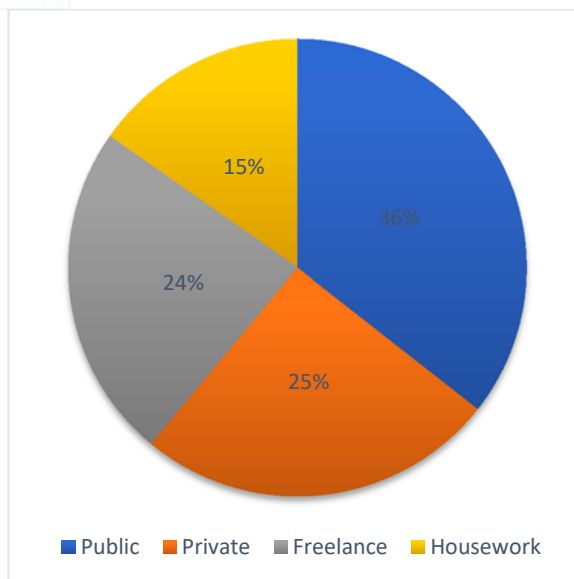


Figure 15: Mother position by sector

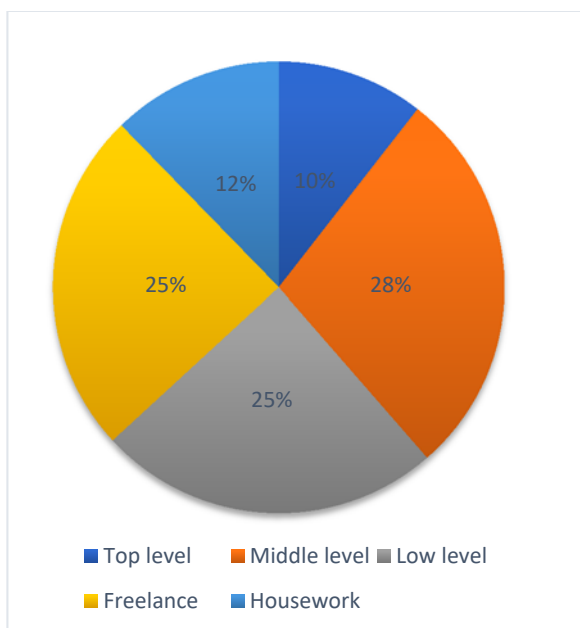


Figure 16: Father position by level

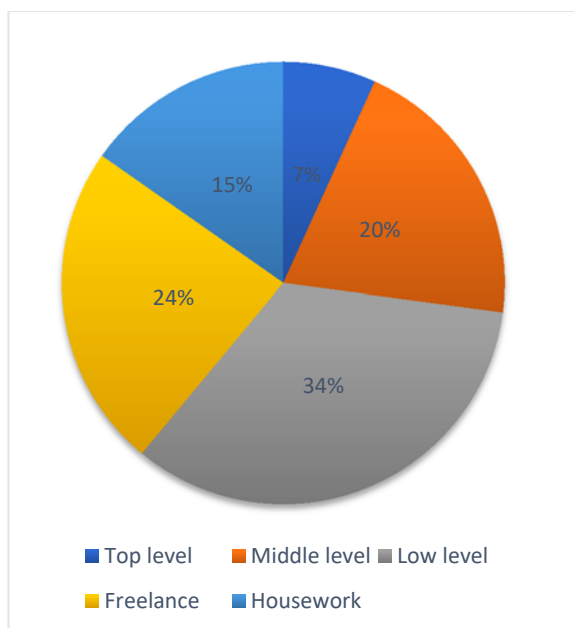


Figure 17: Mother position by level

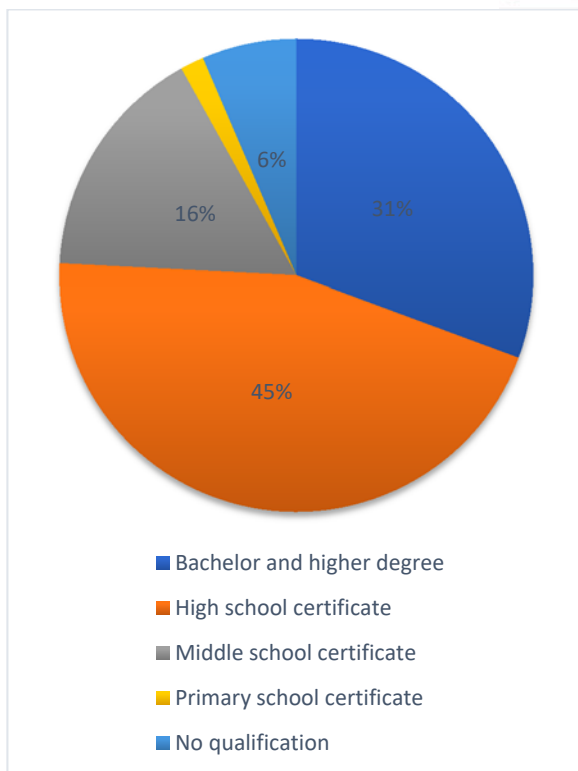


Figure 18: Father education

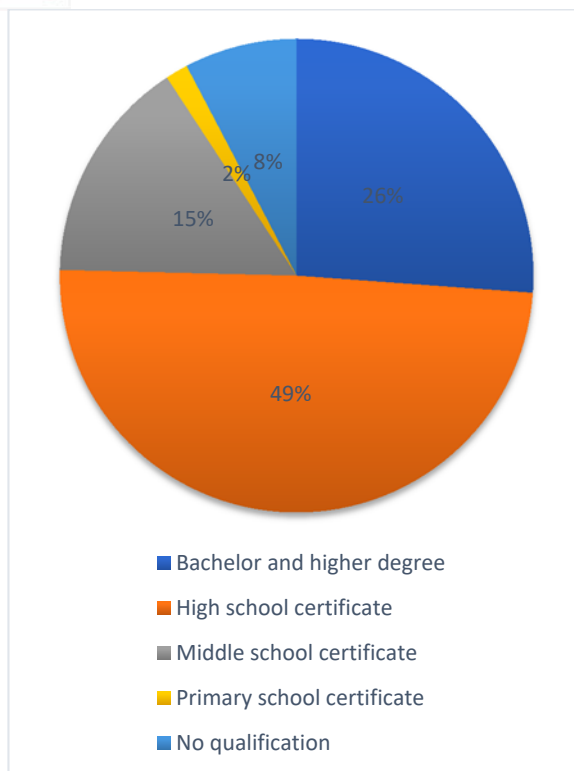


Figure 19: Mother education

Future study and career

Students' plans for further training and study were investigated. The data suggested that most of the students (70%) wanted to continue with their study. The directions for future study were numerous but pursuing a Master degree or further training to better professional skills were the top two options, in total account for more than 72% of those reported. When they chose to continue their study in a university, majority of the students (62%) preferred to enroll in a university in foreign country rather than in Vietnam.

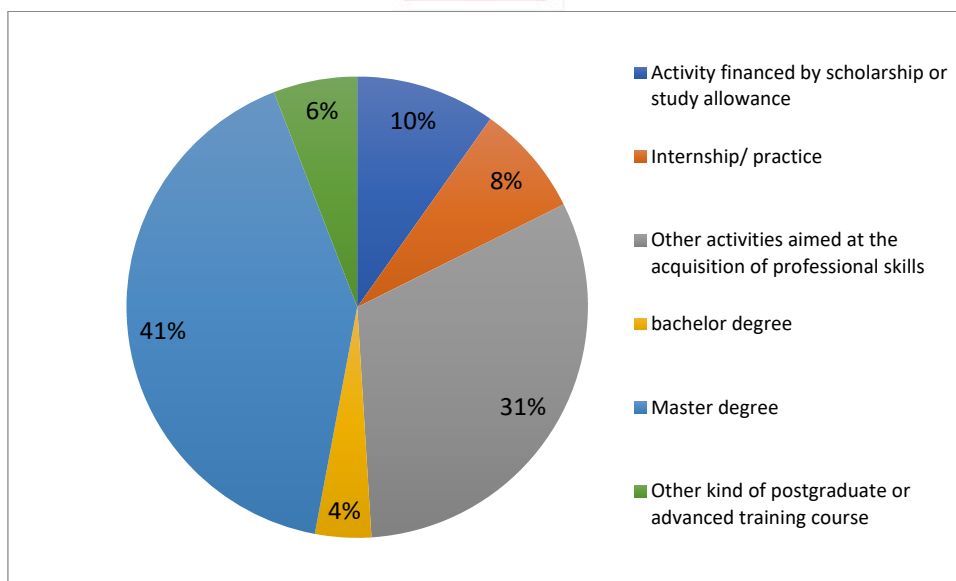


Figure 20: Student future study plan

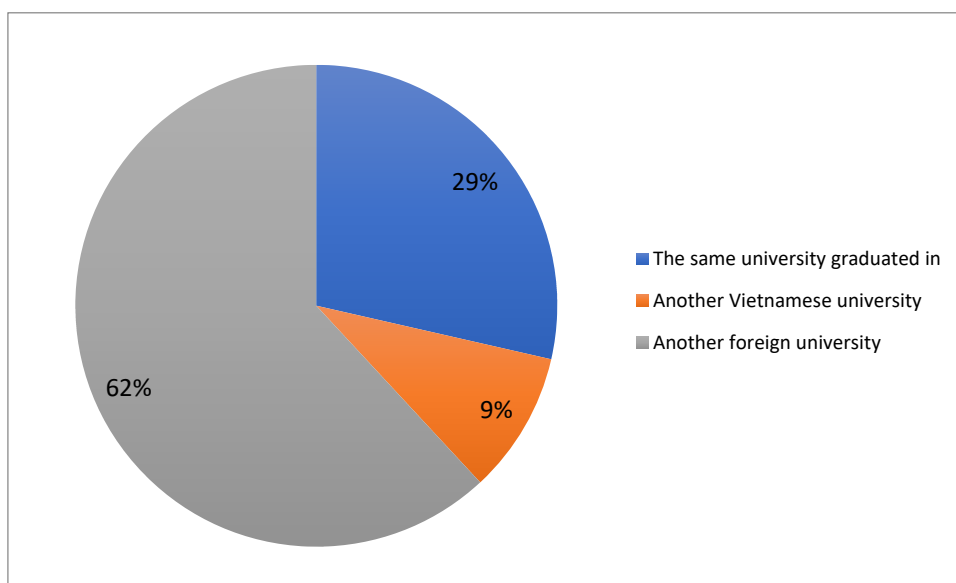


Figure 21: Student choice of university for further study

For their future career, the top economic sectors preferred by HANU students were international organizations, commerce and hospitality, education, legal and administrative advice, and accounting. They also preferred to work in HR, Planning, Marketing, Sales, and Public relation, and Administration (see Table 3 for more details).

Figure 22: Preferred economic sectors

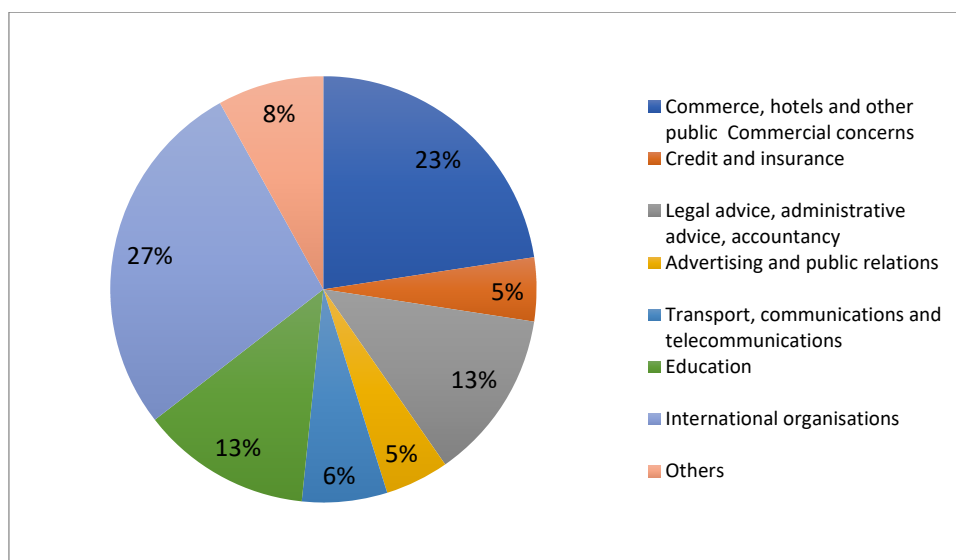


Table 3: Preferred working position

	M	SD
Human resources, recruitment, training	3.97	1.05
Organization and planning	3.83	1.11
Marketing, communication, public relations	3.78	1.12
Secretary and general affairs	3.61	1.28
Marketing and Sales	3.31	1.33
Management control	3.29	1.33
Administration and accounting	3.10	1.42
Research and development	3.05	1.37
Finance	2.95	1.43
Logistics and distribution	2.73	1.26
Purchases	2.62	1.30
Production	2.35	1.21
Legal	2.32	1.20
Information systems	2.13	1.22
Technical assistance	1.97	1.09

In terms of factors contributing to students' career choices, Table 4 suggested that jobs which offer students the opportunity for training and development, have good prospects and stable were in the high demand. To a lesser extent, the students also considered if the jobs were relevant to their studies and personal interests, and offered them autonomy.

Table 4: Factoring influencing student career choice

	M	SD
Acquisition of professional skill	4.67	0.57
Career prospects	4.57	0.67
Job stability	4.38	0.79
Relevance to studies completed	4.27	0.88
Independence or autonomy	4.11	0.94
Relevance to personal interests	4.1	0.93
Amount of spare time	3.58	1.12

We investigated students' choice of locations when it comes to their future career. As indicated in Table 5, the province and region of residence were their top choices, however, it seemed that they were also willing to travel to work outside Vietnam, including ASEAN countries and Europe. They indicated that they were willing to travel for their jobs, however, only when it did not involve in changing their residency ($M = 3.03$, $SD = .80$). According to Table 6 and

Table 7, the students preferred to work for bigger organizations in a full-time position with a permanent contract.

Table 5: Choice of location for future career

	M	SD
Province of residence	4.26	1.09
Region of residence	4.20	1.03
ASEAN countries (Association of Southeast Asian Nations)	3.92	1.00
European countries	3.87	1.19
Location of studies	3.85	1.19
Non-European countries	3.49	1.31
Non-ASEAN countries (excluding China)	3.45	1.33
Other regions in Vietnam	3.14	1.33
Other provinces that are at a short distance	2.87	1.40
China	2.29	1.30

Table 6: Choice of company size

	M	SD
Small-sized companies (with less than 15 employees)	3.00	1.27
Middle-sized companies (from 15 to 50 employees)	3.97	0.87
Large-sized companies (over 50 employees)	4.50	0.67

Finally, we surveyed students' intention and strategy to search for jobs in the future.

According to

Table 8, top strategies were contacting directly or indirectly to employers (through recommendations) and searching jobs through recruitment agencies or Internet job search.

Table 7: Choice of work arrangement and contract

	M	SD
Full-time work	4.83	0.38
Part-time work	3.60	1.26
Permanent employment contract	4.52	0.73
Fixed-term employment contract	4.11	0.94
Self employed	2.93	1.27
Short term agency contract /temporary work	2.35	1.16

Table 8: Job search strategy

Job search strategy	Percent
Contacting employer by personal initiative (including sending CVs)	22%
Contacting employer (including sending CVs) with the employer's name being submitted to your attention by friends and relatives	22%
Contact with specialized recruitment agencies (personnel selection agencies, temporary work agencies etc.)	14%
Answering to job offers posted on the Internet or published in newspapers	14%
Taking part to private and public-sector competitions	10%
Traineeships/internships	10%
Publication of insertions in the newspapers/posts on the web	6%
Applying for teaching posts by contacting provincial education offices	2%
Registration on the list of the unemployed	1%
Set up of a self-employment	1%

3.2 Cross-chart analysis

Although the sample of the study of 73 students is not significant enough to provide a reliable result, for the purpose of improving research skills, this part is still conducted to compare and contrast between different variables to see their potential relationships. In more particular, the analysis is focusing on the relationships between students' satisfaction level, their GPAs and the concerns about work with different characteristics and behaviours of the students.

3.2.1. Relationship between students' satisfaction level with different variables

3.2.1.1. Satisfaction vs. Gender

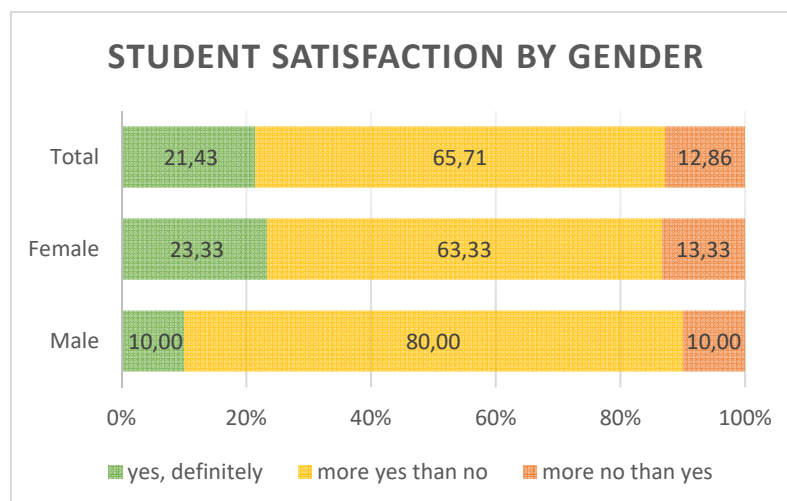


Figure 23: Student Satisfaction by Gender

In overall, the level of satisfaction of the students was high (with 87.14% of the students asked saying yes to the satisfaction). Looking particularly at different genders, it can be seen that both males and females were happy with their university experience but at different level: with 23.33% of choosing “yes, definitely”, female students' satisfaction was more extreme, while there were fewer male students (10%) showing their definite love. Statistically speaking, the difference was expected non-significant.

3.2.1.2 Satisfaction Vs. Program

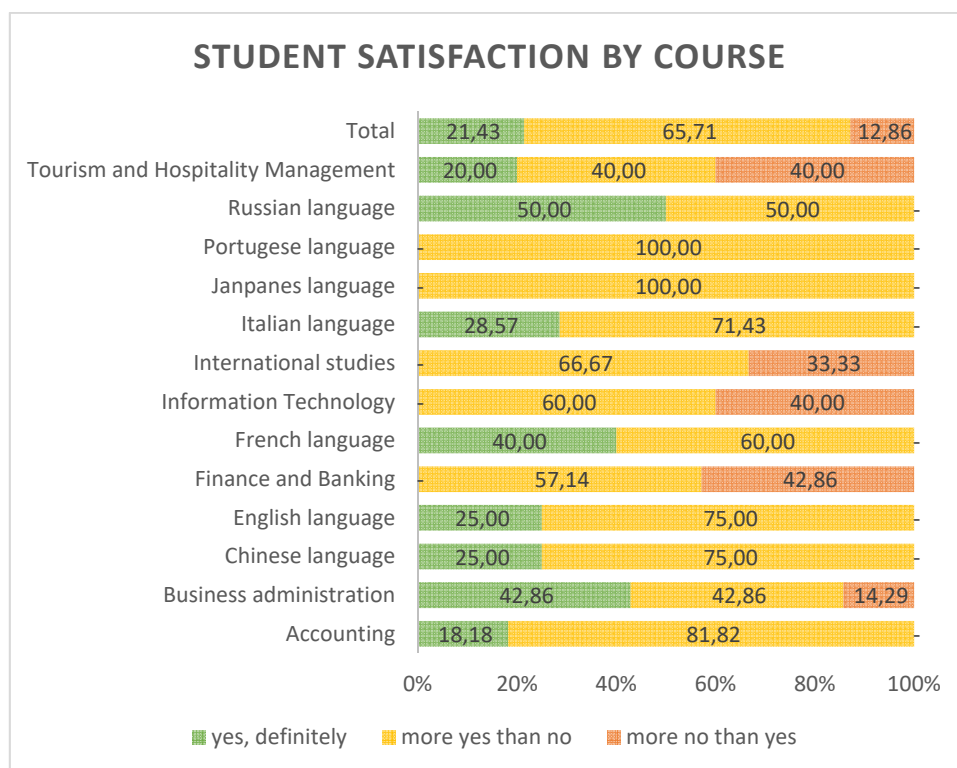


Figure 24: Student Satisfaction by Program

It is interesting to compare the level of happiness of the graduates across different majors. The biggest difference can be seen between language majors (i.e. Russian, Portuguese, Japanese, Italian, French Majors) and professional majors (i.e. Tourism and Hospitality Management, International Studies, Information Technology, Finance and Banking, Business Administration, except for Accounting): there was NO dissatisfactory feeling at all towards the language majors. Moreover, even several majors received 100% definite satisfaction from the students, i.e. Portuguese and Japanese languages. All of the professional majors, except for Accounting, got some certain levels of dissatisfaction from the students, among which Tourism and Hospitality Management, Information Technology and Finance and Banking were the three majors of highest degree of students' unhappiness (more than 40%).

3.2.1.3 Satisfaction vs. Department

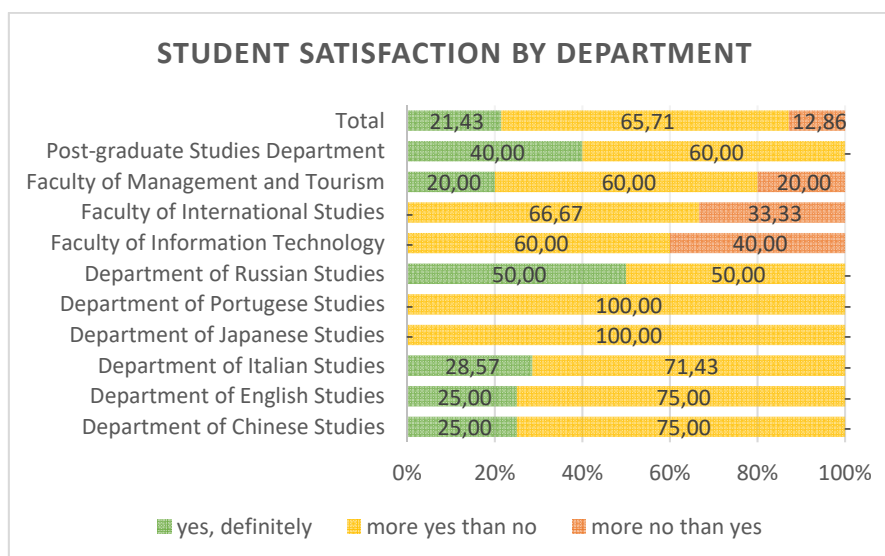


Figure 25: Student Satisfaction by Department

As the result of the earlier analysis, there were no students of the language departments saying that they were not satisfied with their learning experience. Meanwhile, all of the departments offering professional training majors received some certain levels of the answer of “more no than yes” to the question about satisfaction. To explain this discrimination between language and professional majors/departments, it needs further study with the students.

3.2.1.4. Satisfaction vs. GPA

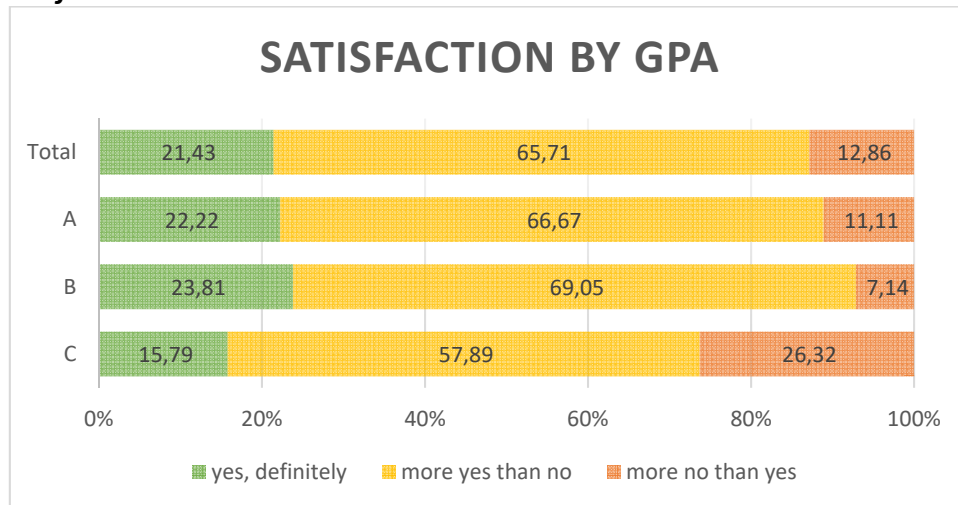


Figure 26: Student Satisfaction by GPA

In the comparison across the GPA, it is not surprising that C level students seemed to be less happy with their courses than both level A and B students. However, it is interesting to recognise that level B students showed the highest level of satisfaction (only about 7% of them were dissatisfied with the program). Now the question is if GPA is one of the factors affecting the level of satisfaction of students, whether we can conclude that GPA of BA&IT students were lower than that of language students because of their lower results.

3.2.1.5. Satisfaction vs. Interest in subject

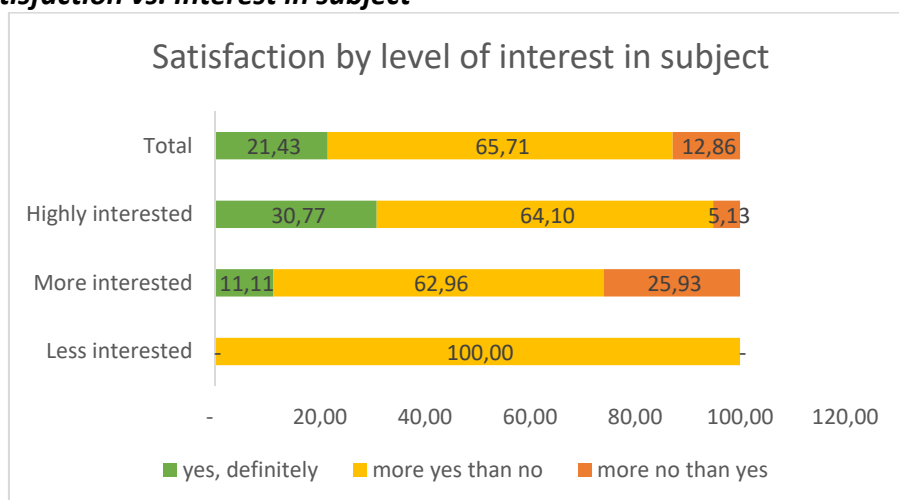


Figure 27: Student Satisfaction by Interest in Subject

It can be seen from the chart that students who were less interested in subjects were 100% satisfied with the course of study (100% said “more yes than no”). The highest level of dissatisfaction belonged to students who were more interested in subjects. On the opposite, the highest level of satisfaction happened among the group of students who were most interested in the subject: nearly one third of them said they were definitely happy with the course. This can be explained that the higher interests might go with higher motivation and efforts in learning and high rewards for their attempt, then higher level of satisfaction. This can be illustrated clearer via the earlier relationship between GPA and satisfaction: group A and B had higher level of happiness. Even the following part will support for this discussion better.

3.2.1.7. Satisfaction vs. Class Participation

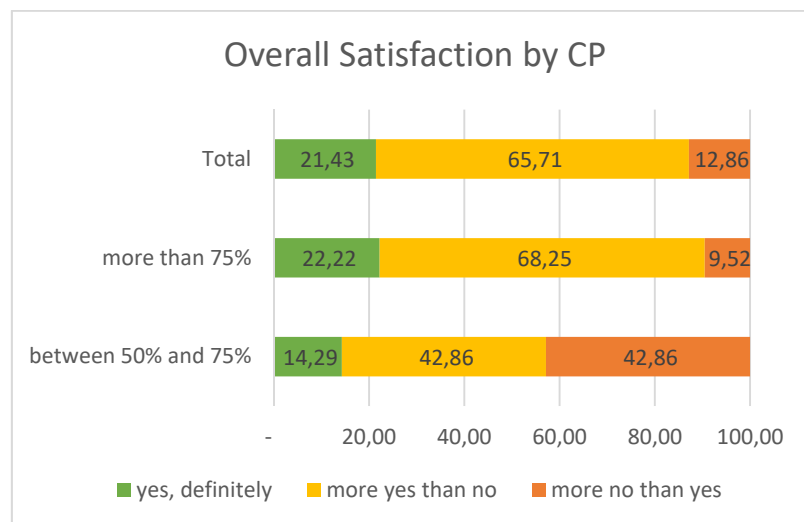


Figure 28: Student Satisfaction by Class Participation

The chart shows that the higher class participation rate was in the consistency with the greater satisfaction. This can be the two way relationship: students who felt satisfied with the

course could be more encouraged to attend classes. And vice versa, the more they attended the course, the more they felt satisfied.

3.2.2. Relationship between students' GPA with different variables

3.3.2.1. GPA vs. Interest in Subject

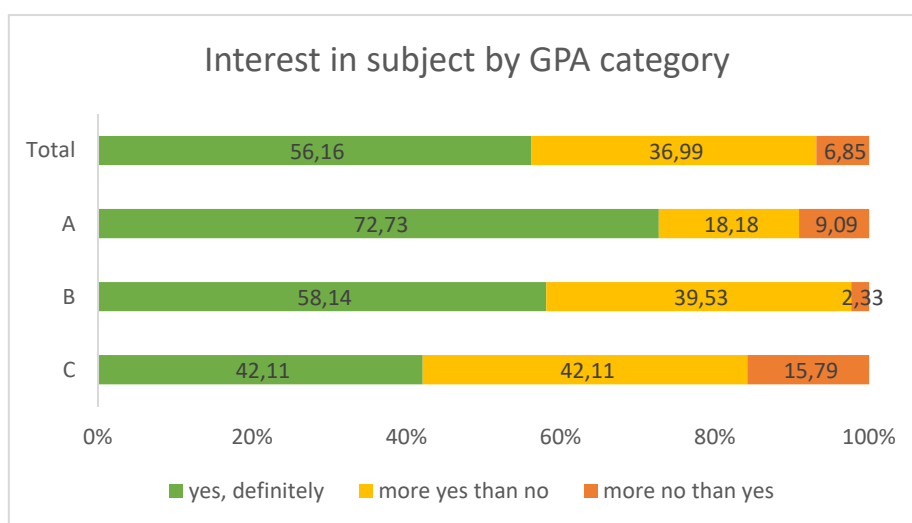


Figure 29: Students' GPA by Interest in Subject

Generally, the majority of the students asked were interested in the course they attended (93.15%). Particularly, the higher GPAs came from those who had more interest in the programme: the confident Yes answer (72.73%) were provided highest from A level group, while No than Yes answers belonged mostly to C level group (15.79%, only 1 student from each A and B group selected "More No than Yes"). This may be the signal to show that interest in subject might create high level of motivation and resulted in good performance.

3.2.2.2. GPA vs. Interest in Employment

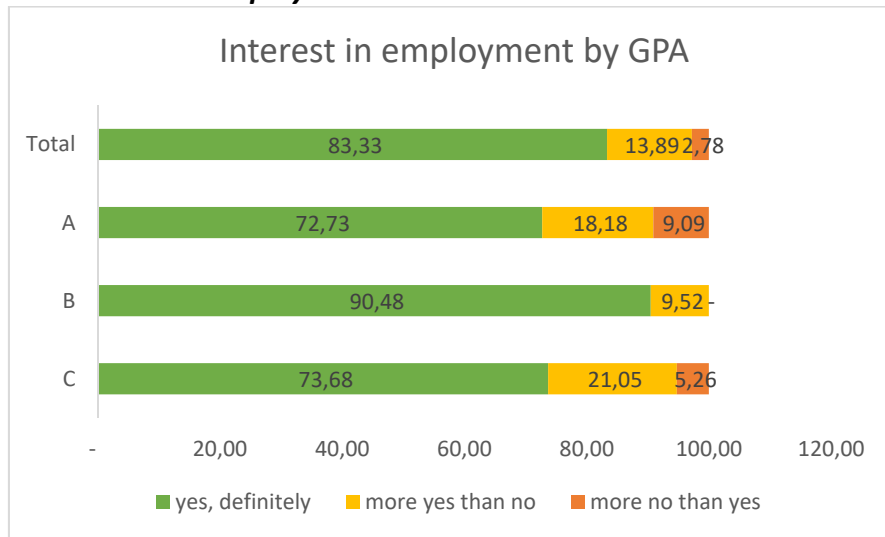


Figure 30: Students' GPA by Interest in Employment

Among the very big number of students being interested in the employment (97.22%), we can see that students with GPA of B level had the greatest of this interest, even extreme Yes answer (more than 90%). Interestingly, those of group A showed the lowest level of concerns about employment opportunities. The reason could be that some of them would want to invest more time in further studying rather than working.

3.2.2.3. GPA vs. Class Participation

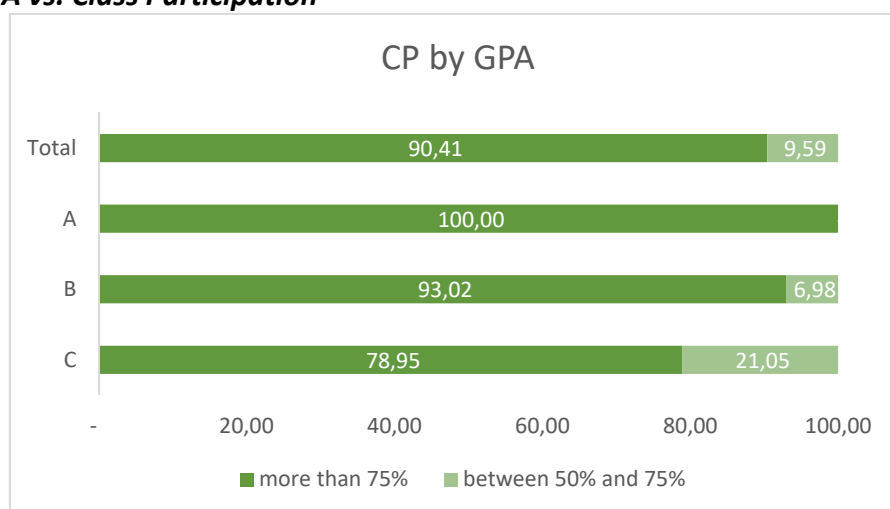


Figure 31: Students' GPA Vs. Class Participation

In general, the degree of class participation among the respondents were very high: 90% attended more than 75% of the classes, none of them attended less than 50%. It is clear to see that the students of higher GPA were those of higher level of class participation (100%, 93.02% and 78.95% were respectively figures of group A, B and C participating more than 75% of the course)

3.2.2.4. GPA vs. Working

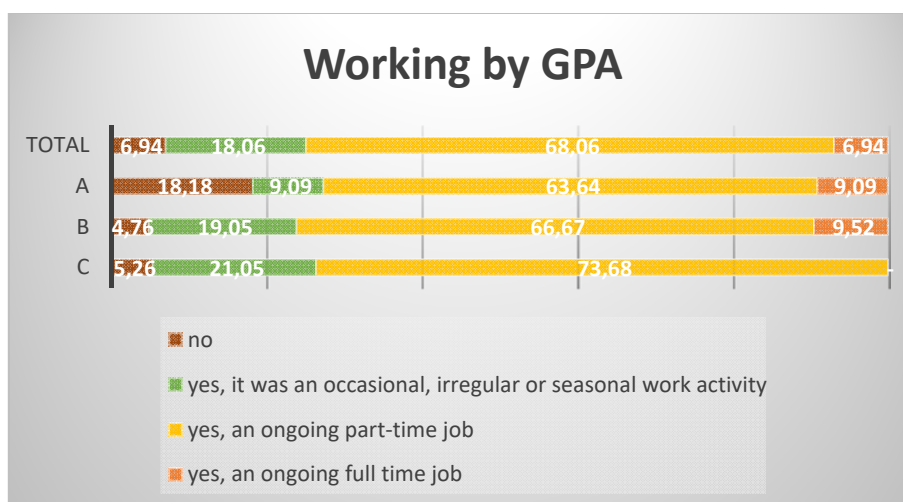


Figure 32: Students' GPA vs Working during the course

Among 73 students responding to the survey, approximately 94% of them worked while studying. The gaps among the GPA groups about their involvement into an ongoing job either of part-time or fulltime were not very big (72.73% for group A, 76.19% for group B, 73.78% for group C). We can only see the biggest difference in the figures of students choosing a definite no to working during the program: only about 5% for each of group B and group C while nearly 4 times higher for the level A students. Another noticeable point is that no C level students worked full time.

3.2.2.5. GPA vs. Job preference

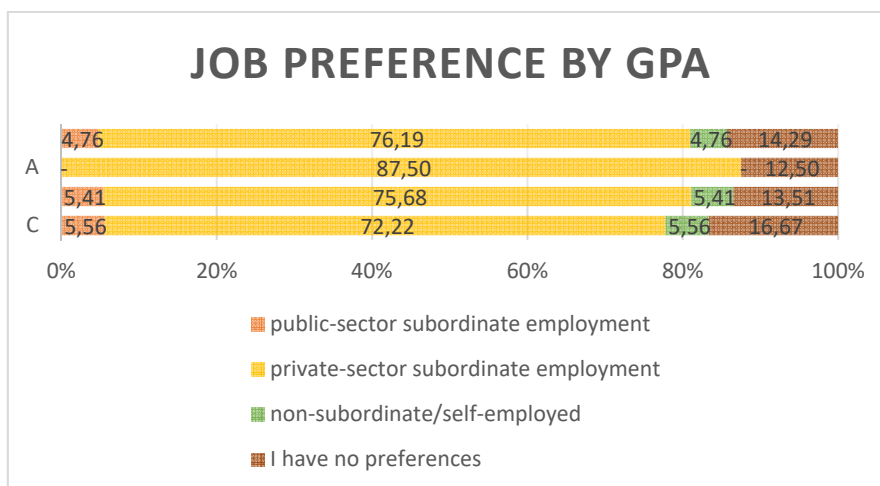


Figure 33: Students' GPA vs. Job Preference

In overall, it can be seen obviously that the students' job preference was invaded by the private-sector subordinate employment (76.19%). This same situation happened nearly equally among different GPA groups: 87.50% for group A, 75.68% for group B, and 72.22% for group C. Among the rest job preferences, it is interesting to notice that no students from group A were interested in either public-sector subordinate employment or self-employment. This interesting feature requires a further research to explain the reasons. Besides, no matter how well they studied, there was still a quite similar amount of students across the studying qualities showing their no job desire (from about 12% to 17% of the students of different groups).

3.2.2.6. GPA vs. Economic sectors

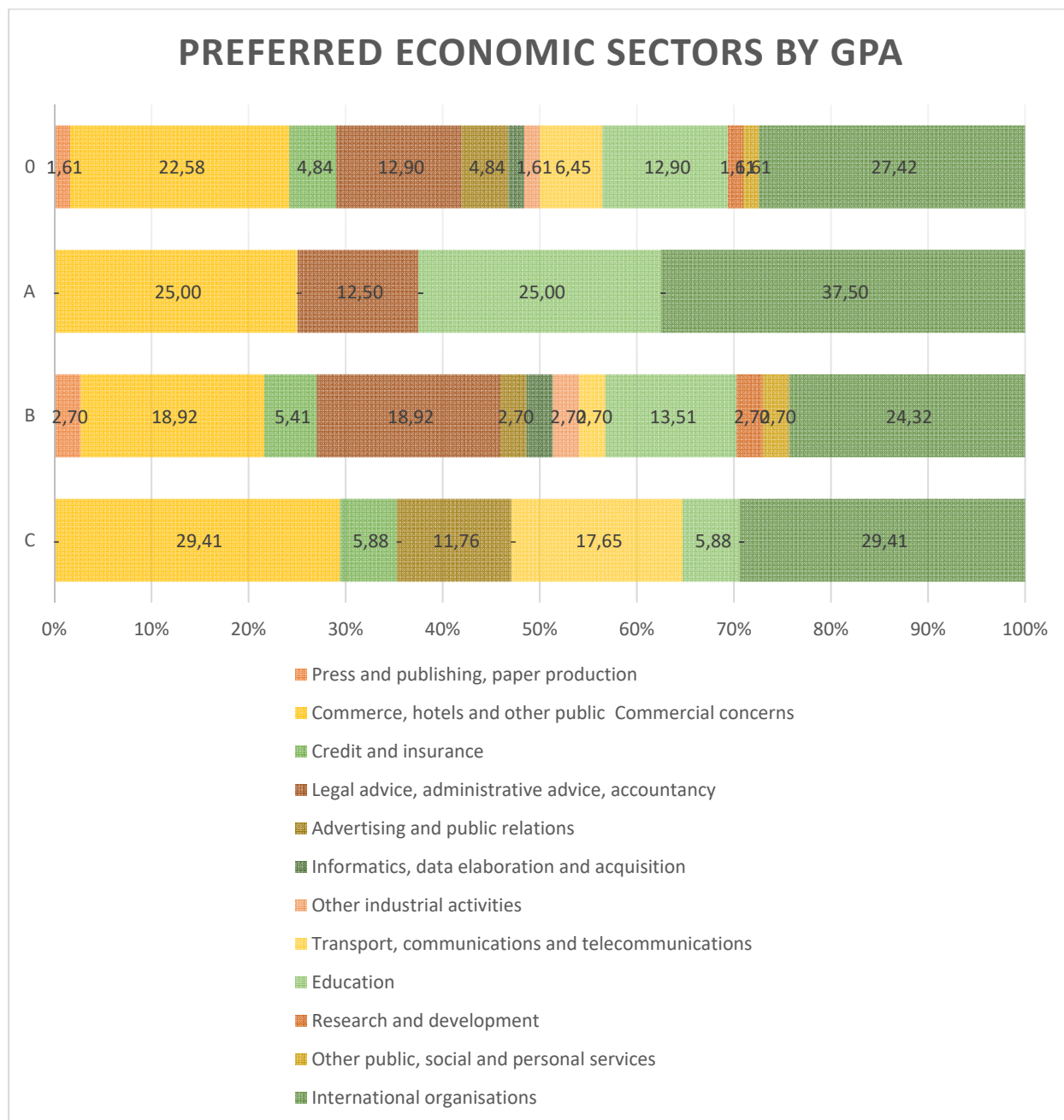


Figure 34: Students’ GPA vs. Economic Sectors

In general, the respondents seemed to seek very limited job opportunities – mostly going for 4 economic sectors: international organisations, education, legal/administrative

advice/accountancy, and commerce/hotels. Comparing among the different levels of studying performance, there showed several interesting differences. First, A level students had the most modest options of choice: only the 4 above mentioned sections. They were also the ones who occupied the most of the sections of education and international organisations. Second, students of B level were most verified in concerned sections: more or less, there were some students being interested in each of the 12 sections. They were the only learners among the three groups that showed their preference to sections like Press/publishing/paper production, Informatics/data elaboration and acquisition, Other industrial activities, Research and development, and Other public, social and personal services. Last but not least, C level students expressed the greater concerns than AB level students towards transportation sector. While legal/administrative advice/accountancy services are popular for AB students, C students showed no interest at all.

3.2.2.7. GPA vs. Parent Education

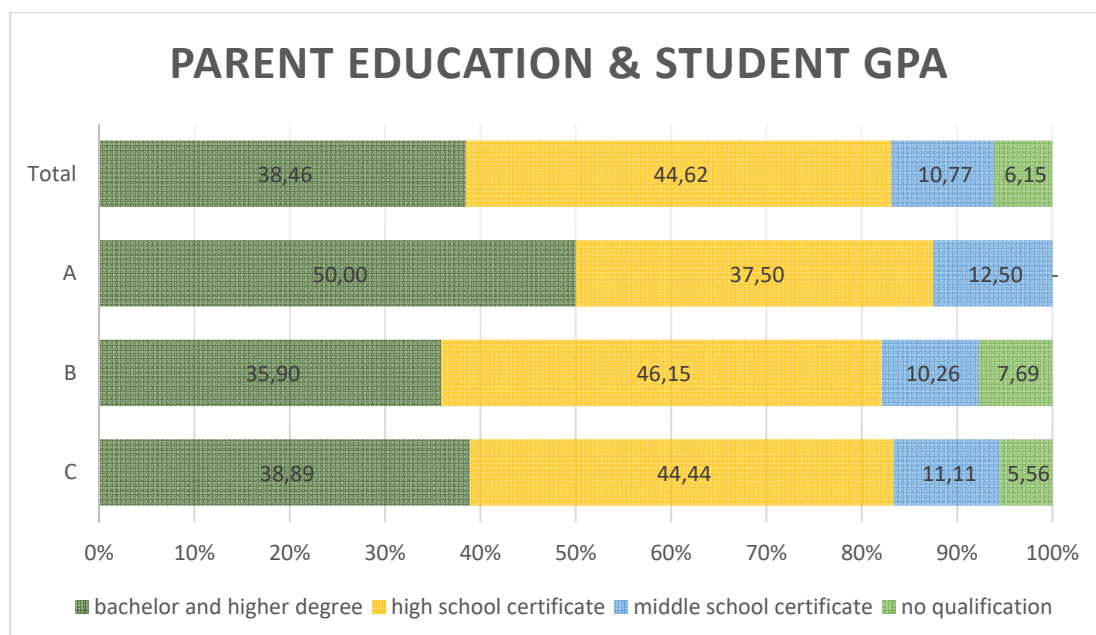


Figure 35: Students' GPA vs. Parents' Education

Among 38.46% respondents' parents who obtained at least bachelor degree, half of them were parents of A level students. In other words, there seemed to be a positive relationship between parents' educational level with GPA of the children.

In more particular, the following charts showed the connection between each parent's degree with the student's GPA.

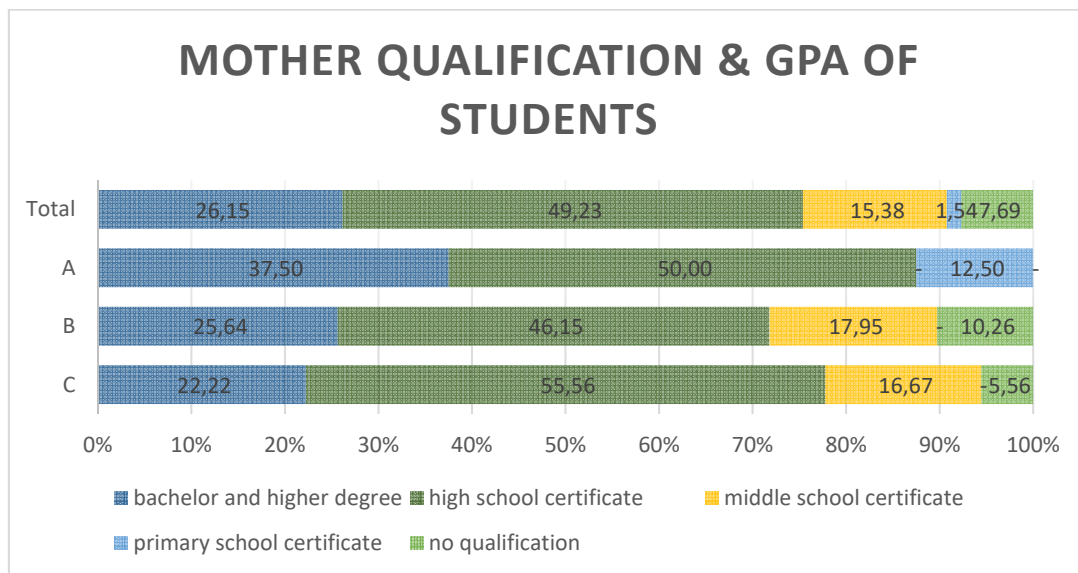


Figure 36: Students' GPA by Mother's Education

It can be seen that the higher level of education of mother was positively related to the GPA of students. For students of level A, the lowest educational level of their mothers was primary school.

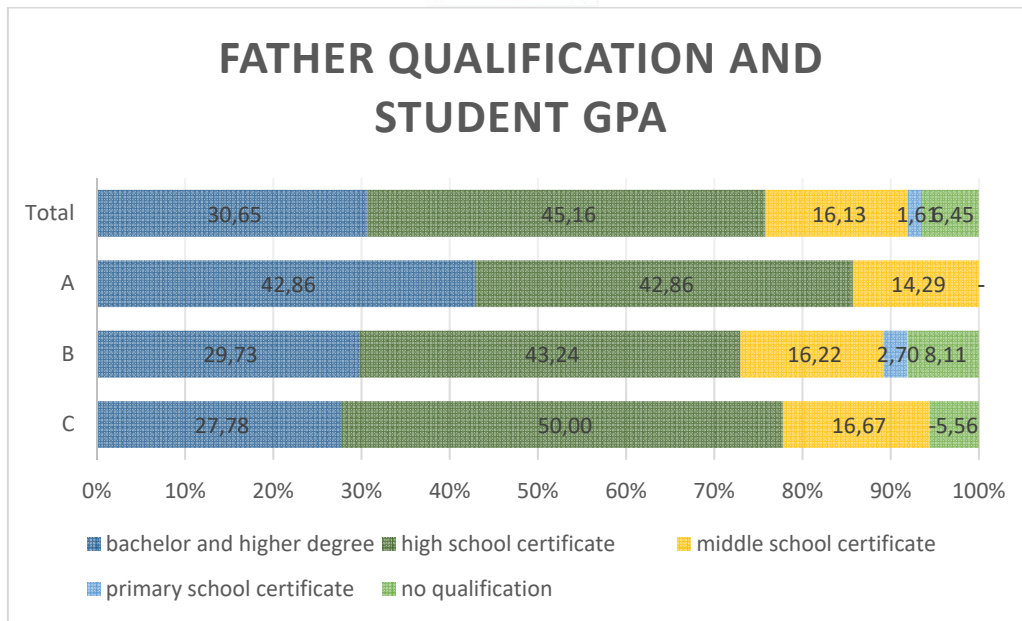


Figure 37: Students' GPA by Father's Education

The same situation happened to the case of the father: the higher level of education of father was also positively related to the GPA of the students. Especially, students of level A's fathers had the lowest educational degree at middle school level. Putting both of the two graphs together, it can be recognised that respondents of group B occupied the most the proportion of both fathers and mothers with no qualification.

3.2.2.6. GPA vs. Likelihood to attend the same course

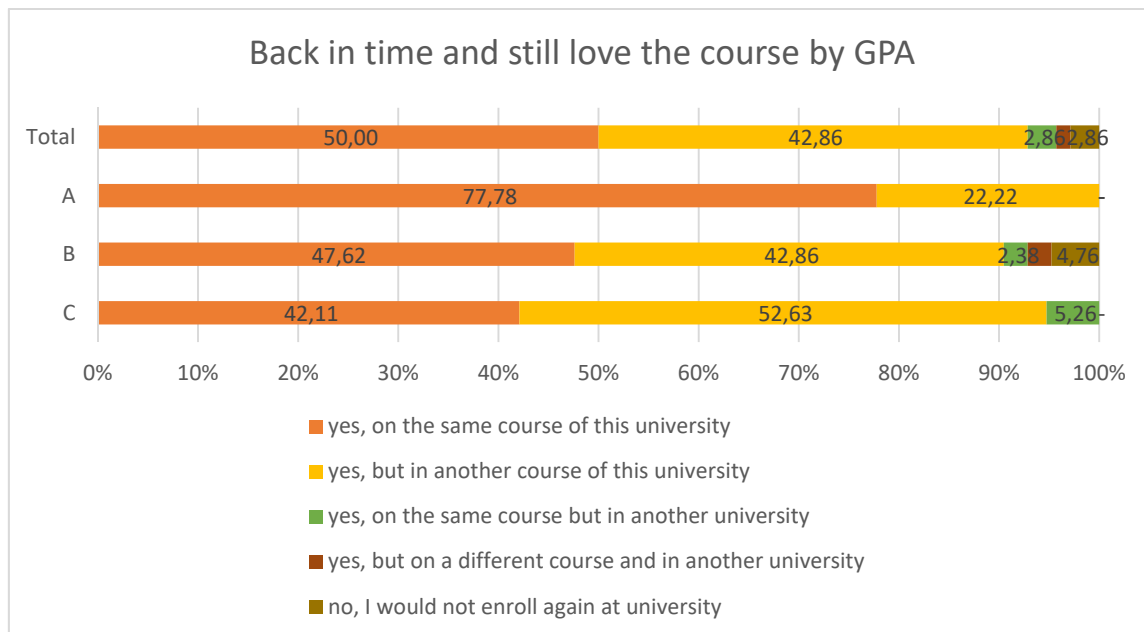


Figure 38: Students' GPA by Likelihood to attend the same course

In general, more than 90% of the respondents still wanted to study at Hanoi University either to attend the same or another course. Among them, higher GPA students showed higher desire to enrol into the same course they were taking (nearly 80% for Level A students). This can be explained clearer by the high level of satisfaction with their academic results.

3.2.3. Relationship between students' attitude and behaviour to work and different variables

3.2.3.1. Skill development searched vs. GPA

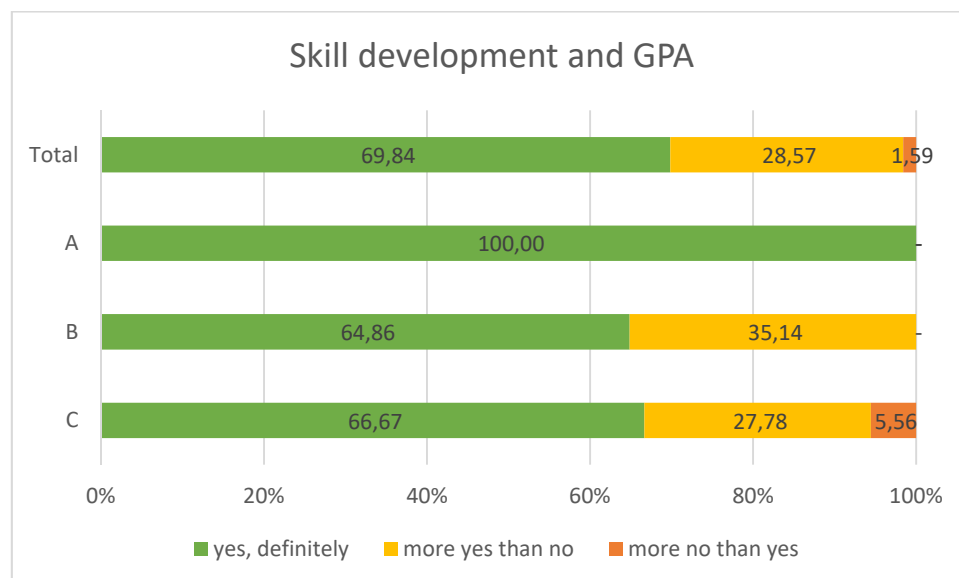


Figure 39: Seeking for Skill Development by GPA

This chart illustrated the relationship between GPA with the students' intention to seek jobs that help develop their skills. 100% of A level students agreed that seeking jobs that helped acquire professional skills was important to them. Though only 5.56% of C level students disagreed that they searched jobs for development of professional skills, putting together with the figures of A and B level students, it could be a signal for the fact that the better study

performance of the students was, the more they paid attention to professional skill development when looking for a job.

3.2.3.2. Professional skills vs. Majors

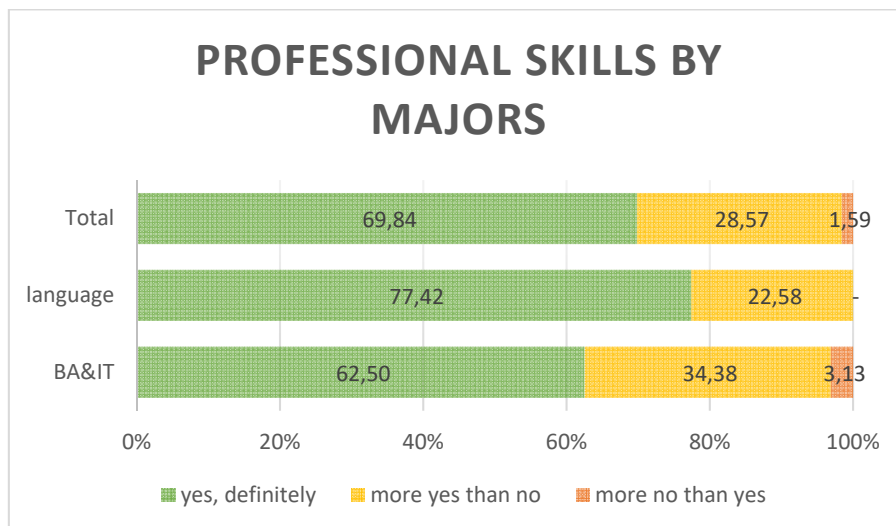


Figure 40: Seeking for Professional Skills by Majors

This chart compared the level of concern about professional skills when seeking for jobs between students from language majors and BA&IT majors. It is interesting to notice that language major students were more likely to wish to acquire professional skills in a job than BA&IT. Even the figure of 1.59% of 73 respondents of choosing “more no than yes” to professional skills belonged totally to BA & IT students.

3.2.3.3. Working during the course vs. Major

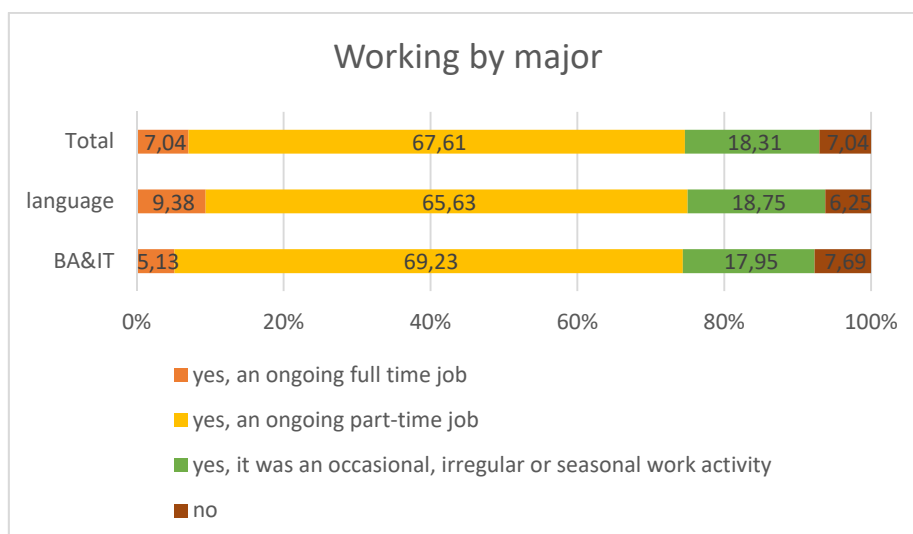


Figure 41: Working during the course by Majors

In this graph, BA&IT students and linguistic students are compared with each other in terms of their involvement into work during their study at the university. There was just a slight difference in the figures across the level of importance of working between them. In overall, the students of the two majors had the quite similar involvement into different types of working during their university course.

3.2.3.4. Working during the course Vs. Study load

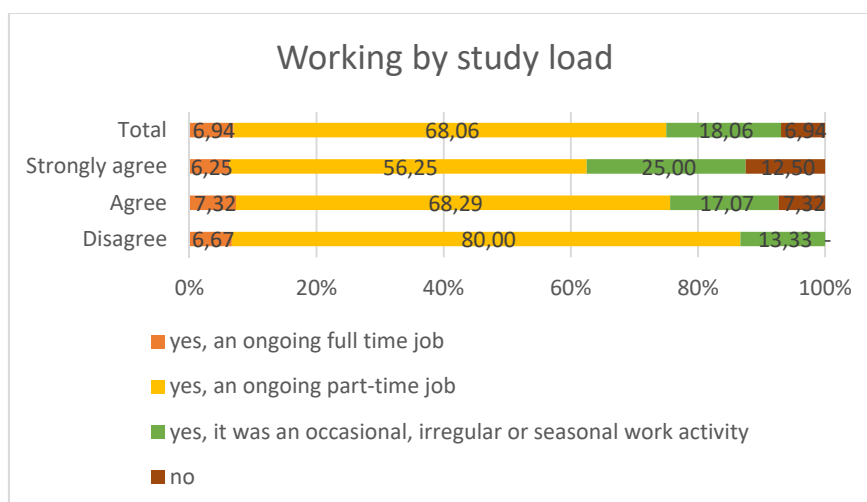


Figure 42: Working during the course vs. Study load

In this part, the working participation during the course was considered across different attitudes towards study load. Interestingly, none of those who disagreed that the workload for the classes was acceptable did not involve into working during their study. All of them to some extents had occasional or ongoing part-time or ongoing fulltime work. They were also the students had the greater proportion (nearly 90%) to take part in a frequent work activity than those who found the workload at school more acceptable. The percentage of students working while studying reduced along with their lower agreement with the study load. Hence, workload might influence on the feeling of being overloaded at school.

3.2.3.4. Job preference vs. Father and mother's job

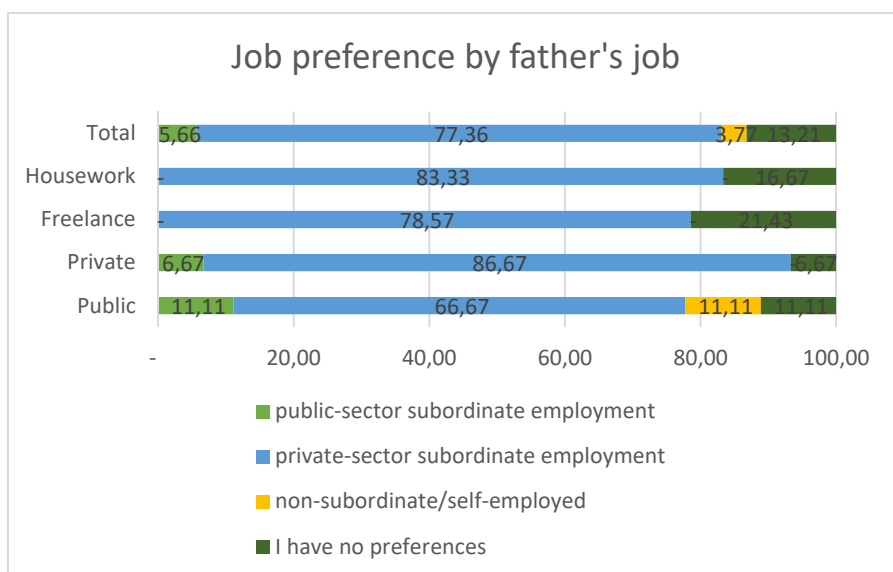


Figure 43: Students' Job Preference by Father's job

This chart showed the comparison of the students' job preferences basing on the job types of their parents. Private sector was the most common choice to the respondents (more than two third). Among the big number of students who were interested in private-sector subordinate employment, we could see the lowest level coming from those whose father worked in public sector though the figure was only about 10%-20% lower than those whose father worked for other sectors. Students with father of public sector were also the only respondents that had job preference in non-subordinate/self-employed sector. Public sector was selected into the concerns of students whose fathers were working in private and public sectors only, hence, it was not at all desired by students coming from families with fathers working as freelancers or houseworkers. Besides, no clear decision about job preference came from students who had fathers from freelance and houseworking sectors. So far, it is hard to draw any conclusion related to the influence of fathers on the children's choice of job.

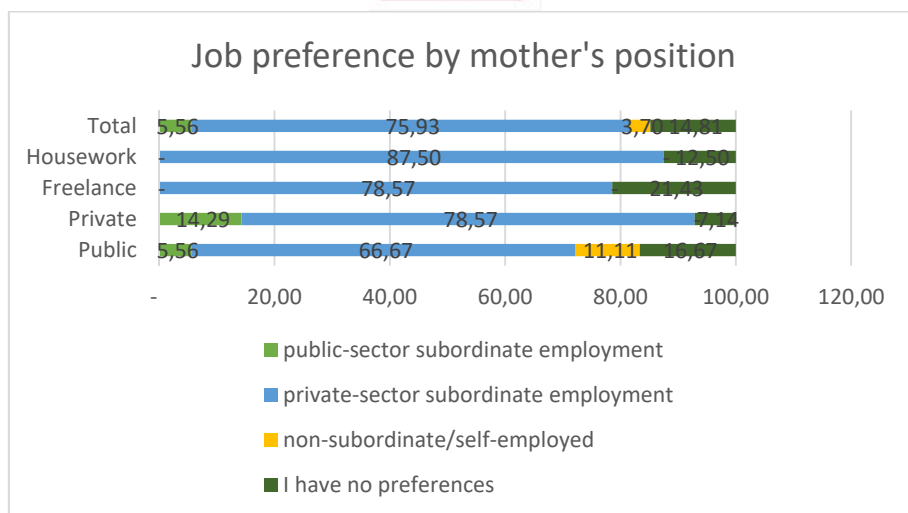


Figure 44: Students' Job Preference by Mother's position

To see clearer about the influence of parents' occupation on the job preference of the students, the above chart was created. The relationship between the mother's profession and the career choice of the students showed the similar pattern illustrated in the earlier chart of the father's profession. The only difference was the higher percentage of interests going for public sector (14.29%) from students whose mothers worked in private sector than from those whose mothers worked in public sector (5.56%), while this was an opposite situation with the fathers' occupation.

3.2.3.5. Father and mother's position vs. Students' work activities

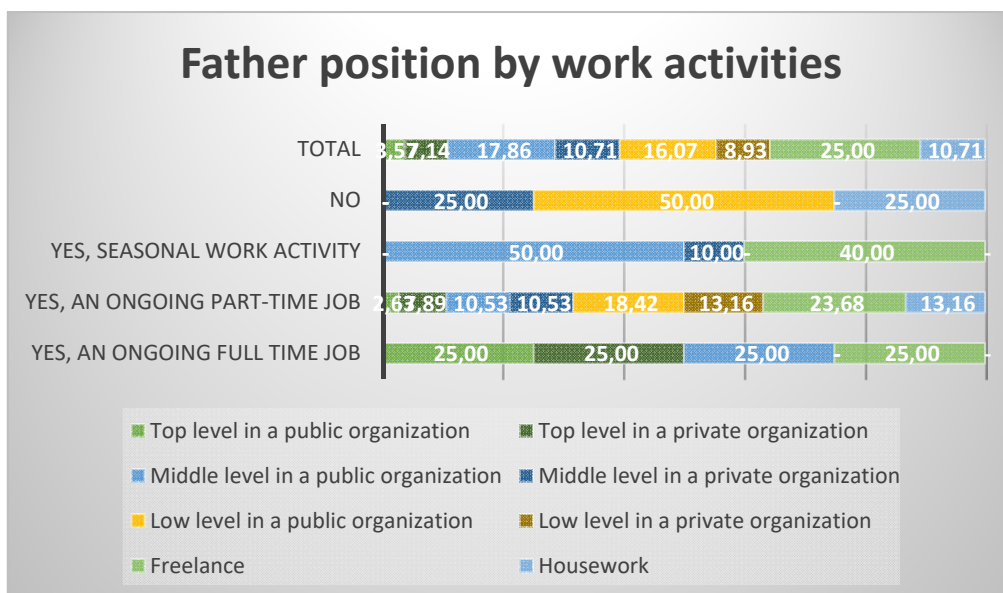


Figure 45: Father's Position by Students' work activities

The chart illustrated the connection of father's working section with the students' involvement into working activities during their student life. Half of the respondents saying No to working during the course had fathers at low level in a public organisation. The rest was divided equally for middle level in a private organisation and houseworking section. Middle level in a public organisation and Freelance were the two sectors of the father that contributed the most (90%) into low working level of the students during the course. Besides, part-time work seemed to be more or less popular across every sector of the father's occupation.

However, in general, it can be observed that fathers coming from the lower position had the lower participation of their children into the during-the-course working activities. Also, those of students who did ongoing full time work during the university life tended to have fathers of a high level in an organisation (2 were in top level, 1 was in the middle level).

Interestingly, there was nearly no difference with the situation of the mother's working sector which was illustrated below.

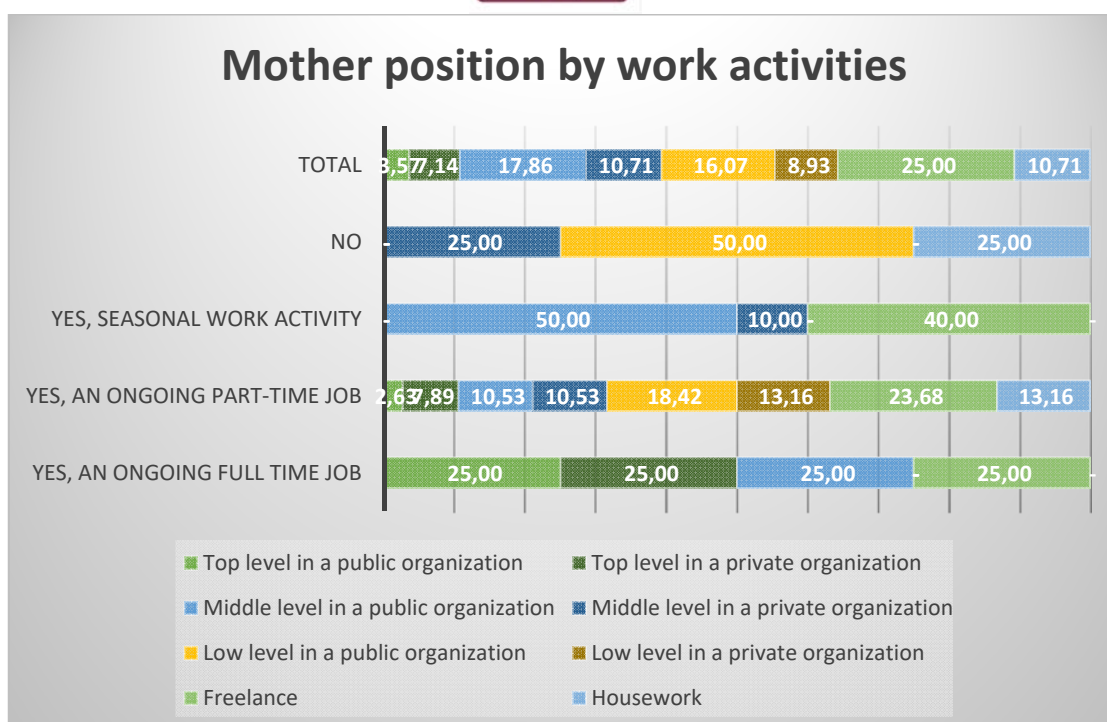


Figure 46: Mother’s Position by Students’ Work Activity

Chapter 4: Quality Assurance

The survey on the graduates about their “Evaluation of university experience and future prospect” can be useful to (i) demonstrate how the universities apply the quality assurance over their education services as well as (ii) to provide inputs to their quality assurance system. The basis for quality assurance practice is the “Standard and Guidelines for Quality Assurance in the European Higher Education Area” (ESG 2015).

In Vietnam context, the educational institutions are also subject to **Quality assessment standards established by the Vietnam’s Ministry of Education and Training – Circular 12/2017/TT-BGDĐT (Circular 12/2017)**. To ensure the relevance of the whole project

implemented in Vietnam, it is useful to review the survey through both frameworks, in which different variables introduced in the survey are linked to relevant standards and guidelines.

ESG 2015 – STANDARD 1.1 : POLICY FOR QUALITY ASSURANCE

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

CIRCULAR 12/2017 – STANDARD 9: INTERNAL QUALITY ASSURANCE SYSTEM

Criteria:

The structure, role, responsibility and accountability of the internal quality assurance system are established to meet the strategic goals and quality assurance of the institution.

Strategic plans for quality assurance (including strategies, policies, related parties engagement, activities consisting of promotion of quality assurance and capacity building training force) are developed to meet the strategic goals and quality assurance of the institution.

Strategic planning on quality insurance is thoroughly understood and transformed into short-term and long-term plans.

Document storing system, review and dissemination of policies, systems, procedures and quality assurance procedures are implemented.



Key performance indicators, key target indicators are established to measure the assurance performance of the institution.

The strategic planning procedure, the key performance indicators, key target indicators are improved to achieve the strategic objectives and the quality assurance of the institution.

VOYAGE QUESTIONNAIRE:

The whole questionnaire are useful to illustrate how the educational institutions establish their policies and processes for internal quality assurance.

ESG 2015 – STANDARD 1.2 : DESIGN AND APPROVAL OF PROGRAMMES

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

CIRCULAR 12/2017 – STANDARD 14: DESIGN AND REVIEW OF CURRICULUM

Criteria:

Systems are developed to design, develop, monitor, review, evaluate, approve and issue curriculum for all programme and subjects/modules with opinions and feedbacks from relevant parties.



Building, reviewing and adjusting systems of the expected learning outcomes of the programme and subjects/modules in accordance with the needs of relevant parties are made available.

Subject/module syllabus, curriculum of the programme and subjects/modules are documented, disseminated and implemented based on the expected learning outcomes.

Review of the design process, evaluation and review of the curriculum are conducted.

The design, assessment and curriculum are improved to ensure the consistency and updating in order to meet the ever-changing needs of relevant parties.

VOYAGE QUESTIONNAIRE:

Overall, the process for design, review and approval of programs provided by educational institutions can be reflected in various questions in all sections of the questionnaire.

ESG 2015 – STANDARD 1.3 : STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

CIRCULAR 12/2017

STANDARD 15: TEACHING AND LEARNING



Criteria:

System of selection of teaching and learning activities is consistent with the educational philosophy to achieve expected learning outcomes.

Teaching and learning activities promoting lifelong learning are organized in an appropriate manner to achieve expected learning outcomes.

Teaching and learning activities are monitored and evaluated in order to ensure and improve quality.

Educational philosophy, teaching and learning activities are improved to achieve expected learning outcomes, ensure the quality of teaching, learning and lifelong learning.

STANDARD 16: LEARNER ASSESSEMENT

Criteria:

System for planning and selecting appropriate types of learner assessments during the learning process is established.

Learner assessment activities are designed to ensure the expected learning outcomes are achieved.

Assessment methods and learner assessment results are reviewed to ensure accuracy, reliability, equity and possibility to achieve the expected educational outcomes.

Types and methods of assessing learners are improved to ensure accuracy, reliability, equity and possibility to achieve the expected educational outcomes.



VOYAGE QUESTIONNAIRE:

What is the percentage of the classes that you are attending on the regular basis?

The didactic material (suggested or supplied) is adequate for preparing the exam?

The overall exam organisation (dates and timetable, information given, registration etc.) is acceptable?

The workload for the classes is acceptable?

My current GPA reflect my level of performance fairly?

The supervision of the final examination (dissertation, report on the traineeship/internship, report on the completion of study or other) was adequate?

Did you do final dissertation?

Was the working activity relevant to the university studies carried out?

Did you study abroad during your current university studies?

Have you prepared a significant part of your dissertation/final examination abroad?

If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended?

During your current course studies, have you carried out any training period/training practice subsequently acknowledged by the degree course?



Do you positively evaluate the support given to you by your university for the in-house company period/internship?

Are you on the whole satisfied with your course of study?

Are you satisfied with the relationship you had with teachers in general?

ESG 2015 – STANDARD 1.4 : STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

CIRCULAR 12/2017

STANDARD 13: ENROLLMENT AND ADMISSION

Criteria:

Plans, policies, and communications shall be developed in order to enroll students for various programme.

Criterion is developed to select quality learners for each programme.

The enrollment and admission monitoring process are implemented.

The enrollment and admission shall be monitored.



The enrollment and admission monitoring process are improved to ensure suitability and effectiveness.

STANDARD 22: TRAINING RESULTS

Criteria:

The percentage of learners who meet the requirements and the dropout rates of all programs, modules/subjects are determined, monitored and benchmarked to improve education quality.

Average time limits for graduation of all programs are determined, monitored and benchmarked to improve education quality.

Employment rate for graduates in all programs is determined, monitored and benchmarked to improve education quality.

Levels of satisfactoriness of relevant parties with the quality of graduated learners are determined, monitored and benchmarked to improve education quality.

VOYAGE QUESTIONNAIRE:

Were the two following reasons important in making your decision to enroll in your university studies course that you are now completing?

Interest in the subjects of the course itself

Interest in the employment opportunities offered by the course (employment opportunities)

My current GPA reflect my level of performance fairly?



Before enrolling in second level degree course, what kind of qualification have you achieved?

Master Degree

Bachelor Degree

Have you already achieved another academic degree prior to academic degree that you are now completing?

What kind of qualification have you achieved?

Do you have any certificate of language proficiency for the 1st foreign language?

Do you have any certificate of language proficiency for the 2nd foreign language?

Do you have any certificate of language proficiency for the 3rd foreign language?

Have you achieved major IT certificate?

Did you carry out any other experience abroad during your previous studies (if any)?

Have you prepared a significant part of your dissertation/final examination abroad?

Please answer the questionnaire by referring to the last academic experience

Student number (if used)

Name of University/Institution

Faculty/Department/Institute

Degree/course

Subject of degree/course

Academic year of University enrolment

Course length

Graduation date

Which is your final GPA according to the system used at your university?

ESG 2015 – STANDARD 1.5 : TEACHING STAFF

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

CIRCULAR 12/2017

STANDARD 6: HUMAN RESOURCE MANAGEMENT

Criteria:

Human resource is planned to fully meet the needs and satisfaction of the concerned parties.

Recruitment and selection criterion (including moral criteria and academic freedom used in the personnel promotion, appointment and placement) are defined and communicated to the public.

Competency standards (including leadership skills) of different groups of staff, lecturer and employee are identified and developed.

The need for education, improvement and development of the staff of officers, lecturers and employees shall be identified and related activities are carried out to meet such needs.

The performance management system (including reward, recognition and training schemes) is implemented to promote and support education, scientific research and community service.

Personnel, policies, processes and plans are reviewed in a regular manner.



Personnel, policies, processes and plans are improved in order to support education, scientific research and community service.

STANDARD 15: TEACHING AND LEARNING

Criteria:

The system for attracting and selecting lecturers, assigning tasks based on professional qualifications, capacity, professional achievements and experience is implemented.

VOYAGE QUESTIONNAIRE:

Are you on the whole satisfied with your course of study?

Are you satisfied with the relationship you had with?

teachers in general

teacher’s collaborators

ESG 2015 – STANDARD 1.6: LEARNING RESOURCES AND STUDENT SUPPORT

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

CIRCULAR 12/2017

STANDARD 7: FINANCIAL AND FACILITY MANAGEMENT



Criteria:

The system for planning, maintaining, evaluating and upgrading facilities and infrastructure (including teaching and learning facilities, laboratories, equipment and tools, etc.) is established and operated in order to meet the needs of education, scientific research and community service.

The system for planning, maintaining, auditing and upgrading facilities and infrastructure (including computer, network, backup system, information security and access) is established and operated in order to meet the needs for education, scientific research and community service.

The system for planning, maintaining, assessing and enhancing learning resources (such as library resources, teaching aids, online databases, etc.) is established and operated in order to meet the needs of education, scientific research and community service.

The system for planning, using, assessing and enhancing environment, health, safety and accessibility of people with special needs is established and operated.

STANDARD 17: LEARNER SUPPORT ACTIVITIES

Criteria:

Learner service and support activities and learner monitoring systems are developed, implemented, reviewed and improved to meet the needs and satisfactions of relevant parties.

VOYAGE QUESTIONNAIRE:

Are you on the whole satisfied with your course of study?



Are you satisfied with the relationship you had with:

teacher's collaborators

administrative staff of your university

What do you think about the classrooms in which lessons and exams took place?

Assessment of IT workstation facilities?

Was the equipment for the other didactic activities (laboratories and other practical activities etc...) adequate?

Your evaluation of the library services (borrowing service, reading rooms, opening hours etc.) as a support to study is...

The study rooms (other from libraries' ones) were...

If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended?

Do you positively evaluate the support given to you by your university for the in-house company period/internship?



ESG 2015 – STANDARD 1.7: INFORMATION MANAGEMENT

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

CIRCULAR 12/2017 - STANDARD 11: INTERNAL INFORMATION SYSTEM

Criteria:

An internal quality assurance management plan (including the collection, process, reports, receiving and transfer of information from relevant parties) is established to support education, scientific research and community service.

Internal quality assurance information including data analysis results must be appropriate, accurate and available in order to provide timely information to relevant parties in support of decision-making and ensuring consistency, security and safety.

Internal quality assurance information system, quantity, quality, consistency, data and information security and safety are reviewed.

Internal quality assurance information management and internal quality assurance policies, procedures and plans are improved to support education, scientific research and community service.

VOYAGE QUESTIONNAIRE:

Response from questions included in the survey is a valuable source of internal information that educational institutions can collect, analyze and use for their internal quality assurance.



ESG 2015 – STANDARD 1.8: PUBLIC INFORMATION

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

CIRCULAR 12/2017

STANDARD 1: VISION, MISSION AND CULTURE

Criteria:

Vision, mission and culture of an educational institution are disseminated, thoroughly understood and clearly explained.

STANDARD 13: ENROLLMENT AND ADMISSION

Criteria:

Plans, policies, and communications shall be developed in order to enroll students for various programme.

STANDARD 14: DESIGN AND REVIEW OF CURRICULUM

Criteria:

Systems are developed to design, develop, monitor, review, evaluate, approve and issue curriculum for all programme and subjects/modules with opinions and feedbacks from relevant parties.



Building, reviewing and adjusting systems of the expected learning outcomes of the programme and subjects/modules in accordance with the needs of relevant parties are made available.

Subject/module syllabus, curriculum of the programme and subjects/modules are documented, disseminated and implemented based on the expected learning outcomes.

VOYAGE QUESTIONNAIRE:

Are you on the whole satisfied with your course of study?

Were the two following reasons important in making your decision to enroll in your university studies course that you are now completing?

ESG 2015 – STANDARD 1.9: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

CIRCULAR 12/2017

STANDARD 4: STRATEGIC MANAGEMENT



Criteria:

Key performance indicators, key target indicators are established to measure the extent to which the institution's strategic goals have been attained.

The strategic planning process, the key performance indicators, key target indicators are improved to achieve the strategic objectives of the institution.

STANDARD 5: POLICIES ON EDUCATION, SCIENTIFIC RESEARCH AND COMMUNITY SERVICES

Criteria:

Policies on education, scientific research and community service are reviewed in a regular manner.

Policies on education, scientific research and community service are improved to enhance the performance of the educational institution and meet the needs and satisfaction of the concerned parties.

STANDARD 9: INTERNAL QUALITY ASSURANCE SYSTEM

Criteria:

Key performance indicators, key target indicators are established to measure the assurance performance of the institution.

The strategic planning procedure, the key performance indicators, key target indicators are improved to achieve the strategic objectives and the quality assurance of the institution.



STANDARD 12: QUALITY IMPROVEMENT

Criteria:

A plan to continuously improve the quality of education facilities, including policies, systems, procedures, procedures and resources is developed in order to achieve the best results in education, scientific research and community services.

Partner selection criteria, benchmarking and matching for quality improvement are established, implemented and regularly reviewed.

STANDARD 14: DESIGN AND REVIEW OF CURRICULUM

Criteria:

Review of the design process, evaluation and review of the curriculum are conducted.

The design, assessment and curriculum are improved to ensure the consistency and updating in order to meet the ever-changing needs of relevant parties.

STANDARD 15: TEACHING AND LEARNING

Criteria:

Teaching and learning activities are monitored and evaluated in order to ensure and improve quality.

STANDARD 22: TRAINING RESULTS



Criteria:

The percentage of learners who meet the requirements and the dropout rates of all programs, modules/subjects are determined, monitored and benchmarked to improve education quality.

Average time limits for graduation of all programs are determined, monitored and benchmarked to improve education quality.

Employment rate for graduates in all programs is determined, monitored and benchmarked to improve education quality.

Levels of satisfactoriness of relevant parties with the quality of graduated learners are determined, monitored and benchmarked to improve education quality.

VOYAGE QUESTIONNAIRE:

Are you on the whole satisfied with your course of study?

Are you satisfied with the relationship you had with:

Teacher in general

Teacher's collaborators

Administrative staff of your university

If you could go back in time, would you enroll again at university?

What is the percentage of the classes that you are attending on the regular basis?

The didactic material (suggested or supplied) is adequate for preparing the exam?



The overall exam organisation (dates and timetable, information given, registration etc.) is acceptable?

The workload for the classes is acceptable?

My current GPA reflect my level of performance fairly?

The supervision of the final examination (dissertation, report on the traineeship/internship, report on the completion of study or other) was adequate?

What do you think about the classrooms in which lessons and exams took place?

Assessment of IT workstation facilities?

Was the equipment for the other didactic activities (laboratories and other practical activities etc...) adequate?

Your evaluation of the library services (borrowing service, reading rooms, opening hours etc.) as a support to study is...

The study rooms (other from libraries' ones) were...

If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended?

Do you positively evaluate the support given to you by your university for the in-house company period/internship?

ESG 2015 – STANDARD 1.10: CYCLICAL EXTERNAL QUALITY ASSURANCE

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

CIRCULAR 12/2017 - STANDARD 10: INTERNAL AND EXTERNAL ASSESSMENT

Criteria:

Internal assessment plan and external assessment preparation are established.

Internal assessment and external assessment are implemented in a regular manner by the staff or/and by trained independent experts.

Findings and results of internal assessment and external assessment are reviewed.

Internal assessment procedure and external assessment preparation procedure are improved to achieve the strategic objectives of the institution.

VOYAGE QUESTIONNAIRE:

Carrying out the survey is a good way for the educational institutions to gather data relevant to both internal and external quality assurance activities.

Chapter 5: Conclusions

In 2016, there were 1,622 students graduating from Hanoi University. They graduated from 17 programs: 11 Foreign language studies, the rest of Business Administration, Accounting, Banking and Finance, Tourism and Hospitality Management, International Studies and Information Technology. Only 73 out of 1,622 graduates of 2016 responded to the Voyage survey, most of which (84.9%) were female.

Obviously, 73 was a non-qualified sample to draw any significant conclusions. However, for the purpose of practicing to improve the research skills, the following research conclusions and recommendations have been made:

Overview:

100% of the respondents received the total influence from the Vietnamese educational system as all of them studied for their high school diploma in Vietnam and awarded by a Vietnamese institution. Among them, about one third graduated the high school with a distinction and high distinction (GPA of 8.00 and above). However, the proportion of this reduced when they graduated Hanoi University: only 15% of the graduates earned A level. Most of the graduates of HANU earned the GPA between 7 and 7.99. In general, the average student GPA of Hanoi University was 7.37.

When choosing Hanoi University to enroll, the main criteria were: subjects of the course and employment opportunities

Students' skills:

The dominant foreign language of HANU students was English with the students' self-estimation to be good or fairly good at all of the four language skills. However, this self rating was proved by a language certificate by only 35.5% of them. About half of the students had a second language, which can be considered to be a strength of the students. English and Chinese were the most popular, but with limited skills.

The information technology (IT) skills of the students were not as positive as the language skills: there was a very low level across surveyed skills, except for word processing and spreadsheets. This showed a signal for a urgent need to upgrade the IT skills for the students.

Perception about the university

The attitude of the students towards Hanoi University is quite positive. The majority of the students (i.e., 90%) attended the class on a regular basis. They also agreed that their classes' workload was acceptable and their GPA reflected their level of performance fairly. They agreed that the didactic material (suggested or supplied) was adequate for preparing the examination, the overall exam organization (dates and timetable, information given, registration etc.) was acceptable and the supervision was adequate.

Working during study

The majority of students at one point during their studies did have a job. But most of them went for part time. Most of the students (79.6%) who reported that they worked during their study only hold their job under 50% of the duration of studies.

There was a quite similar level of involvement into working between the two majors i.e. language and BA&IT. The NO to working during the course received much higher from students of GPA level A than the lower level. There seemed to be a positive connection between father and mother position with the level of work involvement of the children: This No phenomenon was from students who had fathers and mothers working at low level in a public organisation (mostly), at middle level in a private organisation and houseworking section. Low working level of the students during the course came from families with fathers

and mothers at middle level in a public organisation and Freelance. Those of students who did ongoing full time work during the university life tended to have fathers and mothers of a high level in an organisation.

There was a positive relationship between the level of involving into work and the perception of study load to be not acceptable. This can be concluded that workload might influence on the feeling of being overloaded at school.

Most of the respondents reported that their work was relevant or partly related to their course of study but just over a half of them felt satisfied with their jobs.

About the support from the university to the students' internship: the students' internship was often not organized or recognized by the university. Just a little more than half (56.5%) of those who did the internship evaluated the support given to them by their university for the in-house company period/internship positively. Hence, there needed more active support of the university in bringing internship opportunities and supporting the students.

Students' Satisfaction with Hanoi University:

The majority (more than 87%) of the students were satisfied with their courses.

In most of the situations, the students were satisfied with their faculty members and students, the teacher collaboration and administrative staff. Nearly 93% of students indicated that they would enrol again at HANU. The students of higher GPA showed higher desire to enrol into the same course they were taking. The majority of students believed that the classroom, IT workstations, and equipment's were adequate. The study room was estimated not be impressive.



The level of satisfaction with Hanoi University was not equal between genders, across majors, GPAs, interests in the subject, class participation:

Happiness was more popular among female students than male ones. Students of language majors (i.e. Russian, Portuguese, Japanese, Italian, French Majors) had more definite satisfaction than professional majors. No students of the language departments saying that they were not satisfied with their learning experience. Among various GPAs, B level students showed the highest level of satisfaction, the lowest for C level.

The question was raised for further research: if GPA is one of the factors affecting the level of satisfaction of students, whether we can conclude that GPA of BA&IT students were lower than that of language students because of their lower results.

Related to the level of interests in the subject, students who were less interested in subjects were 100% satisfied with the course of study but mostly at modest level. However, the highest level of satisfaction happened among the group of students who were most interested in the subject. It can be concluded that the higher interests might go with higher motivation and efforts in learning and higher rewards for their attempt, then higher level of satisfaction.

Also, the higher class participation rate was in the consistency with the greater satisfaction

Putting altogether, it can be recognized that the high level of satisfaction with the university often went along with students of high GPA, high class participation, great interests in the program. Also, students of higher GPA were those of higher level of class participation; the higher high school GPAs came from those who had more interest in the programme.

Parents:

The percentage of father and mother of the students who was working for an organization was high. More than one third of parents worked for a public organization while the percentage of parents working in a private organization and as a freelancer was relatively equivalent to one another, about one fourth of the sample. They tended to hold middle and lower level positions in these organizations. Only nearly half of students' father and mother held at least a bachelor degree

There seemed to be a positive relationship between parents' educational level with GPA of the children: the higher level of education of mother, father was, the higher GPA of students were.

It was hard to draw any conclusions related to the influence of fathers and mothers' job sectors on the children's choice of job.

Students' further study and career:

Most of the students (70%) wanted to continue with their study, pursuing a Master degree or further training for better professional skills. The majority of the students preferred to enroll in a university in foreign country rather than in Vietnam (this can be because of their foreign language strength).

About employment, despite most of the students being interested in searching a job after graduation, interestingly, those of group A of GPA showed the lowest level of concerns about employment opportunities. The reason could be that some of them would want to invest more time in further studying rather than working.



About job preference, most of the students were searching for jobs that helped them to improve their professional skills. 100% of A level students admitted this. This could be a signal for the fact that the better study performance of the students was, the more they paid attention to professional skill development when looking for a job or a further study. Language major students were more likely to wish to acquire professional skills in a job than BA&IT

The top economic sectors preferred by HANU students were international organizations, commerce and hospitality, education, legal and administrative advice, and accounting. They also preferred to work in HR, Planning, Marketing, Sales, and Public relation, and Administration. A level students had the most modest options of choice, occupied the most of the sections of education and international organisations, while students of B level were most varified in concerned sections.

The students' job preference was invaded by the private-sector subordinate employment ,nearly equally among different GPA groups.

Jobs which offer students the opportunity for training and development, have good prospects and stable were in the high demand. The province and region of residence were their top choices, however, it seemed that they were also willing to travel to work outside Vietnam. Students preferred to work for bigger organizations in a full-time position with a permanent contract.



Quality assurance:

One critical contribution of Voyage graduants and graduates survey is to help universities improve their system of quality assurance. This conclusion is withdrawn from the thorough investigation of the whole questionnaires under two relevant and reliable guidelines of quality assurance practices. One is “Standard and Guidelines for Quality Assurance in the European Higher Education Area” and the other is “Quality assessment standards for higher education” established by the Vietnam’s Ministry of Education and Training. The similar standards under two frameworks are linked with each other and then specific variables of the questionnaire that in line with each standard are listed out. It is remarkable that the questionnaire is more or less relevant to all standards. The information gathered from questionnaire are useful source of inputs for each educational institutions’ internal quality assurance system. Moreover, it is also a good means to evaluate how such system is established and implemented by the university. For the university itself, it forces and facilitates quality improvement; at the same time, it is a valuable source of information for external concerned parties.



VOYAGE PROJECT

NUAE GRADUANDS AND GRADUATES PROFILE SURVEY 2016

Authors: Phuong Đ.Đang; Tuan Đ.Tuan; Thao T.P. Nguyen; Hung L.Manh; Hung N.Bui



Introduction: NUAE University Presentation

National University of Art Education (NUAE), a public university, formerly College of Music and Fine-Arts Education, was established in 1978. In May 2006, it was upgraded to National University of Art Education under the Prime Minister’s Decision No. 117/2006/QĐ-TTg.

Over 48 year’s history of establishment and development, the National University of Art Education (NUAE) is to train, foster thousands of Arts teachers and cultural managers for Vietnam. The development of National University of Art Education has linked with strong support from the staff and students from generation to generation, and wholehearted assistance from staff, lectures and the government.

Chapter 1: Population description

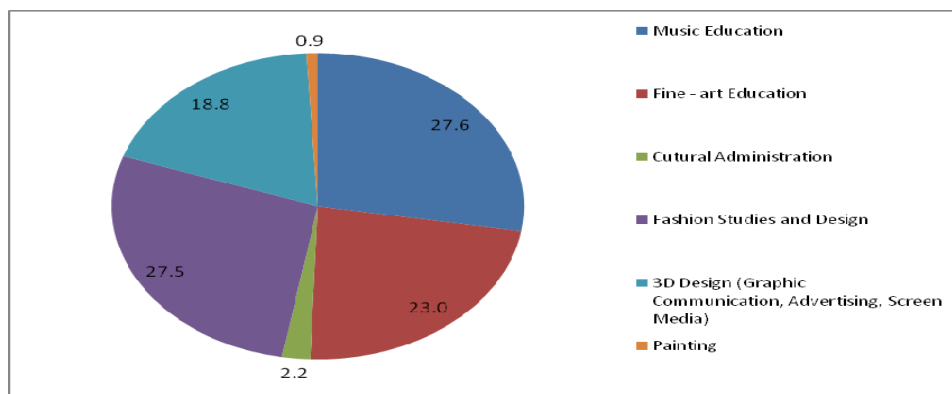


Figure 1: NUAE Graduands and Graduates population in 2016

In the academic year 2016 - 2017, there are 670 students in Music Education, Fine - art Education, Cultural Administration, Fashion Studies and Design, 3D Design (Graphic Communication, Advertising, Screen Media) and Painting graduating from NUAE. In particular, the majority of graduating students going on Music Education and Fashion Studies and Design, accounting for 27.6% and 27.5% respectively; the lowest figure for Painting major, making up only 0.9%.



Chapter 2: The objective of the survey, the responding sample

National University of Art Education Graduates' Profile Report is a pilot survey which carried out within the VOYAGE Project (Opportunities for the young and graduates employability in Vietnam). This report is an analysis of features and performance of the graduates and graduands of NUAE in 2016, focusing on a number of variables coming out from six main sets of the online platform's questionnaire, including:

1. Personal information
2. Education and training
3. Information on the course that graduate is completing now
4. Evaluation of the course that graduate is completing now
5. Information about the family
6. Future intentions and perspectives

In order to collect information for the pilot NUAE student graduands and graduates' profile, NUAE carried out VOYAGE survey to graduating students in their graduation ceremony time. More than 600 students signed up the VOYAGE platform and filled out the questionnaire which are established based on the AlmaLaurea InterUniversity Consortium (Bologna, Italy) experience, who is a project coordinator. However, NUAE has had some difficulties in collecting information of survey and administrative data. The reason is that NUAE students are trained by credit-based system, they can be considered to be a graduand when they accumulate enough credits in training curriculum so that some students can complete their under-graduate program within 3 years or prolong more one, two years etc. so that the matched data (between student responses and administrative data) only contains 227 records.

According to AlmaLaurea suggestion, student responses must meet three conditions to ensure the integrity, namely completeness, plausibility of replies and the time for filling the



questionnaire. In this circumstance, NUAE has done data cleaning process to ensure the questionnaire completeness criterion. It means that if the respondent replied at least for 3 questions out of total 6 questions that are considered as essential for the report, particularly:

1. Parents' educational qualification
2. Class attendance levels
3. Study aboard experience
4. Work experience during university studies
5. Overall evaluation of the university experience
6. Intent to pursue postgraduate education

As the result, the NUAE report contains a survey based on the sample including 219 eligible records that were selected from 227 records.

Chapter 3: The 2016 Vietnamese Graduands and Graduates' Profile Survey

In general, there were 219 students in the final sample and most of which were female (84,5%).

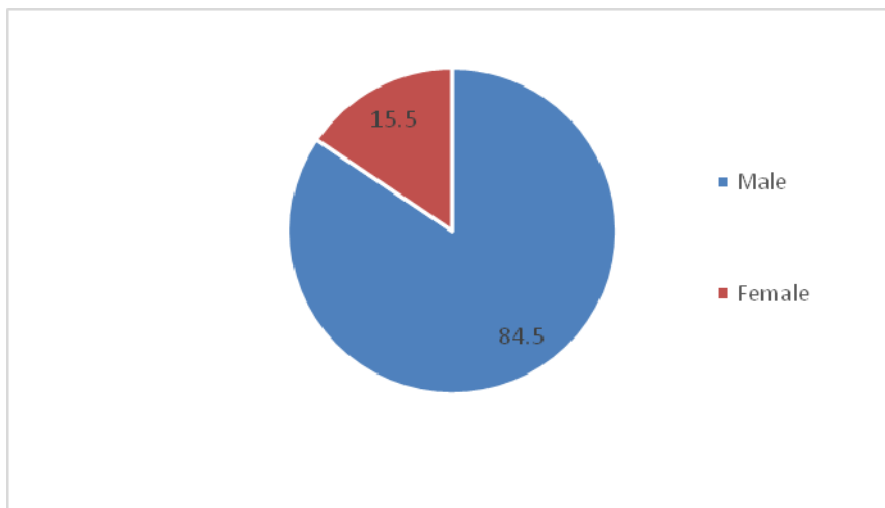


Figure 2: Graduands and Graduates by gender

The average age of graduands and graduates was 24.05 years old (SD = 0.477)

	Minimum	Maximum	Mean	SD
Age	23	25	24.05	.477
Valid N (listwise)				

Table 1: Graduands and Graduates Age

The sample of graduate responses includes from five faculties. As the Figure 3 showed that the largest proportion number belongs to Fashion Studies and Design (35.2%) and Music Education major (32,4%).

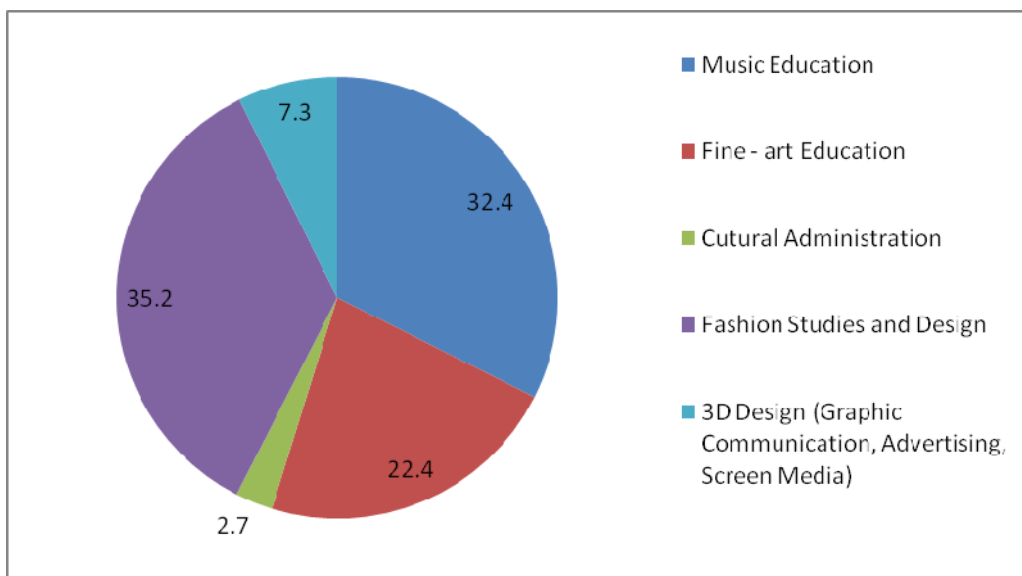


Figure 3: Graduands and Graduates by Faculty

1. Education and trainings of graduates and graduands including in the sample

The first part of Section 2 (Education and Training) asked students about their high school diploma. The results indicated that 98.2% graduates in the sample get their high school diploma in Vietnam which were awarded by the Vietnamese institution. Except for six students having vocational high school diploma, all other students responded that their high



school diploma was the regular one. Most of them (84.5%) have not achieved any academic degree before studying in NUAE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	.9	1.1	1.1
	No	187	85.4	98.9	100.0
	Total	189	86.3	100.0	
Missing	System	30	13.7		
Total		219	100.0		

Table 2: Have you already achieved another academic degree prior to academic degree that you are completing?

In terms of foreign language skills, the majority of students admitted that English was the first foreign language and four skills of English (writing, speaking, reading, listening) are self-evaluated at Fairly good level. Overall, some students got foreign language certificate like A2 level certificate according to Common European Framework of Reference for Languages.

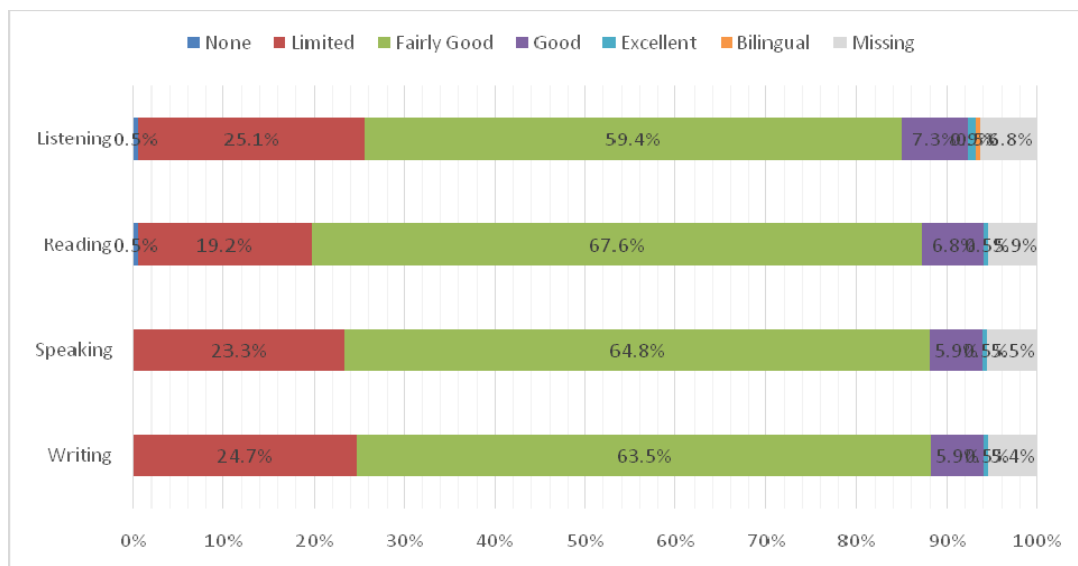


Figure 4: Foreign language proficiency

In terms of IT skills, the figure indicated that only Spreadsheets (M = 2.79, SD = 0.747) and Word processor (M = 2.71, SD = 0.746) were considered as Fairly good level skills. Other IT skills of students were limited.

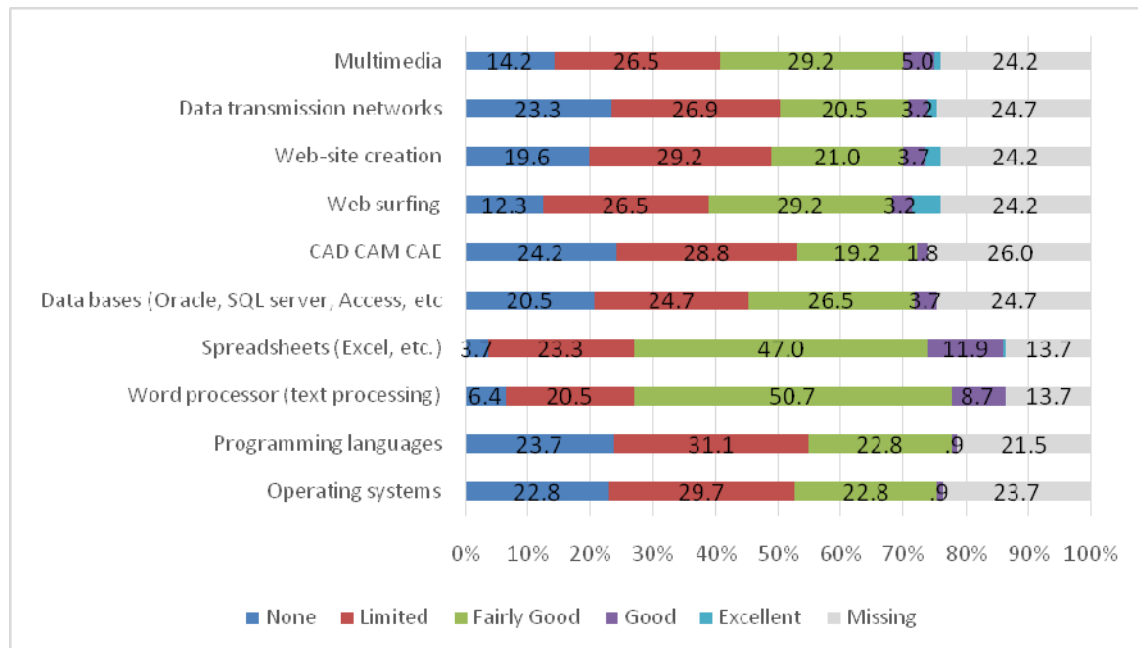


Figure 5: IT skill proficiency

	Mean	Std. Deviation
Operating systems	2.02	.806
Programming languages	2.01	.802
Word processor (text processing)	2.71	.746
Spreadsheets (Excel, etc.)	2.79	.747
Data bases (Oracle, SQL server, Access, etc)	2.18	.890
CAD CAM CAE	1.98	.830
Web surfing	2.49	1.013
Web-site creation	2.20	.982
Data transmission networks	2.10	.954
Multimedia	2.37	.903

Table 3: IT skills level

2. Information on course that graduands and graduates are completing now

The figure indicated that students considered both their interest in the subjects of the course ($M = 4.82$, $SD = 0.480$) and interest in the employment opportunities offered by the course ($M = 4.84$, $SD = 0.493$) before making the decision to enroll in the university studies course. When graduates were asked about their experience during the courses that they were completing, 78.5% students attended the class on a regular basis and accepted the classes' workload ($M = 4.43$, $SD = 0.576$) and their GPA reflecting the performance fairly ($M = 4.45$, $SD = 0.628$).

With regards to experience on examination, they agreed that the didactic material (suggested or supplied) was adequate for preparing the exam ($M = 4.56$, $SD = 0.551$); the overall exam organization (dates and timetable, information given, registration etc.) was acceptable ($M = 4.49$, $SD = 0.555$) and the supervision of the final exam (dissert, report on the traineeship/internship, report on the completion of study or other) was adequate ($M = 4.46$, $SD = 0.528$). In fact, only 14,2% students did their final dissertation.

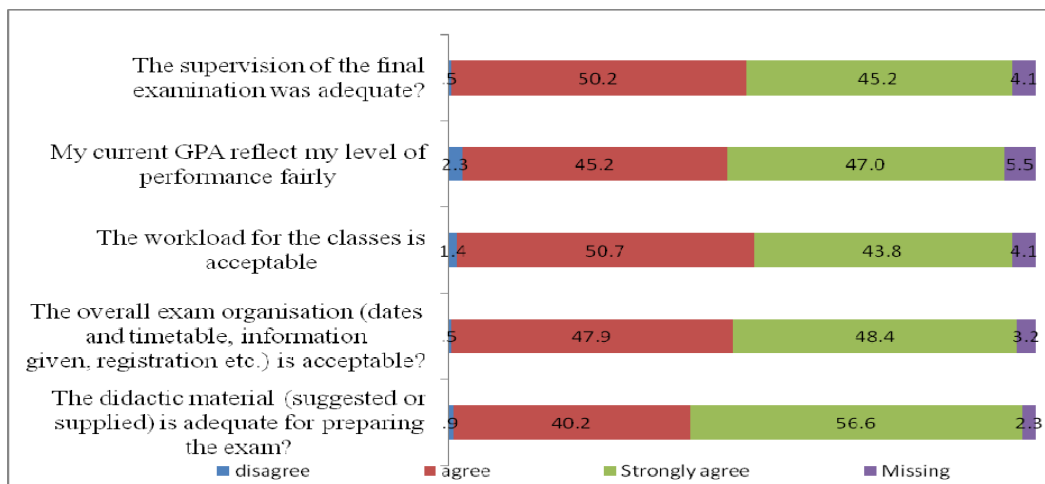


Figure 6: Graduands and Graduates perception of their courses

The work experience of graduands and graduates during their studying period was analyzed based on the information from the answer replied to the following questions of the Questionnaire:

- Did you carry out a working activity during your university studies?
- Are you currently working?

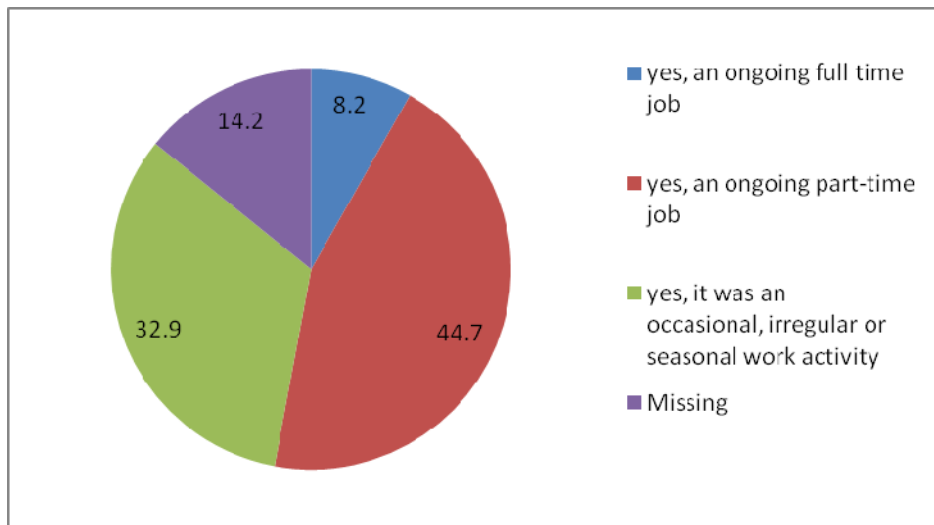


Figure 7: Job during students' studies

Firstly, a large proportion of graduates did have a job, in which full-time job (8.2%), part-time job (44.7%), occasional, irregular or seasonal job (32.9%). Among them, 40.6% students said that their jobs were relevant to their university studies carried out but they spent between 25% and 50% of the duration of the studies for these. Secondly, with 37.9% of currently working graduates, they expressed their less satisfaction on work although some graduates did working activity relevant to the university studies.

Graduates also asked about their study abroad. There were only 4.6% graduates had studied abroad and their chances were personal initiatives.

Regards to students' internship, the minority of students (28.3%) carried out a training period/training practice that organized by their university and they worked as trainee in public organization such as primary or secondary school, university or academic institution or public company. Though, 26.5% of the respondents gave the answer Yes, definitely for the question about the support given by their university for the in-house company period/internship.

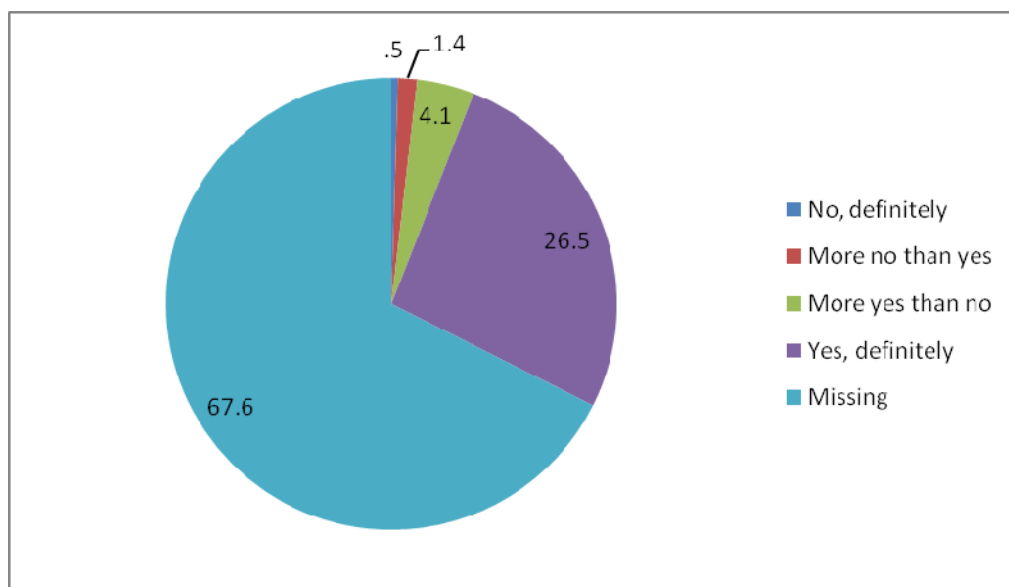


Figure 8: Internship support

3. Evaluation of the course that graduands and graduates is completing now

In general, the graduates' satisfaction for the whole course of study accounted for high percentage with 76.3%. It is notable that graduates satisfied with all relationship in university particularly teacher in general (M = 4.73, SD = 0.445), students (M = 4.68, SD = 0.527), teachers' collaborators (M = 4.66, SD = 0.557), and administrative staff (M = 4.57, SD = 0.729). That is the important reason why 63.0% would enroll again on the same course of NUAE.

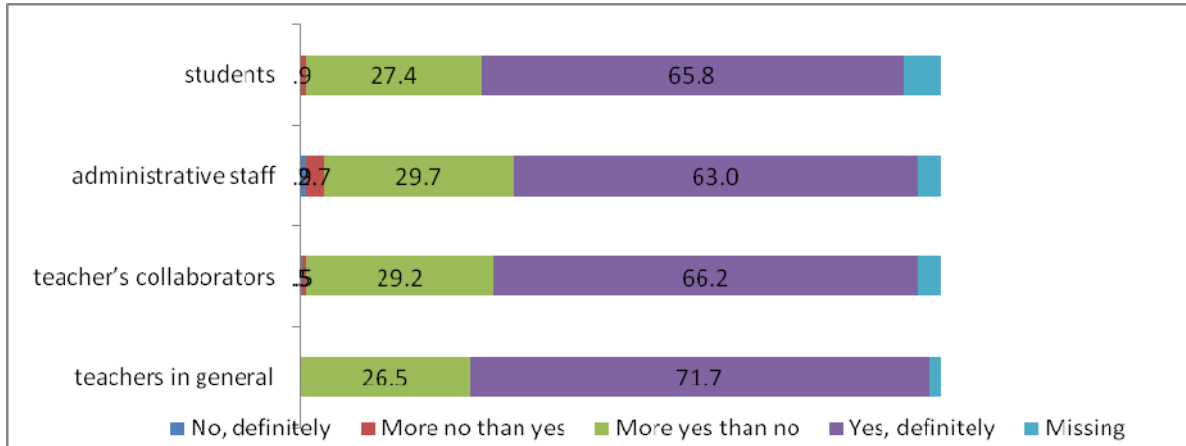


Figure 9: Graduands and Graduates' satisfaction on relationship

In the matter of satisfaction of facilities supply, majority of students said that equipment for the didactic activities ($M = 4.51, SD = 0.635$) the classrooms in which lessons and exams took place ($M = 4.49, SD = 0.759$) and IT workstation ($M = 4.49, SD = 0.726$) were always and almost adequate. They also had positive evaluation on library services (borrowing service, reading rooms, opening hours) and study rooms.

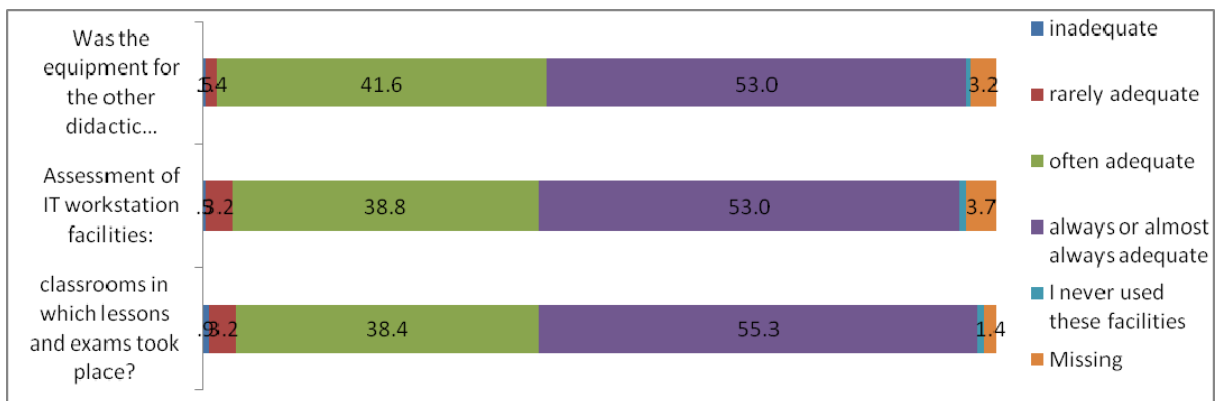


Figure 10: Facilities evaluation

4. Information about the family

The graduates were surveyed on parents' job and educational qualification. The statics in Figure 11 and Figure 12 displayed that a considerable number of the respondents' parents worked in a private sector/organization, father and mother making up the same percentage with 31.1%.

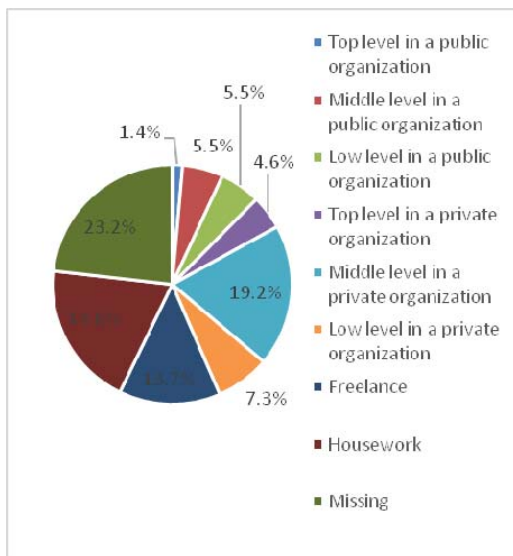


Figure 12: Father position by sector

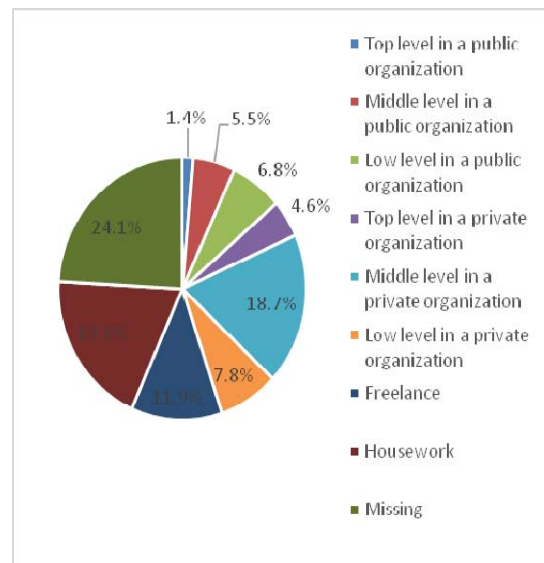


Figure 13: Mother position by sector

In terms of fathers' educational qualification, there were only 10.5% of students' fathers achieved bachelor and higher degree, nearly a half of the rest got high school certificate. The same as father statics, 12.3% students' mother achieved bachelor and higher degree. It also meant that almost all respondents' mothers hold degree of high school or lower ones.

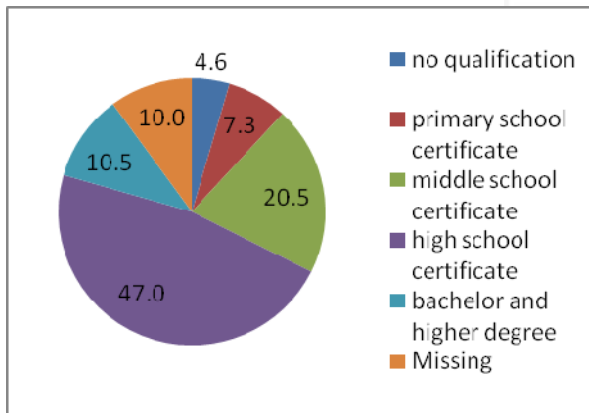


Figure 13: Father qualification

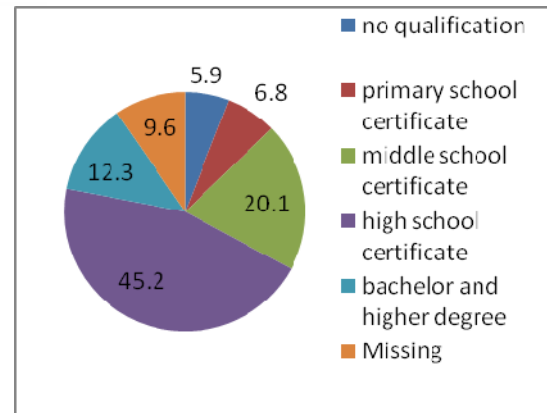


Figure 14: Mother qualification

5. Future intentions and perspectives

The graduands and graduates' intention to pursue postgraduate education was analyzed based on the information from the answers of the question Do you want to continue study? of the Questionnaire. The results showed that just 39.7% respondents answered Yes, they wanted to pursue master degrees most. Regards to the future jobs, approximately 38.8% graduates would look for job in public-sector subordinate employment. They preferred to work in services sector, especially in education (Private or public education - all levels, including universities).

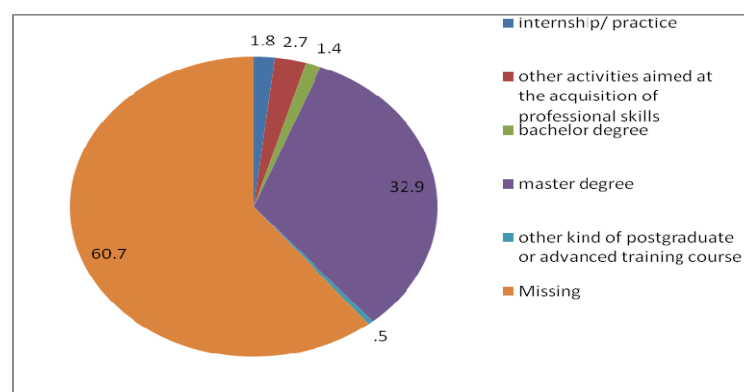


Figure 15: Future study intention

If having opportunities in business area, graduates chose to work on human resources, recruitment, training and marketing, communication, public relations sectors.

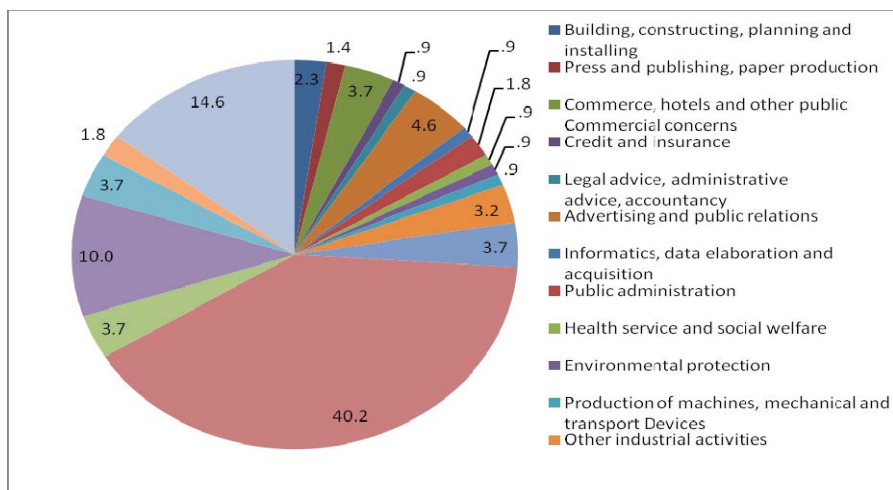


Figure 16: Graduands and Graduates' preferred economic sectors

	Mean	SD
Administration, accounting	3.73	1.423
Technical assistance	3.53	1.466
Management control	3.59	1.421
Finance	3.63	1.426
Legal	3.57	1.432
Marketing, communication, public relations	3.94	1.239
Organisation, planning	3.80	1.302
Human resources, recruitment, training	3.98	1.269
Production	3.62	1.414
Research and development	3.68	1.402
Information systems	3.43	1.459
Purchases	3.53	1.422
Logistics, distribution	3.50	1.450
Secretary, general affairs	3.64	1.397
Marketing, sales	3.79	1.364

Table 4: Graduands and Graduates' preferred business areas

According to Table 5, the most influenced factor on students' job choice was profit prospects, career prospects and job stability play the equally important roles when students decided their suitable jobs.

	Mean	SD
Profit prospects	4.43	.895
Career prospects	4.39	.868
Job stability	4.38	.877
Acquisition of professional Skill	4.33	.975
Relevance to studies Completed	4.19	1.068
Relevance to personal Interests	4.28	.933
Independence or autonomy	4.27	.969
Amount of spare time	4.23	.973

Table 5: Factors influenced to students' job choice

In the questionnaire, we also surveyed students' choice of working location. Just over 40% students agreed that the province and region of residence were their best working places. So that, they did not prefer/get ready to work outside Vietnam like ASEAN or European countries especially China.

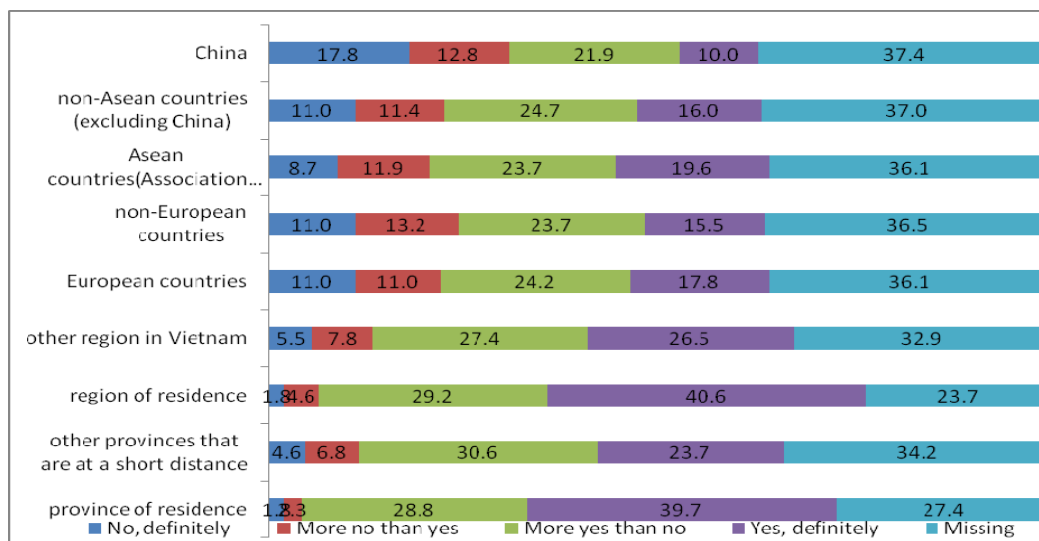


Figure 17: Expectation of working location

The statics from Table 6 and Table 7 also indicated that a large proportion of graduates prefer to work for large-sized companies (over 50 employees) in a full-time position with permanent employment contract. Most of them were also willing to travel for business incase changing their residence.

	Mean	SD
small-sized companies (with less than 15 employees)	3.76	1.293
middle-sized companies (from 15 to 50 employees)	4.09	1.090
large-sized companies (over 50 employees)	4.26	.997

Table 6: Expectation of companies size

	Mean	SD
full-time work	4.49	.846
part-time work	3.76	1.200
permanent employment contract	4.50	.867
fixed-term employment contract	3.82	1.262
self employed	3.87	1.244
short term agency contract /temporary work	3.55	1.380

Table 7: Choice of work arrangement and contract

Finally, graduates were asked about method that they chose to look for jobs. According to Figure 19, a considerable number of them considered contact with specialized recruitment agencies (personnel selection agencies, temporary work agencies etc.) was the best way to find the job opportunities.

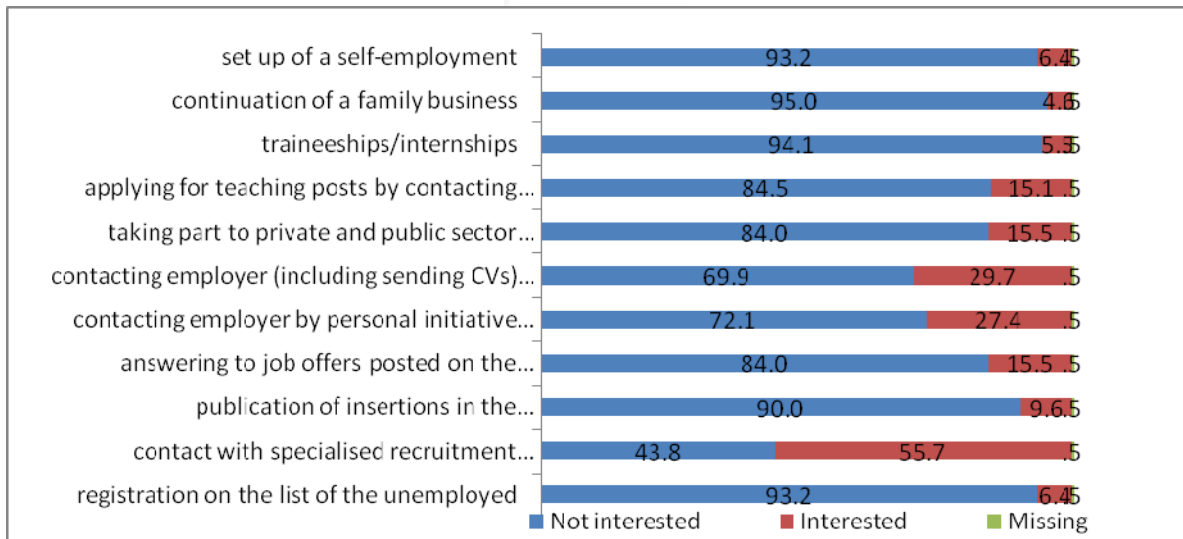


Figure 18: Job search strategy

Chapter 4: Quality assurance

Deriving from the aforementioned phenomena occurring in Vietnam's higher education due to its fast expansion in the system, it appears that the Vietnamese Government has realized the importance of systematic reform to improve the quality of teaching and learning in higher education. In addition, quality assurance was considered as one of the means to achieve this goal. Setting up EQA (External Quality Assurance) and IQA (Internal Quality Assurance) in Vietnam has been pursued since the 1990s, however Ministry of Education and Training official issued Circular 12/2017/TT-BGDĐT (Circular 12/2017) on promulgating the regulation on higher education accreditation, replacing the Decision No. 65/2007/QĐ-BGDĐT dated November 1, 2007 of the Minister of Education and Training on promulgating regulations on criteria for assessing the education quality of universities; Article 1, 2 of Circular No. 37/2012/TT-BGDĐT dated October 30, 2012 of Minister of Education and Training; regulations on the process and frequency of education quality assessment of universities, colleges, and vocational high schools prescribed in Circular No. 62/2012/TT-BGDĐT dated December 28, 2012 of Minister of Education and Training on



promulgating the Regulation on the process and frequency of education quality assessment of universities, colleges, and vocational high schools.

After referring to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) issued in 2015, we found that many questions on Questionnaire are useful to describe the quality assurance indicators both in Circular 12/2017/TT-BGDĐT of Vietnamese Minister of Education and Training and European Higher Education Area (ESG).

4.1. ESG 2015

STANDARD 1.1: POLICY FOR QUALITY ASSURANCE

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

CIRCULAR 12/2017

STANDARD 9: INTERNAL QUALITY ASSURANCE SYSTEM

The structure, role, responsibility and accountability of the internal quality assurance system are established to meet the strategic goals and quality assurance of the institution.

Strategic plans for quality assurance (including strategies, policies, related parties engagement, activities consisting of promotion of quality assurance and capacity building training force) are developed to meet the strategic goals and quality assurance of the institution.

Strategic planning on quality insurance is thoroughly understood and transformed into short-term and long-term plans.



Document storing system, review and dissemination of policies, systems, procedures and quality assurance procedures are implemented.

Key performance indicators, key target indicators are established to measure the assurance performance of the institution.

The strategic planning procedure, the key performance indicators, key target indicators are improved to achieve the strategic objectives and the quality assurance of the institution.

STANDARD 10: INTERNAL ASSESSMENT AND EXTERNAL ASSESSMENT

Internal assessment plan and external assessment preparation are established.

Internal assessment and external assessment are implemented in a regular manner by the staff or/and by trained independent experts.

Findings and results of internal assessment and external assessment are reviewed.

Internal assessment procedure and external assessment preparation procedure are improved to achieve the strategic objectives of the institution.

⇒ VOYAGE QUESTIONNAIRE:

Were the two following reasons important in making your decision to enroll in the university studies course you are now completing?

Are you on the whole satisfied with your course of study?

4.2. ESG 2015

STANDARD 1.2 : DESIGN AND APPROVAL OF PRGRAMMES



Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

CIRCULAR 12/2017

STANDARD 14: DESIGN AND REVIEW OF CURRICULUM

Systems are developed to design, develop, monitor, review, evaluate, approve and issue curriculum for all program and subjects/modules with opinions and feedbacks from relevant parties.

Building, reviewing and adjusting systems of the expected learning outcomes of the program and subjects/modules in accordance with the needs of relevant parties are made available.

Subject/module syllabus, curriculum of the program and subjects/modules are documented, disseminated and implemented based on the expected learning outcomes.

Review of the design process, evaluation and review of the curriculum are conducted.

The design, assessment and curriculum are improved to ensure the consistency and updating in order to meet the ever-changing needs of relevant parties.

⇒ VOYAGE QUESTIONNAIRE:

Interest in the employment opportunities offered by the course (employment opportunities)



The didactic material (suggested or supplied) is adequate for preparing the exam?

The workload for the classes is acceptable?

Are you on the whole satisfied with your course of study?

4.3. ESG 2015

STANDARD 1.3: STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

CIRCULAR 12/2017

STANDARD 15: TEACHING AND LEARNING

System of selection of teaching and learning activities is consistent with the educational philosophy to achieve expected learning outcomes.

Teaching and learning activities promoting lifelong learning are organized in an appropriate manner to achieve expected learning outcomes.

Teaching and learning activities are monitored and evaluated in order to ensure and improve quality.

Educational philosophy, teaching and learning activities are improved to achieve expected learning outcomes, ensure the quality of teaching, learning and lifelong learning.

STANDARD 16: LEARNER ASSESSEMENT

System for planning and selecting appropriate types of learner assessments during the learning process is established.



Learner assessment activities are designed to ensure the expected learning outcomes are achieved.

Assessment methods and learner assessment results are reviewed to ensure accuracy, reliability, equity and possibility to achieve the expected educational outcomes.

Types and methods of assessing learners are improved to ensure accuracy, reliability, equity and possibility to achieve the expected educational outcomes.

⇒ **VOYAGE QUESTIONNAIRE:**

What is the percentage of the classes that you are attending on the regular basis?

The didactic material (suggested or supplied) is adequate for preparing the exam?

The overall exam organisation (dates and timetable, information given, registration etc.) is acceptable?

The workload for the classes is acceptable?

My current GPA reflect my level of performance fairly?

The supervision of the final examination (dissertation, report on the traineeship/internship, report on the completion of study or other) was adequate?

Did you do final dissertation?

Was the working activity relevant to the university studies carried out?

Did you study abroad during your current university studies?

Have you prepared a significant part of your dissertation/final examination abroad?



If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended?

During your current course studies, have you carried out any training period/training practice subsequently acknowledged by the degree course?

Do you positively evaluate the support given to you by your university for the in-house company period/internship?

Are you satisfied with the relationship you had with teachers in general?

4.4. ESG 2015

STANDARD 1.4: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

CIRCULAR 12/2017

STANDARD 13: ENROLLMENT AND ADMISSION

Plans, policies, and communications shall be developed in order to enroll students for various programme.

Criterion is developed to select quality learners for each programme.

The enrollment and admission monitoring process are implemented.

The enrollment and admission shall be monitored.



The enrollment and admission monitoring process are improved to ensure suitability and effectiveness.

STANDARD 22: TRAINING RESULTS

The percentage of learners who meet the requirements and the dropout rates of all programmes, modules/subjects are determined, monitored and benchmarked to improve education quality.

Average time limits for graduation of all programmes are determined, monitored and benchmarked to improve education quality.

Employment rate for graduates in all programmes is determined, monitored and benchmarked to improve education quality.

Levels of satisfactoriness of relevant parties with the quality of graduated learners are determined, monitored and benchmarked to improve education quality.

⇒ VOYAGE QUESTIONNAIRE:

Do you have any certificate of language proficiency for the 1st foreign language?

Do you have any certificate of language proficiency for the 2nd foreign language?

Do you have any certificate of language proficiency for the 3rd foreign language?

Have you achieved major IT certificate?

Did you carry out any other experience abroad during your previous studies (if any)?

Have you prepared a significant part of your dissertation/final examination abroad?

4.5. ESG 2015

STANDARD 1.5: TEACHING STAFF



Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

CIRCULAR 12/2017

STANDARD 6: HUMAN RESOURCE MANAGEMENT

Human resource is planned to fully meet the needs and satisfaction of the concerned parties.

Recruitment and selection criterion (including moral criteria and academic freedom used in the personnel promotion, appointment and placement) are defined and communicated to the public.

Competency standards (including leadership skills) of different groups of staff, lecturer and employee are identified and developed.

The need for education, improvement and development of the staff of officers, lecturers and employees shall be identified and related activities are carried out to meet such needs.

The performance management system (including reward, recognition and training schemes) is implemented to promote and support education, scientific research and community service.

Personnel, policies, processes and plans are reviewed in a regular manner.

Personnel, policies, processes and plans are improved in order to support education, scientific research and community service.

STANDARD 15: TEACHING AND LEARNING



The system for attracting and selecting lecturers, assigning tasks based on professional qualifications, capacity, professional achievements and experience is implemented.

⇒ **VOYAGE QUESTIONNAIRE:**

Are you on the whole satisfied with your course of study?

Are you satisfied with the relationship you had with?

4.6. ESG 2015

STANDARD 1.6: LEARNING RESOURCES AND STUDENT SUPPORT

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

CIRCULAR 12/2017

STANDARD 17: LEARNER SUPPORT ACTIVITIES

Learner service and support activities and learner monitoring systems are developed, implemented, reviewed and improved to meet the needs and satisfactions of relevant parties.

⇒ **VOYAGE QUESTIONNAIRE:**

Was the equipment for the other didactic activities (laboratories and other practical activities etc...) adequate?

Your evaluation of the library services (borrowing service, reading rooms, opening hours etc.) as a support to study is...



The study rooms (other from libraries' ones) were...

If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended?

Do you positively evaluate the support given to you by your university for the in-house company period/internship?

4.7. ESG 2015

STANDARD 1.7: INFORMATION MANAGEMENT

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

CIRCULAR 12/2017

STANDARD 11: INTERNAL QUALITY ASSURANCE INFORMATION SYSTEM

An internal quality assurance management plan (including the collection, process, reports, receiving and transfer of information from relevant parties) is established to support education, scientific research and community service.

Internal quality assurance information including data analysis results must be appropriate, accurate and available in order to provide timely information to relevant parties in support of decision-making and ensuring consistency, security and safety.

Internal quality assurance information system, quantity, quality, consistency, data and information security and safety are reviewed.



Internal quality assurance information management and internal quality assurance policies, procedures and plans are improved to support education, scientific research and community service.

⇒ **VOYAGE QUESTIONNAIRE:**

Response from questions included in the survey is a valuable source of internal information that educational institutions can collect, analyze and use for their internal quality assurance.

4.6. ESG 2015

STANDARD 1.8: PUBLIC INFORMATION

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

CIRCULAR 12/2017

STANDARD 1: VISION, MISSION AND CULTURE

Vision, mission and culture of an educational institution are disseminated, thoroughly understood and clearly explained.

STANDARD 13: ENROLLMENT AND ADMISSION

Plans, policies, and communications shall be developed in order to enroll students for various programme.

STANDARD 14: DESIGN AND REVIEW OF CURRICULUM

Systems are developed to design, develop, monitor, review, evaluate, approve and issue curriculum for all programme and subjects/modules with opinions and feedbacks from relevant parties.



Building, reviewing and adjusting systems of the expected learning outcomes of the programme and subjects/modules in accordance with the needs of relevant parties are made available.

Subject/module syllabus, curriculum of the programme and subjects/modules are documented, disseminated and implemented based on the expected learning outcomes.

⇒ **VOYAGE QUESTIONNAIRE:**

Are you on the whole satisfied with your course of study?

Were the two following reasons important in making your decision to enroll in your university studies course that you are now completing?

4.9. ESG 2015

STANDARD 1.9: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

CIRCULAR 12/2017

STANDARD 4: STRATEGIC MANAGEMENT

Key performance indicators, key target indicators are established to measure the extent to which the institution's strategic goals have been attained.

The strategic planning process, the key performance indicators, key target indicators are improved to achieve the strategic objectives of the institution.

STANDARD 5: POLICIES ON EDUCATION, SCIENTIFIC RESEARCH AND COMMUNITY SERVICES



Policies on education, scientific research and community service are reviewed in a regular manner.

Policies on education, scientific research and community service are improved to enhance the performance of the educational institution and meet the needs and satisfaction of the concerned parties.

STANDARD 14: DESIGN AND REVIEW OF CURRICULUM

Review of the design process, evaluation and review of the curriculum are conducted.

The design, assessment and curriculum are improved to ensure the consistency and updating in order to meet the ever-changing needs of relevant parties.

STANDARD 15: TEACHING AND LEARNING

Teaching and learning activities are monitored and evaluated in order to ensure and improve quality.

⇒ **VOYAGE QUESTIONNAIRE:**

Are you on the whole satisfied with your course of study?

Are you satisfied with the relationship you had with:

Teacher in general

Teacher's collaborators

Administrative staff of your university

Students

If you could go back in time, would you enroll again at university?



What do you think about the classrooms in which lessons and exams took place?

Assessment of IT workstation facilities?

If you have attended part of your degree course abroad (and this activity has been acknowledged in your university e.g. through credits recognition) or if you have written your graduation thesis abroad, do you positively evaluate the support given to you by the university you attended?

Do you positively evaluate the support given to you by your university for the in-house company period/internship?

4.10. ESG 2015

STANDARD 1.10: CYCLICAL EXTERNAL QUALITY ASSURANCE

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

CIRCULAR 12/2017

STANDARD 10: INTERNAL ASSESSMENT AND EXTERNAL ASSESSMENT

Internal assessment plan and external assessment preparation are established.

Internal assessment and external assessment are implemented in a regular manner by the staff or/and by trained independent experts.

Findings and results of internal assessment and external assessment are reviewed.

Internal assessment procedure and external assessment preparation procedure are improved to achieve the strategic objectives of the institution.

⇒ **VOYAGE QUESTIONNAIRE:**



Carrying out the survey is a good way for the educational institutions to gather data relevant to both internal and external quality assurance activities.



Chapter 5: Conclusion

The following conclusions could be considered as the results of the NUAE graduates' survey executed for 2016:

- In 2016, there were 670 students graduating from six (06) faculties namely Music Education, Fine - art Education, Cultural Administration, Fashion Studies and Design, 3D Design (Graphic Communication, Advertising, Screen Media) and Painting of National University of Art Education. However, the Report contains a survey results based on the sample including 219 eligible questionnaire that were selected from 227 questionnaire. Most of which (84.5%) were female.

- 98.2% graduates in the sample get their high school diploma in Vietnam which were awarded by the Vietnamese institution. The first foreign language of NUAE students was English with the students' self-evaluation to be fairly good level at the four language skills. Besides, the information technology (IT) skills of the graduates were not as positive as the language skills, some IT skills were on Limited level.

- The attitude of the students towards National University was quite positive. The majority of the students (78.5%) attended the class on a regular basis. They also agreed that their classes' workload was acceptable and their GPA reflected their level of performance fairly. They agreed that the didactic material (suggested or supplied) was adequate for preparing the examination, the overall exam organization (dates and timetable, information given, registration etc.) was acceptable and the supervision was adequate.

- A large proportion of graduates did have a job during the studying period, mainly was part-time job and relevant to their university studies carried out.

- 76.3% graduates were satisfied with their courses. The majority of them were satisfied with their faculty members, the teacher collaboration, teachers in general and administrative staff.



- The percentage of father and mother of the students who was working for private sector/organization was high. In fact, they only got high school certificate or lower ones.

- Nearly 40% of graduates wanted to continue with their study, pursuing a Master degree or further training for better professional skills. Moreover, they tended to prefer to work for large-sized companies in a full-time position with permanent employment contract.

According to the statics from the Report of the VOYAGE project, NUAE proposes some essential solutions for the future as followings:

1. Improving the quality and responsibility of teachers/lectures

- By 2020, NUAE will have strived for 45% of lectures with Doctor certificates, using foreign languages and teaching aids competently. To achieve this, we need to develop a strategy for developing high quality human resources by 2020, in which in favor of training leading specialists in each field, opening high quality English language classes, encouraging financial support from University.

- Raise the teacher's awareness of the roles and ethics of the teacher, in the process of implementing the training task, through the provision to update the policies in the management of the training.

- Regular evaluation of teachers from learners and

2. Develop curriculum and teaching materials

Based on the practical needs of periodic assessment of the training program to have additional designs, so that the program ensures integration and advanced towards training what society needs. The program should focus on proper training of 03 issues (knowledge, skills, attitudes) and synchronous steps should be taken:

- Redesigned vocational training programs;



- Development of teaching materials;
- Evaluate the training process, ensuring interconnectivity and flexibility.

3. Strengthen investment in facilities for training

- Improving the effectiveness of the library and university website.
- Equipping tools for laboratories.
- Prioritize resources for the vocational training and internship of students.

4. Organization of training management

- Based on the potential of each department, the branch develops a reasonable training scale to improve the quality of training.

- Departments need to develop coordination mechanisms with institutes and centers to clearly define the responsibilities and interests of parties involved in order to efficiently use existing resources.

- There should be a specialized teachers in charge of studying

- Strengthen the coordination between the university and companies, enterprises and employers in: development of programs, study areas, guidance and employment.

- Make good publicity in education on the program, resources and finance in training on the university website.

5. Assessment of learning outcomes

- Examining and finalizing the examination storage every year with the forms required by the subject matter.

- Publicity of scores and midterm scores before the end of the module.



- Coordinate with employers to assess the capacity of graduates to meet the demand of the society.



VOYAGE PROJECT

PTIT GRADUANDS AND GRADUATES PROFILE SURVEY- 2016

POSTS AND TELECOMMUNICATIONS INSTITUTE OF TECHNOLOGY, VIETNAM



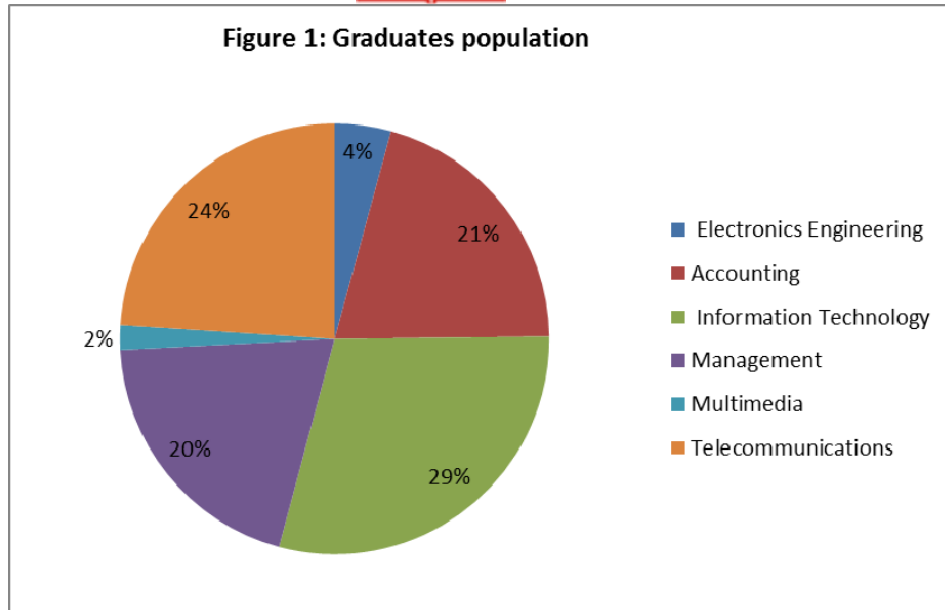
Introduction: PTIT University presentation

Posts and Telecommunications Institution of Technology (PTIT) is a leading university in the field of information and communication technology in Vietnam with four university campuses located in Hanoi and Ho Chi Minh City. PTIT offers bachelor's degree at nine majors, listed as Information Technology, Electrical & Electronic Engineering, Telecommunication Engineering, Multimedia Technology, Multimedia Communication, Business Administration, Accounting and Marketing. The number of undergraduate and postgraduate students at PTIT is about 14,000 undergraduate and 1,000 postgraduate ones respectively. PTIT also offers doctorate programs at 4 majors but they only made up a small proportion of students compared to master and bachelor programs.

Dating back the history of PTIT's development, it was early established in 1997 by Vietnam Posts and Telecommunications Group (VNPT), a top state corporation in Vietnam in the years of 2000s. With valuable investment of VNPT, PTIT has developed its academic and R&D programs under the model of academic-industry very well. In 2014, along with the reform of VNPT decided by the Government, PTIT became the member of Vietnam Ministry of Information and Communications (MIC) which governs big ICT companies like VNPT, Viettel, Mobifone at the state level. It can be said that the higher stand of PTIT within the Ministry also facilitates the cooperation network between PTIT and industry partners, heightening the employability of its graduates in those enterprises.

Chapter 1: Sample description

In 2016, the total number of graduates in both PTIT Hanoi and Ho Chi Minh City is about 2,100 students in which 1,400 students are from PTIT Hanoi, accounting for 66, 7% of the total. The largest number of graduates was from the majors of Information Technology, Telecommunications and Accounting with the percentage of 29%, 24% and 21% respectively.



The mentioned percentage also reflects PTIT's prestige and its focus on training high quality human resources in the field of ICT.



Chapter 2: The objective of the survey, responding sample to the questionnaire and description of the exclusion of criteria used.

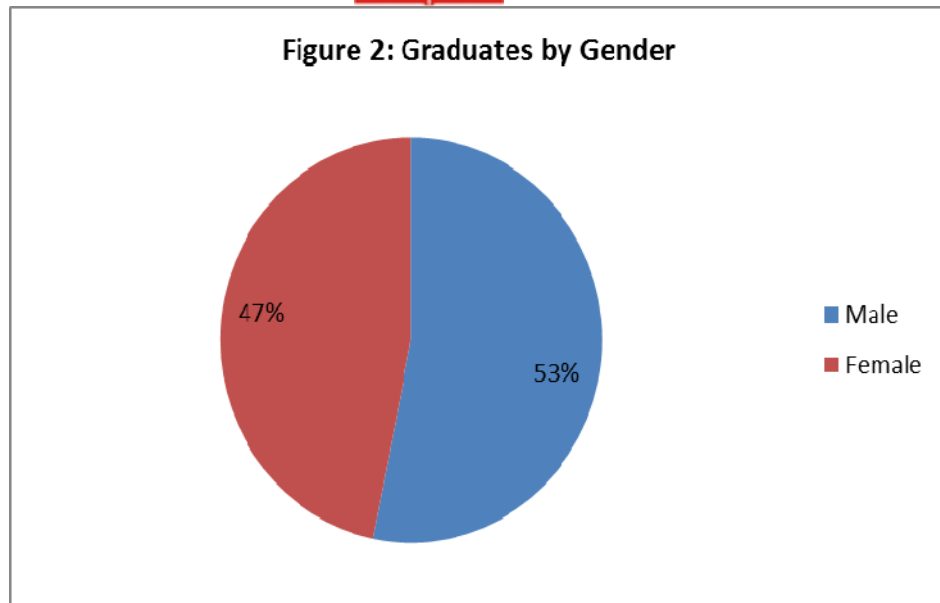
PTIT Graduands and Graduates' Profile Report (hereinafter Report) is a pilot survey executed within the framework of Voyage project about "opportunities for the young and graduates employability in Vietnam" led by AlmaLaurea Interuniversity Consortium (Bologna, Italy). This report is an analysis of PTIT's graduates' features and performance, focusing on a number of variables coming out from the six main sessions of the on-line platform's questionnaire, including: (1) personal information; (2) education and training; (3) information on the course offered to graduates; (4) evaluation of the courses; (5) information about family background and (6) future intentions and perspectives.

Aiming at the integrity, we have carried out the data cleaning process in order to remove unreliable records. As a result, some particular categories were discussed and decided to be excluded for the survey by research team. They include:

- *Questionnaires which had less than 3 answers for those six mentioned sessions;*
- *Questionnaires reported without fulfilling any sessions required;*
- *Questionnaires completed by those students who already worked for particular organizations and were sent to study at PTIT by the nomination of their employers.*

Based on the abovementioned exclusion categories, 654 out of 745 records were selected for final data analysis.

From the pie chart in figure 2 about graduands and graduates by gender, it can be seen that the proportion between male and female among selected sample was nearly equal with 53% and 47% respectively. This nearly equal percentage is quite interesting as the gender inequity is always a big issue for any engineering universities in the world.



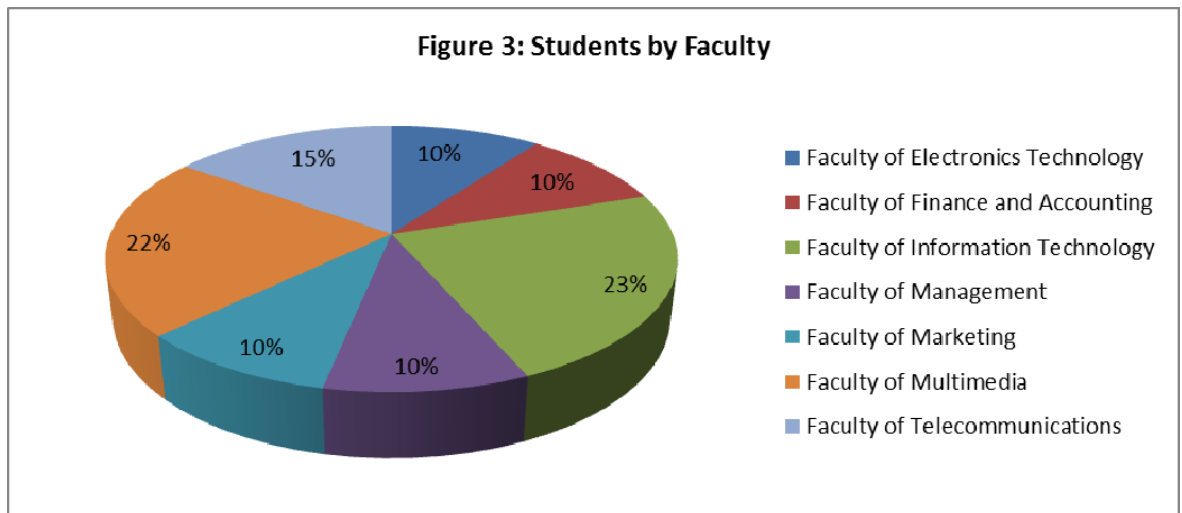
Also, the average age of the sample as 21.23 (SD = 1.2) correctly shows the fact of educational system in Vietnam when students normally start their higher education at the age of 18 and graduate from universities after 4 or 4.5 years studying at bachelorate programs.

Table 1: Students Age

		Age
N	Valid	654
	Missing	0
Mean		21.23
Mode		21
Std. Deviation		1.220
Minimum		18
Maximum		28

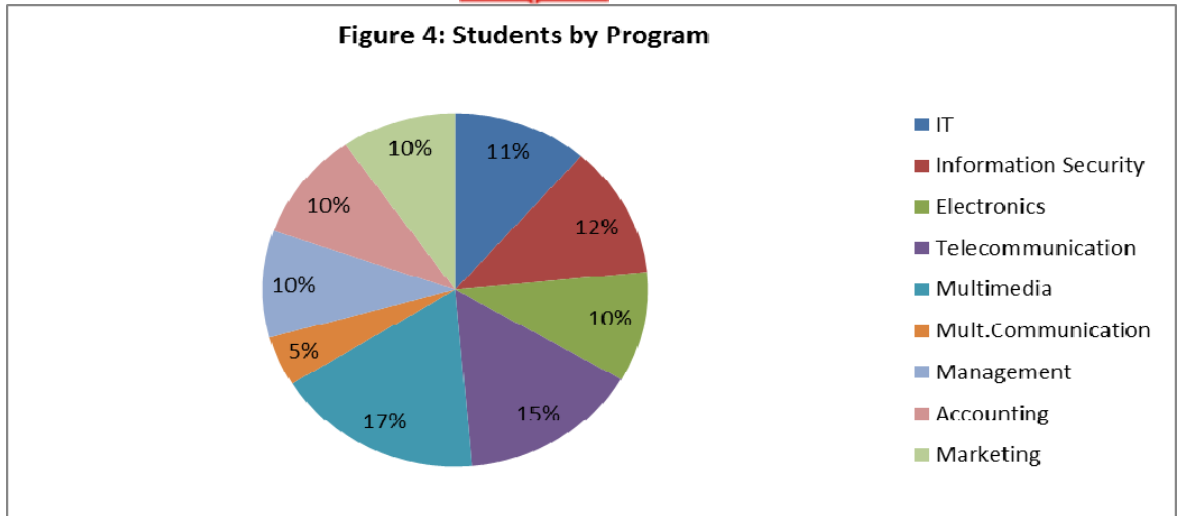
As shown in Figure 3, the largest propotion of students participating in this survey are those from three branded faculties of PTIT i.e Information Technology, Multimedia and Telecommunication with 23.4%, 22%, 15.1% respectively. This percentage is understandable

when the number of annual admission in those faculties is often higher than others due to their strong capacities in human resources and technology trends. However, this fact also makes a meaningful question on how to encourage more economic students actively participate in the survey or broadly speaking, how to make them show more interest in seeking for career opportunities in the future.



In the figure 4, it can be seen that there is a great diversity in majors of students filling in the questionnaire which cover all 9 bachelorate programs that PTIT offers. The high percentage of engineering students compared to economic students agrees with the proportion of students by faculties shown in figure 3. The fact partially reflects that PTIT seems to put more focus on recruitment programs at ICT sectors than other ones. It leads to the fact that students from other programs show less interest in employment opportunities given by the university. It can be explained as the cooperation network between PTIT and ICT enterprises is often stronger than other companies. Therefore, it is easier for PTIT to carry out recruitment at ICT related-sectors.

Figure 4: Students by Program



Chapter 3: The 2016 Vietnamese Graduands and Graduates' Profile Survey

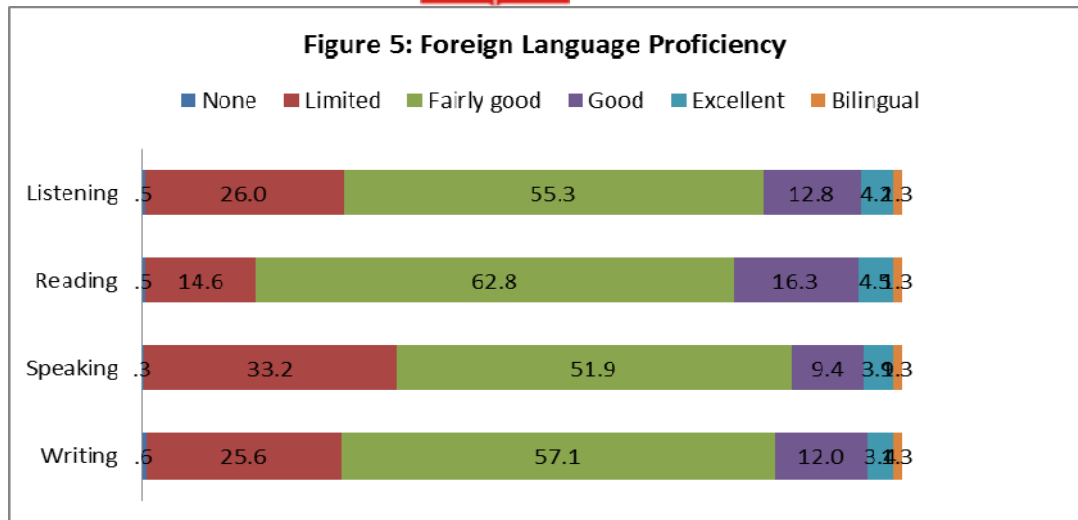
3.1 Education and trainings of graduands and graduates including in the sample

The result shows that 100% of students earned their high school diploma before starting the higher education programs. It is a compulsory requirement for high school students to enter universities. Among them, 99, 2% get their diploma in their home country, Vietnam and only a small proportion of them get their diploma abroad. According to the reported questionnaires, 94% of students achieved GPA of distinction and high distinction and most of them (90.8%) did not achieve any other academic degrees prior to the academic degree. The findings show that students of PTIT are those who have good education background.

Table 2: Have you already achieved another academic degree prior to academic degree

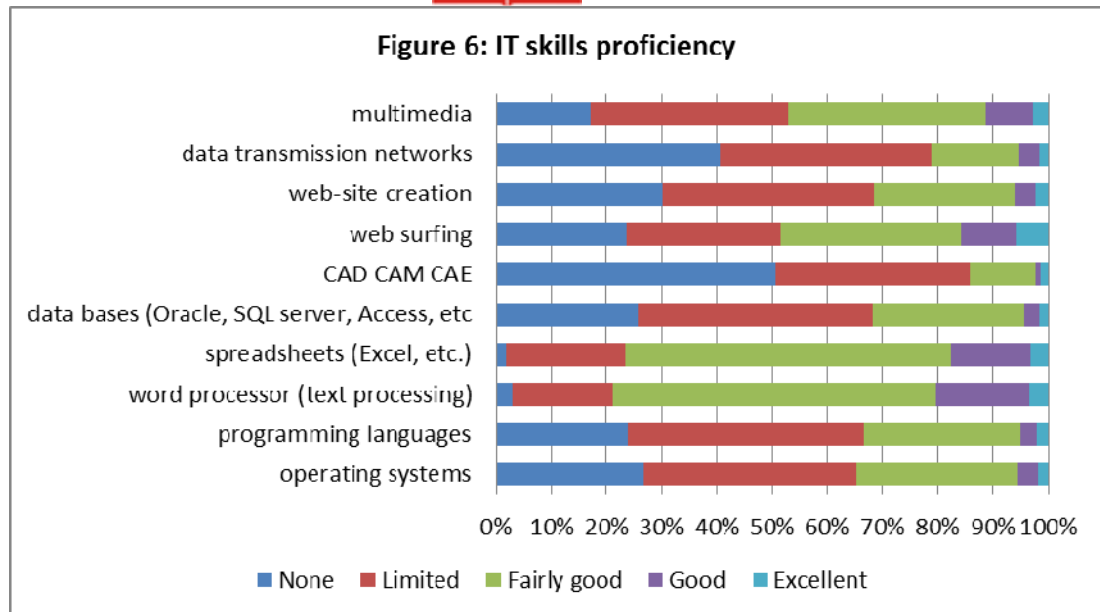
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	3.2	3.4	3.4
	No	594	90.8	96.6	100
	Total	615	94.0	100.0	
Missing	System	39	6.0		
	Total	654	100.0		

With regard to foreign language skills and its proficiency, as indicated in the figure 5, most students reported that their first foreign language was English. 56.7% of them self-evaluated their language competence as fairly good but only a few students are able to use English as bilingual and only 10.6% of students possess foreign language certificate. This result shows that PTIT students seem to have weaknesses in mastering English. This situation can be explained that most PTIT students only focus on such subjects as Math, Physics, Chemistry, and Biology when they were at high school as PTIT and other engineering universities use graduation marks of the said subjects to admit freshmen. As a result, students lack of concentration on English and show lack of confidence in communicating in English.



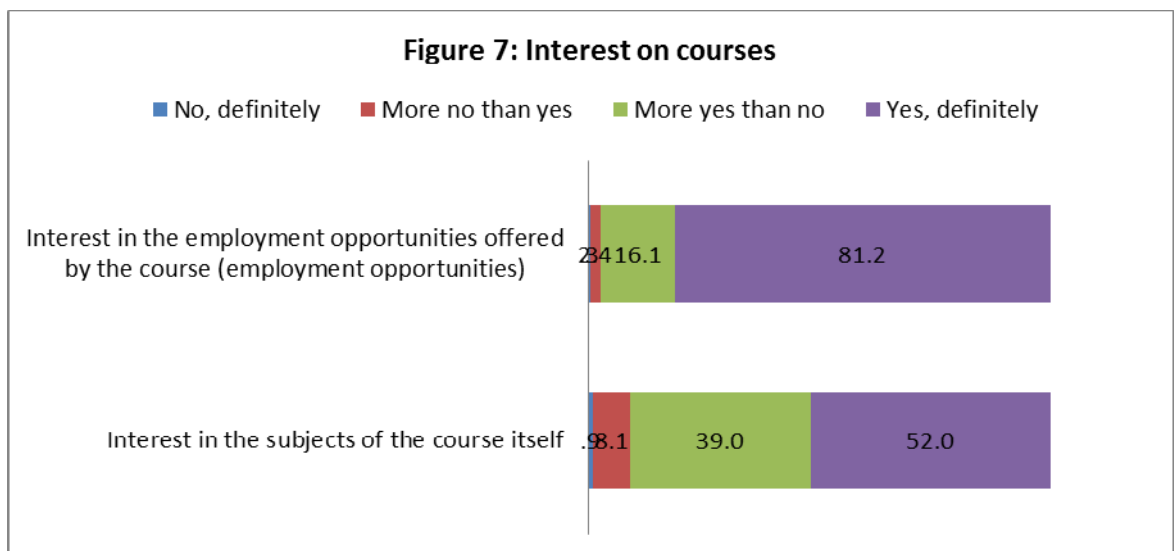
33.2% and 26% of students responded that their speaking and listening are the most limited among four English skills. It is a common fact that Vietnamese students are primarily taught writing and reading with too many grammar exercises, which leads to backwards of students in practical skills.

In term of IT skills, the findings indicated that most students evaluate their skill as fairly good, in which word processor and spreadsheets are more familiar with $M = 3.0$ and $M=2.96$; $SD = .78$ and $SD= .74$ respectively. These two mentioned skills are also evaluated as the best IT skills that students possess with 23.4% and 17.7% of good and excellent respectively. This is because students were taught those subjects during their secondary education and they could be improved during their courses in the university.

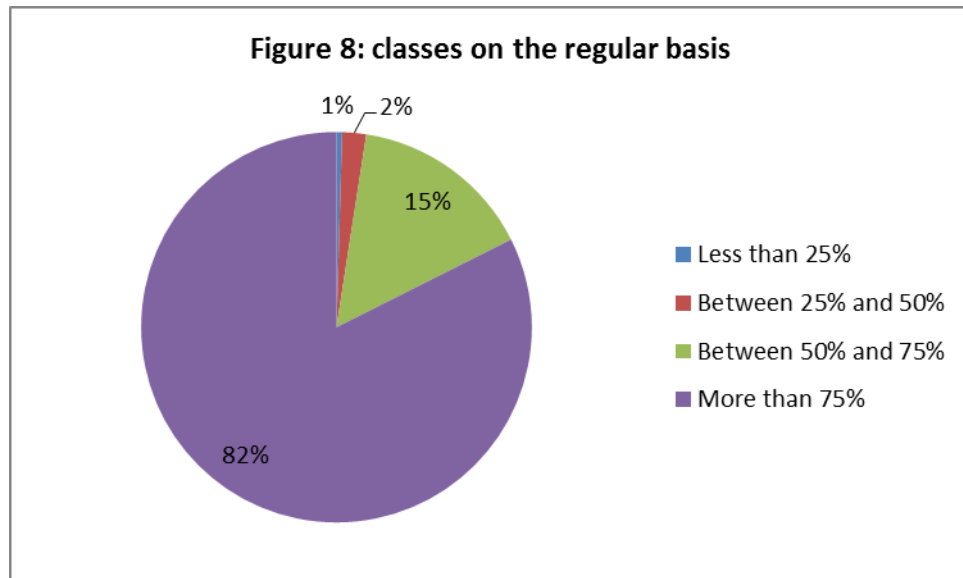


3.2 Course Evaluation

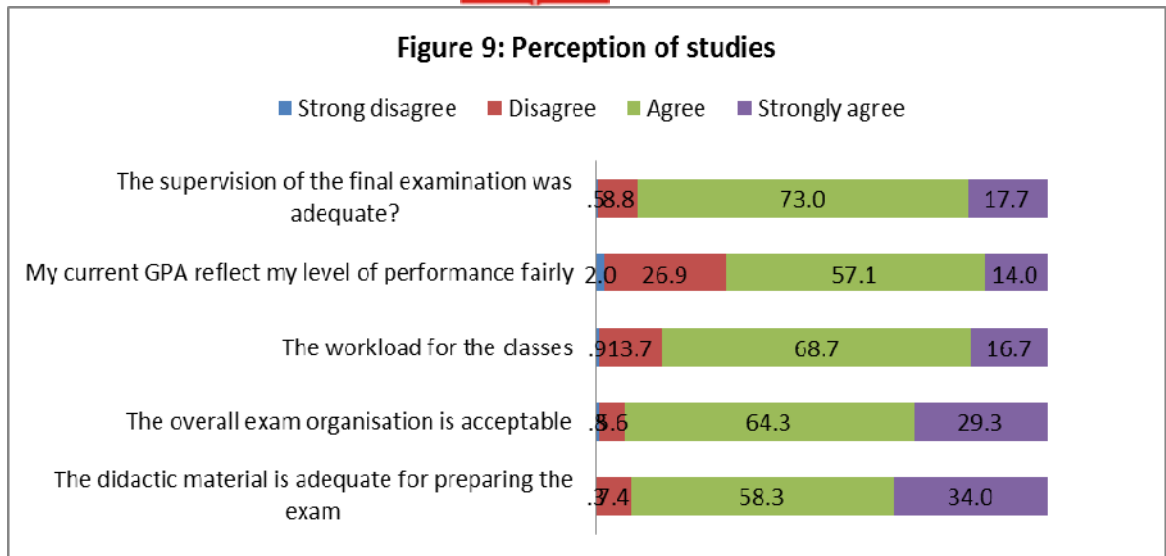
As shown in the figure 7, a large number of graduates (81.2%) pay attention to the employment opportunities offered by the course. It may be understood that knowledge and skills gained from the course may help students become ready-to-work employees right after graduation. This response also reflects the fact that in Vietnam, most students choose majors based on the employability they bring to them after graduation.



82% of students agree that classes they attend are on regular basis and their workload is acceptable (M=3.88; SD=.088).

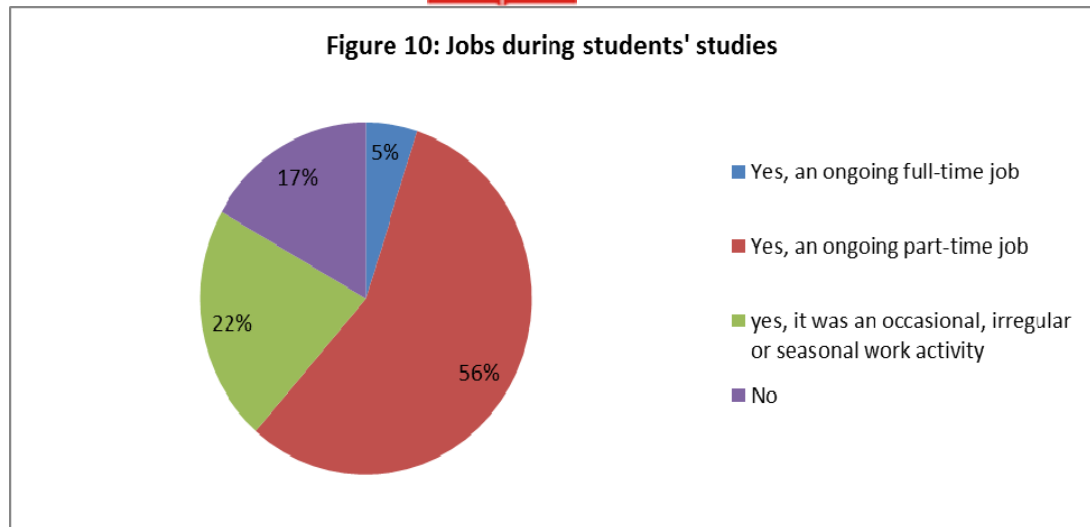


Regarding examinations organized by PTIT, the didactic materials recommended or supplied to students during the course and for preparing the exam were evaluated as adequate by 58.3% of respondents (M=4.18, SD=.82). In addition, the overall exam arrangements such as dates, timetable, given information, registration procedures, etc. (M=3.99, SD = .79) as well as supervision of final examinations (M=4.16; SD=.75) were also evaluated as acceptable and adequate. Moreover, the findings also indicated that more than 70% of students agree that their GPA reflects fairly their level of performance (M=3.54; SD = 1.09). This means that the quality assurance and assessment at PTIT is good enough to ensure the transparency in examinations. There was only 20% of graduates did their final dissertation.



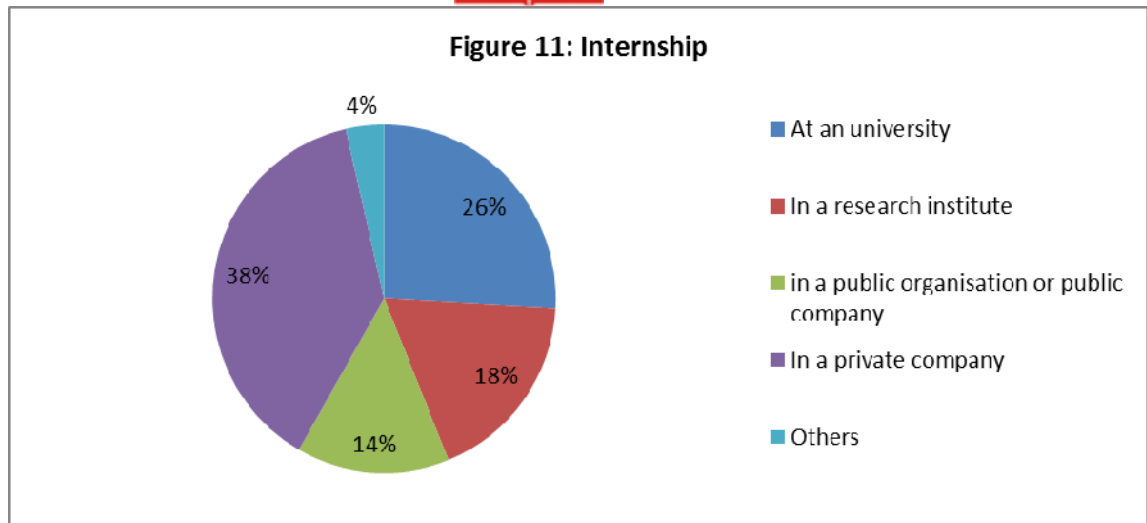
3.3 Working Experience during studies

With regards to working experience, it shows that more than half of respondents (56.4%) said they had a part time job during the university period. Among them, 21.7% of them have seasonal jobs while 5.1% had full time jobs during their study. Although 5.1% is not a high percentage, it shows the number of students having a full time job while studying has been increasing recently. In the past, most students spent all their time for school works regardless of other things. They depend mostly on their parents in living expenses and tuition fee because both students and their parents think that only after graduating, do they have enough time and knowledge to enter the labor market. This increasing number is a positive signal of mindset changes among students and their parents as well as the higher quality of educational programs that PTIT offers orienting to the real working environment.

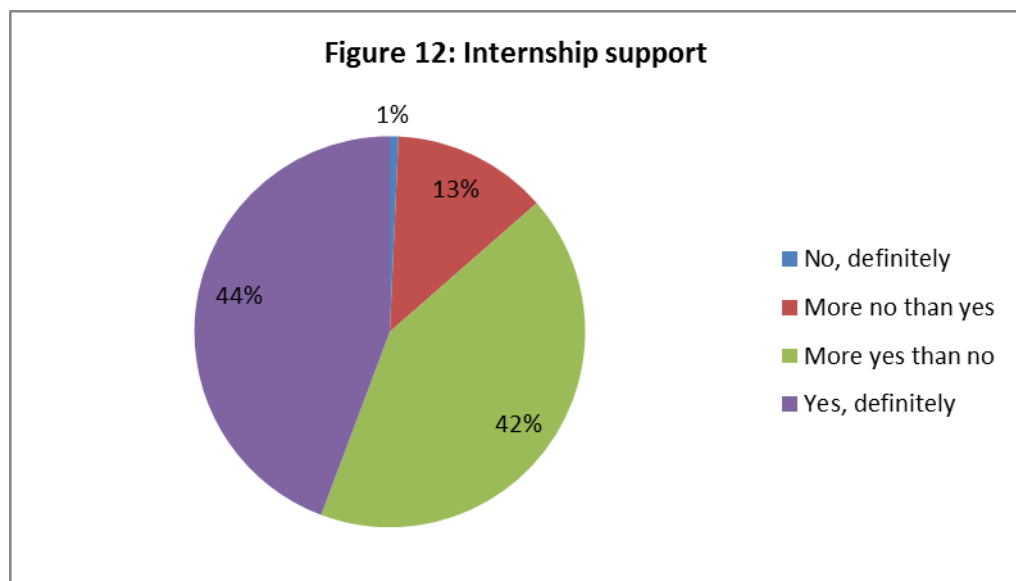


The results also indicate that jobs during study occupied between 25% to 50% from study time and 30% of those students said that their jobs were relevant to their university studies. Most of the students (78.7%) admitted that their work was relevant or partly related to their course of study and 76% of them were satisfied with their current jobs. Those numbers affirm again that the teaching quality at PTIT has been improved for the past years, enhancing the employability of students.

Regarding internship, only 19.5% of respondents said that their internships were organized by the university. The proportion of student took internship in private companies was 38%. Engineering students said that they carried the tasks of programming, research, game development, etc. while economic students were given the tasks of admin, sales and accounting.

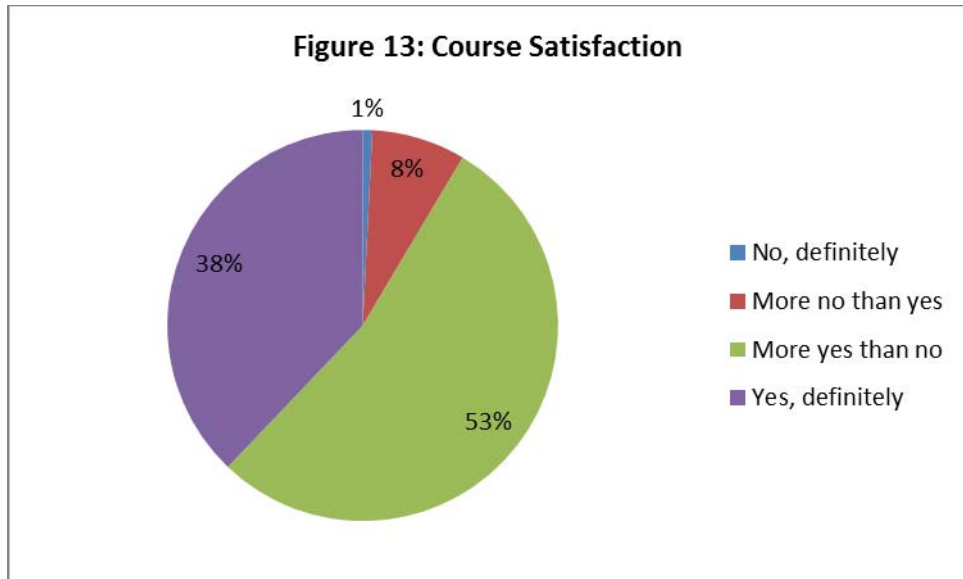


In fact, only 140 of 654 respondents evaluate the supports given by PTIT to students during/ before internship and 86% of them thought positively about these supports from the university as indicated in figure 12.

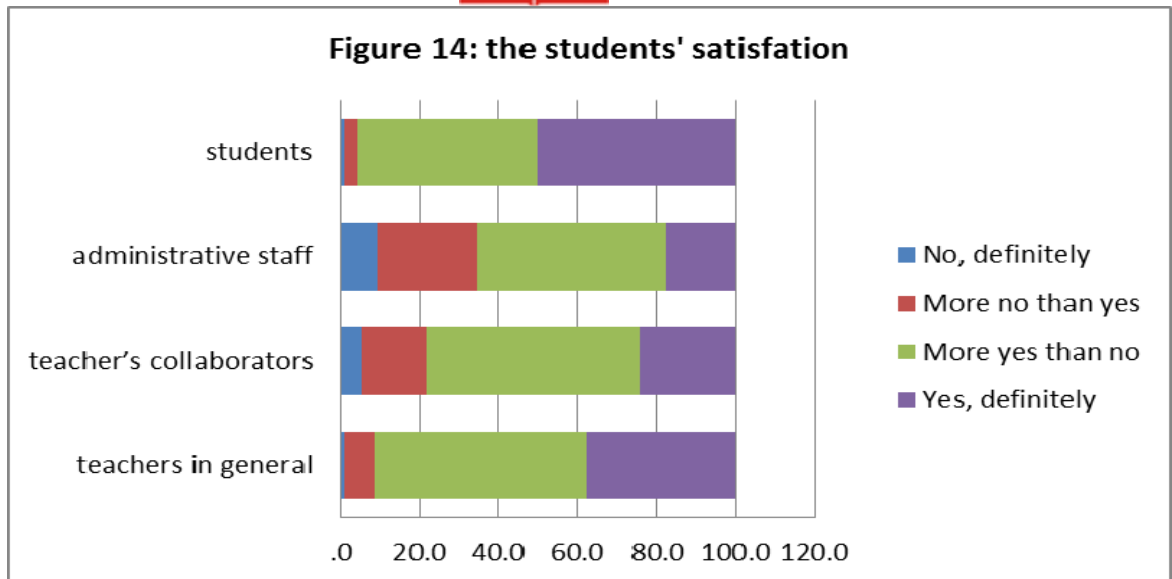


3.4 Students' satisfaction of the courses

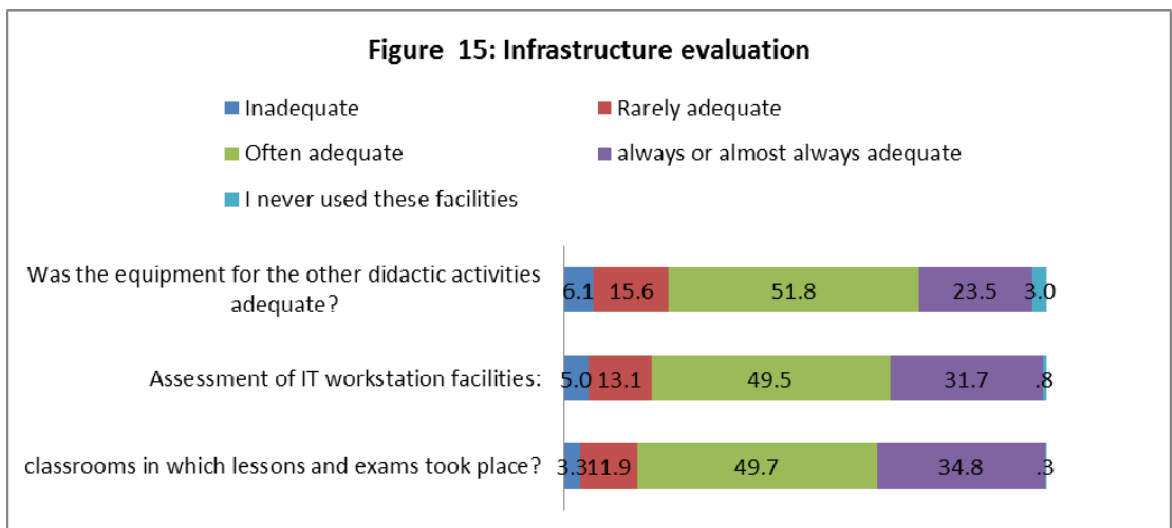
The students' satisfaction for the whole course was at high rate with 38% of students strongly agreed, 53% of students agreed and only 9% of students were unsatisfied with the course as in figure 13. This number will be analyzed in the figure 14.



From the graph, we can see that the satisfaction of the course was evaluated by such elements as teachers, staff, and students. It seems that the students feel unsatisfied mostly with the admin staff and teacher's collaborations. Therefore, it is suggested that PTIT have a deep interview with its students to find out which activities of administrative staff should be further improved for better satisfaction.



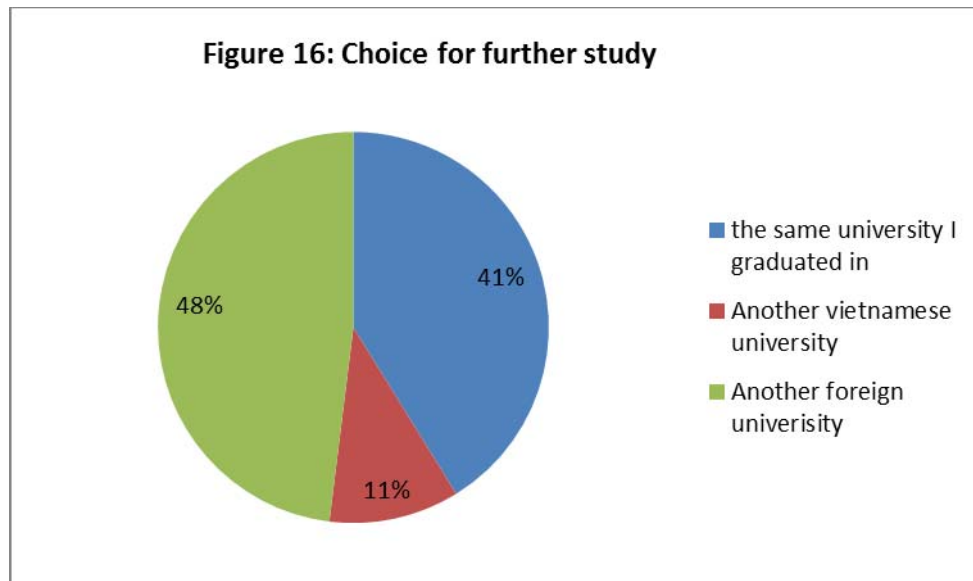
Regarding the satisfaction of facilities supplied, we asked students with five (5) questions about classroom, IT workstation facilities, library services, equipment, etc. The results indicated that a majority of respondents agreed that they were equipped adequately for their studying. However, there remains a percentage of students were unhappy with the equipment received, especially the classrooms in which lessons and exams took place. This is a recommendation for PTIT to better arrange facilities for examination.



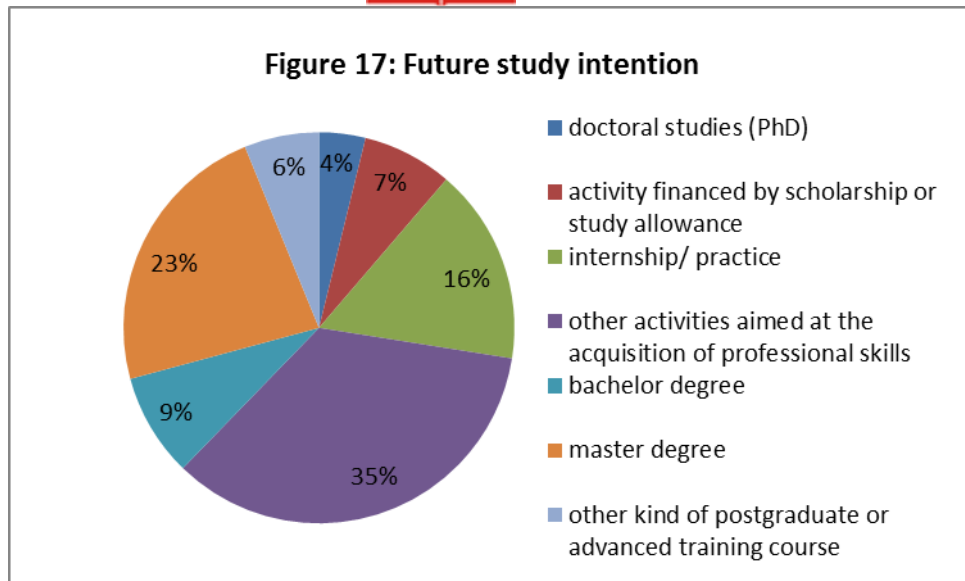
3.5 Future study and career

To explore the graduands and graduates' future study and career, we delivered 3 questions about their study intention. Most of them (72.9%) said that they want to continue

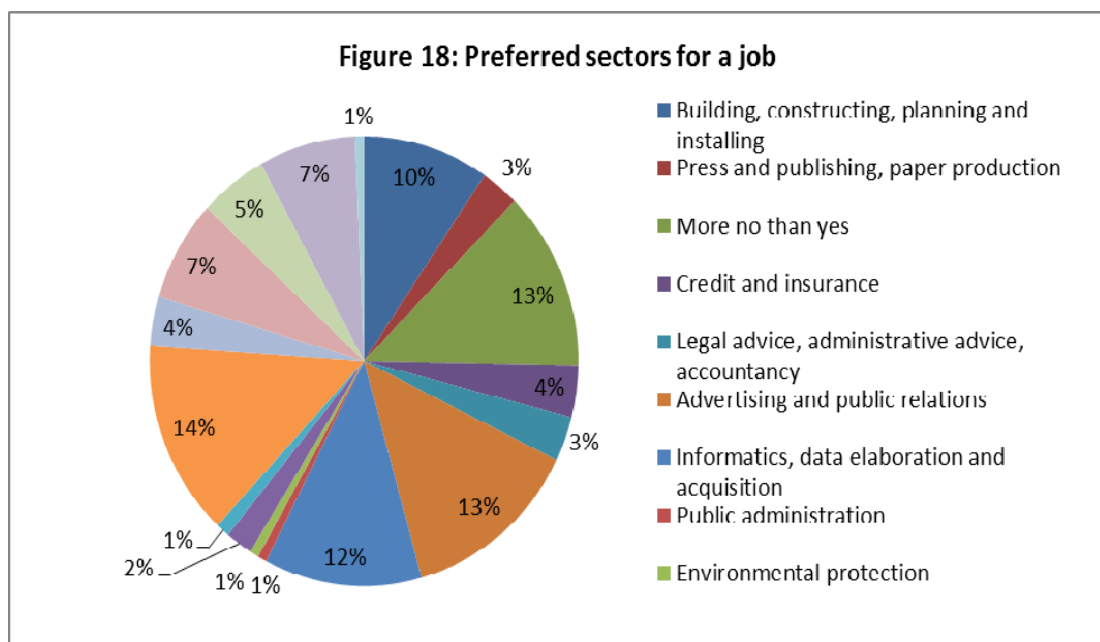
their further study in which 41.2% of respondents want to enroll in PTIT again. It is surprising that 48% of respondents wish to study further in another foreign university rather than Vietnam. This high percentage is an evidence for highly increasing internationalization trend in Vietnam where more parents are willing to support their children to study overseas and students also actively seek for better opportunities for their education.



As shown in the figure 17, a large number of students (35%) wanted to participate in other activities aimed at the acquisition of professional skills. Other 23% of students wanted to pursue master degrees after their graduation. To be honest, the students seem lack of determination about their future careers when only one third focuses on activities to enrich professional skills.



In the matter of the future jobs, many of students wish to work in sectors of transport, communications and telecommunications (14.1%) besides advertising and public relations (13.4%). The data covers most of given sectors in the questionnaire shows that students today have a variety of professional choices and they seem more willing to work at different sectors. There appear some sectors that can combine both students from engineering and economic students. Anyway, it is highly matched with the trend of industrial revolution 4.0 that we mention more today.

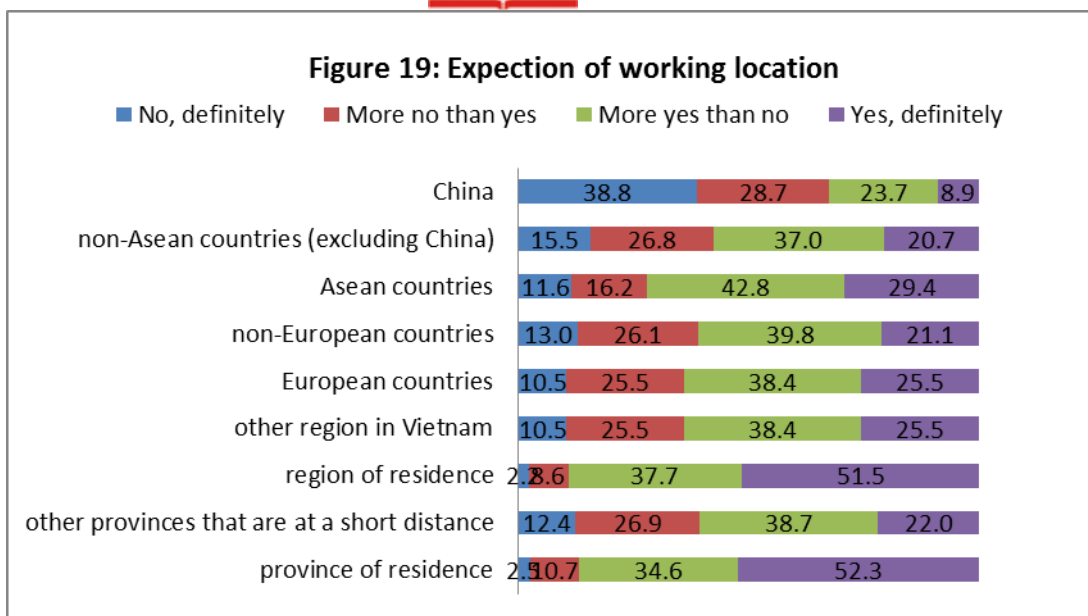


Regarding factors that influence the students' job choice, the most popular factors were career prospects and professional skills that jobs bring about students. Job stability was also considered when students chose their jobs. Stability seems the mindset of many Vietnamese generations when they find jobs for themselves and/ or for their children, if any. It can be explained by Eastern culture when people show their less interest or hesitation to change especially with important things like career. It is thought that stability makes people feel unworried and more concentrated on other things like marriage, housing, children and so on. However, there are a nearly equal number of students choosing a job based on its independence or autonomy. This can be considered as a new change of young generation.

Table 3: Factors influenced to students' job choice

	M	SD
Career prospects	4.67	0.7
Acquisition of professional skill	4.6	0.74
Job stability	4.57	0.77
Relevance to studies completed	4.38	0.94
Relevance to personal interests	4.26	0.99
Independence or autonomy	3.84	1.16
Amount of spare time	3.79	1.2

In the questionnaire, we also investigated students' choice of future working locations. More than 50% of students expected to work in the province of residence and region of residence while 29.4% and 25.5% respectively of the respondents indicated the other countries like ASEAN countries and European countries would be preferable places for their further work (Figure 19 as below). This can be the result of changing concepts in young generation and the effects of educationalization.



Respondents also indicated that many of them prefer to work in big companies in a full time position with a permanent employment contract and most of them (96%) were willing to travel to work. It is matched with the expectation of stability when choosing a job mentioned above.

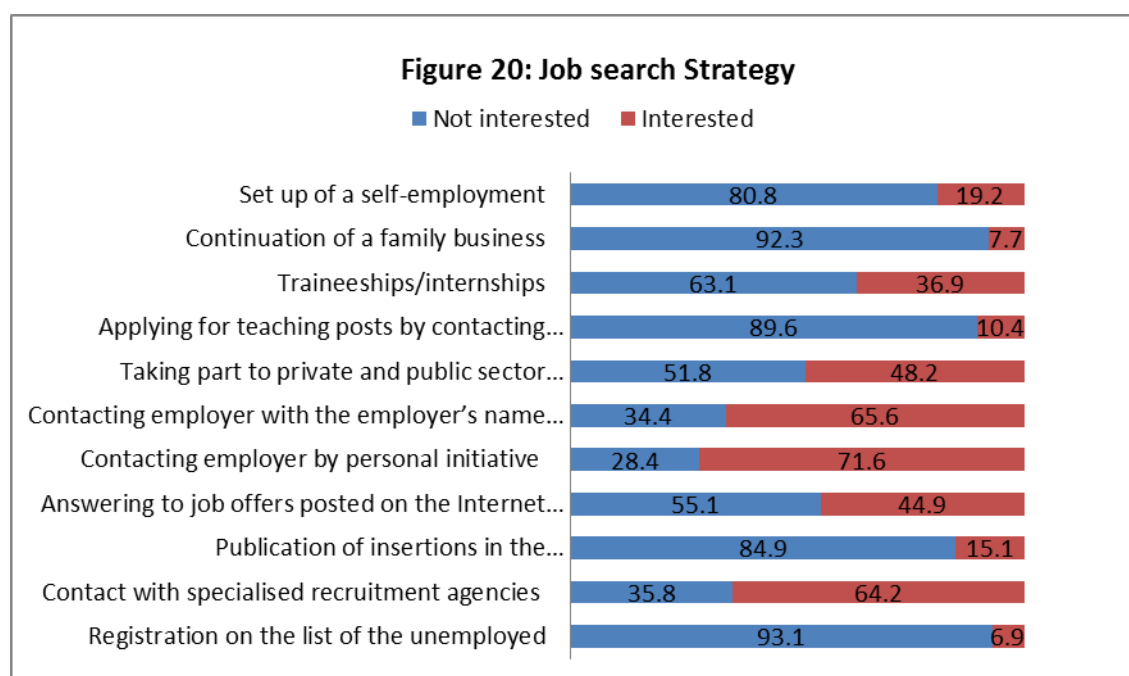
Table 4: companies size expectation

	M	SD
Large-sized companies (over 50 employees)	4.61	0.755
Middle-sized companies (from 15 to 50 employees)	3.84	1.07
Small-sized companies (with less than 15 employees)	2.98	1.39

Table 5: Work arrangement and contract

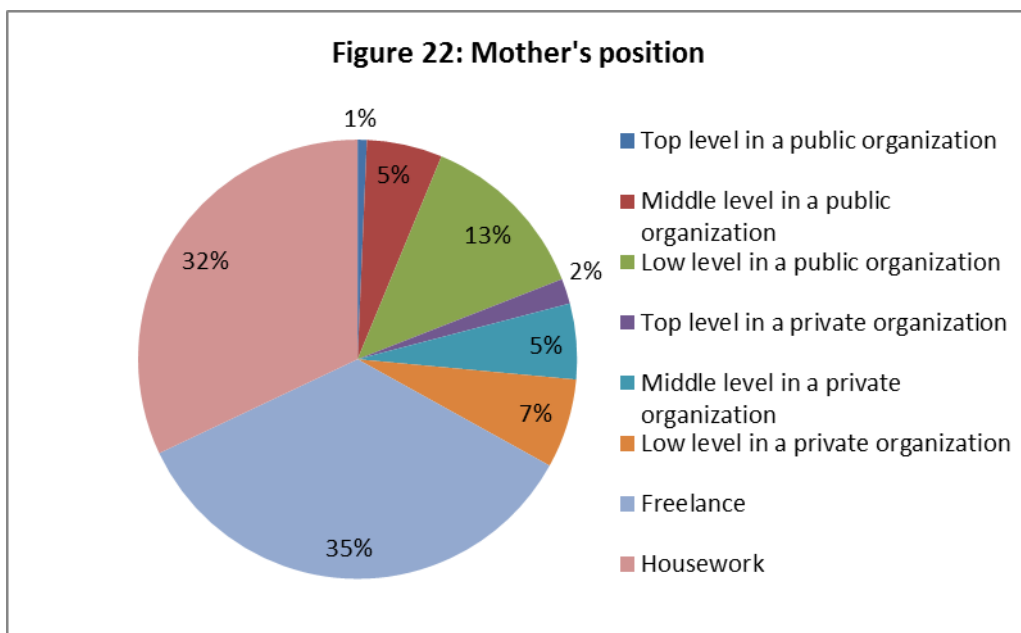
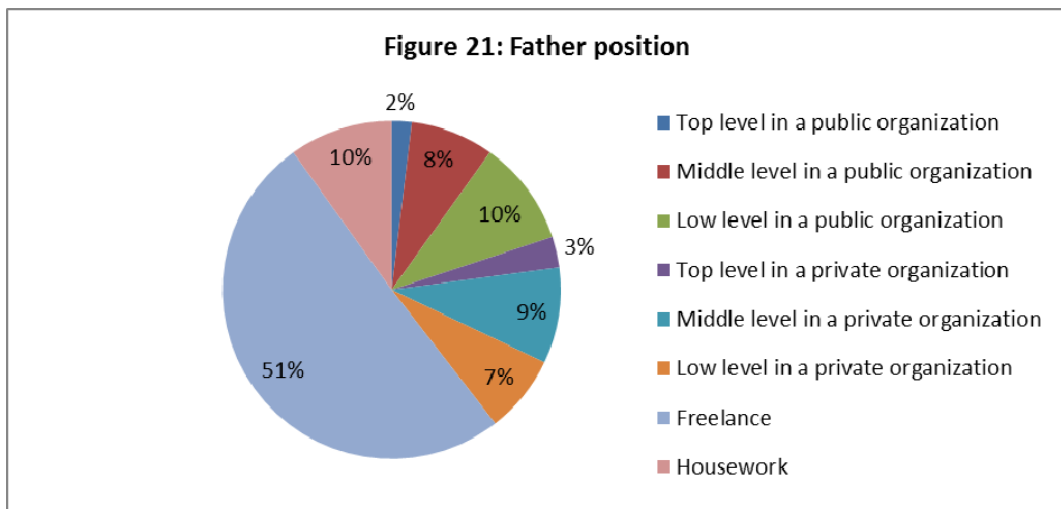
	M	SD
full-time work	4.6	0.8
part-time work	3.59	1.28
permanent employment contract	4.44	0.89
fixed-term employment contract	3.86	1.12
self employed	3.71	1.22
short term agency contract /temporary work	2.63	1.24

The survey results also indicated the ways that students use to search the job opportunities. As shown in figure 20, students prefer to contact directly to employers and answer the jobs offered on the Internet.



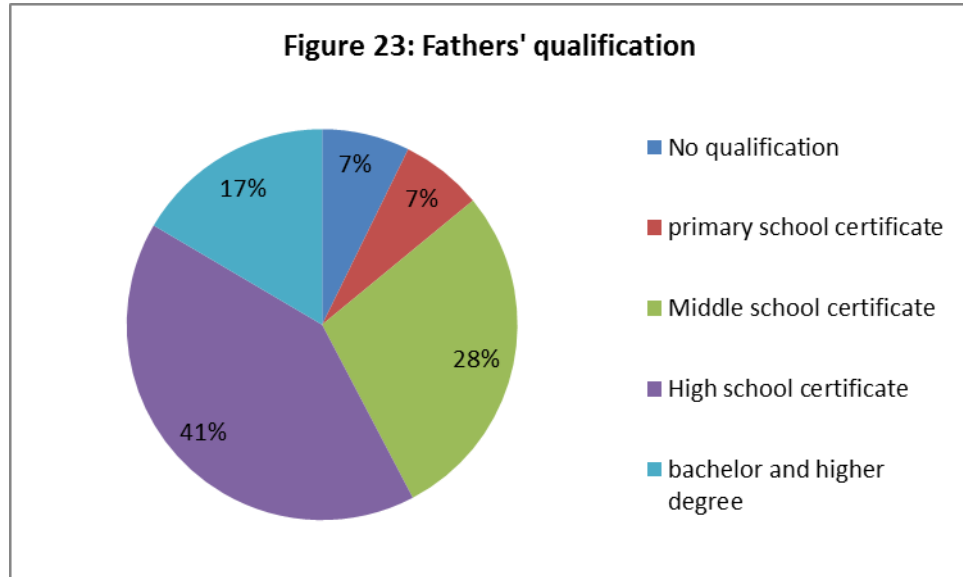
3.6 Family information

Another data has been acquired by the report was the student’s background whose main information was about job and education of students’ parents. The result indicated that a large number of the respondents ‘parents (51% and 35% respectively) were freelancers who had no stable jobs in the society. They can be people from the countryside immigrating to big cities to find better incomes or farmers who want to have seasonal jobs after crops or harvesting time.

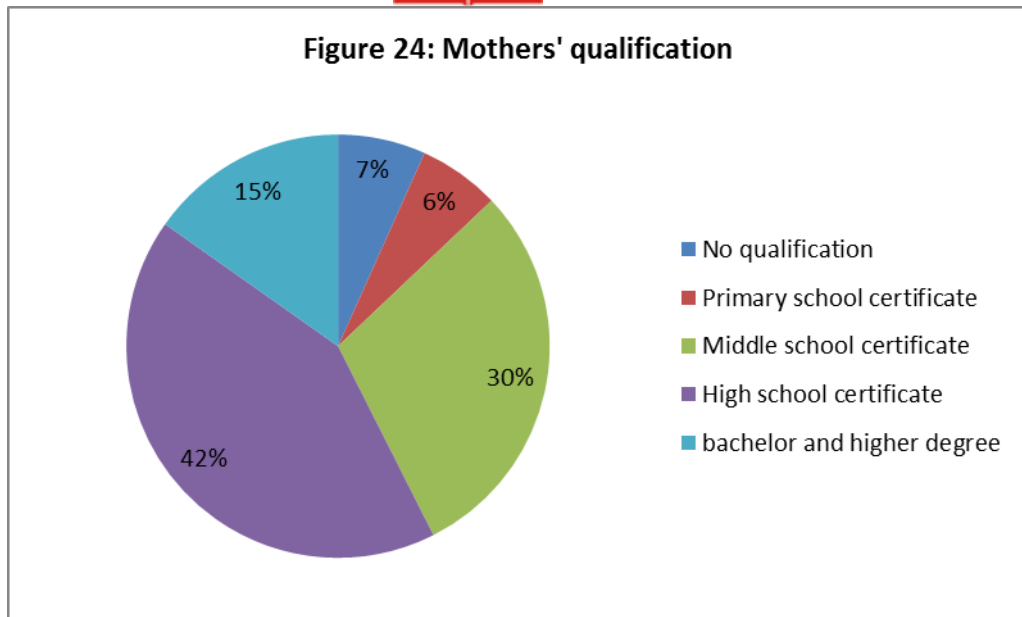


Besides the current jobs of students’ parents, the questionnaires also explored the information of their qualification and education. In term of father’s qualification, there were

only 17% of students' fathers achieved bachelor and higher degree. A big proportion of sample (41%) only got high school certificate (diploma).



Similar to the fathers' qualifications, there were only 15% and 42% of students' mothers achieved bachelor and higher degree and diploma respectively. Only 7% of parents have no qualifications. . In Vietnam, although parents can originate from highly different levels or classes in the society, they always put their top priority on their children's education. That's why we can see a diversity of positions but the same percentage when we mention about parents' background of students.



The data also reflects clearly about the situation of labour market in Vietnam with traditional factors of culture and mindset like job stability, job location,

It can be said that the variety of questions really explore most of the factors influencing on employability of young graduates. This highly informative and effective tool is a valuable source for researchers to be aware of and analyze the current status of their university services and educational deliveries so that some recommendations can be proposed for better quality and assurance consequently. etc. In the meanwhile, it positively shows us good signals on changes in mindsets of young generations of their further study and even employment in overseas, increasing their independence and autonomy in the professional development. The internalization in education seems a good treatment for the diversity and innovation of not only universities but young people.

Chapter 4: Quality assurance

In 2007, the Ministry of Education and Training (Vietnam) promulgated the Regulation on standards of Higher Education Quality Assessment (HEQA) according to the Decision No. 65/2007 / QD-BGDDT dated November 01, 2007) and it was then amended and supplemented by Circular No. 37/2012/TT-BGDDT dated October 30, 2012.

In order to help higher education institutions during its internal and external assessment, the Bureau of Educational Testing and Accreditation has issued a set of standards and criteria for quality assessment which is applied for Vietnamese universities. Accordingly, this document contains of 10 standards with 61 criteria related to all areas of the university's operations, including: Mission - Management, Training Programs, Training Activities, Teaching Staff, Learners, Scientific Research, International Cooperation, Library - Learning Facilities, Finance - Financial Management.

After referring to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) issued in 2015, we found that it was quite familiar with the said standards being applied in Vietnam. Hereinafter, the research team of PTIT would compare the questionnaires with variables applicable to both standards of Vietnam and EU.

4.1 Training Program

Vietnam's standards	ESG's standards
<p><u>Criteria 3.2:</u> The training program has a clear, specific, structured, systematic and targeted curriculum that meets the standards of knowledge and skills required for undergraduate and postgraduate training. The training program is flexible and meets the demand of the labor market.</p> <p><u>Criteria 3.4.</u> The training program is</p>	<p><i>Part 1, 1.2:</i> Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework</p>

<p>periodically supplemented and adjusted on the basis of reference to international advanced programs, feedback from employers, graduates, institutions and other organizations in order to meet the demand on human resources for socio-economic development locally and nationally.</p>	<p>for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p><i>Part 1, 1.9:</i> Institution should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to the continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.</p>
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From the questionnaire related to the course evaluation i.e (1) Training period/training practice acknowledged by the degree course, (2) the satisfaction with your course of study (3) students' current working activity relevant to the university studies (4) students' satisfaction with their current work, we could retrieve variables to evaluate the adaptation of the training program with the need of the labor market.

4.2 Teaching and assessment.

Vietnam's standards	ESG's standards
<p><i>Criteria 4.4.</i> The methods and procedures of examination and evaluation are diversified strictly and objectively, accurately and equitably and in accordance with the form of training, form of study, course objectives and the quality among forms of training; Assess the cumulative level of learners on professional knowledge, practical skills and ability to detect and solve problems.</p>	<p><i>Part 1, 1.3:</i> Institution should ensure that and assessment regulated that Institutions should ensure that programmes are delivered in a way that encourages students to take an active role in creating learning process, and that the assessment of students reflects this approach.</p>

The survey's questions relating to the perception of study were also reflected and described in the criteria 4.4 of Vietnam and standard 1.3 of ESG. Those questions were about: (1) The didactic material (suggested or supplied) is adequate for preparing the exam? (2) The overall exam organization (dates and timetable, information given, registration etc.) is acceptable?" (3) My current GPA reflects my level of performance fairly? (4) The supervision of the final examination was adequate? (5) The workload for the classes is acceptable.

4.3 Database of graduates

Vietnam's standards	ESG's standards
<p><i>Criteria 4.6.</i> There is a database of training activities, graduation status, employment status and income after graduation.</p>	<p><i>Part 1, 1.7:</i> Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p>

<p><i>Criteria 4.7.</i> Having a plan to assess the quality of training by students after graduation and the plan for adjusting training activities to be suitable with the requirements of the society.</p>	
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The target of platform is to create a database of graduates which bring benefits to all of its stakeholders. The enterprises can access graduates' database for its recruitment process, graduates can access their career opportunities, and universities have database of graduates including their employment status and income after graduation. Besides, the universities would also retrieve the report on evaluation of education activities by graduates through this platform.

4.4 Teaching staff and admin staff

Vietnam's standards	ESG's standards
<p>Criteria 5.6. Teaching staff shall meet the standards applicable to them according to regulations.</p> <p>Criteria 5.8. The technicians and staff members are qualified, professional and periodically enhanced professionally and effectively for teaching, learning and scientific research.</p> <p>Criteria 1.6:</p>	<p>Part 1, 1.5 Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p>

On the other hand, standard 1.6 of Vietnam instructed that the supportive and administrative staff play an important role in delivering support services for students. Therefore, they need to be qualified and have opportunities to develop their competences.

The platform also gives questions to evaluate students' satisfaction on administrative staff, teachers' collaborators, and teachers in general, students. These questionnaires matched with our standards and criteria 5.6 and 5.8.

4.5 Learners

Vietnam's standards	ESG's standards
<p>Criteria 6.5. The universities have specific measures which are able to support learning and living of learners.</p> <p>Criteria 6.7. There are effective supporting activities to increase the proportion of graduates having jobs suitable with their majors.</p> <p>Criteria 6.8. Learners are able to find jobs after graduation. In the first year after graduation, over 50% of graduates find jobs suitable with their majors.</p> <p>Criteria 6.9. Learners are entitled to evaluate the teaching method of the teaching staff in the end of the course and evaluate the quality of the university's education before graduation</p>	<p>Part 1, 1.6: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p> <p>Institutions should provide conditions and support that are necessary for students to make progress in their academic career.</p>

This criterion is also reflected through questions about the universities support for graduates' job seeking and their internship, about their interest in the employment opportunities offered by the course (employment opportunities), the evaluation of the support given to students by the university, the working activity during university studies, etc.

The questionnaires about the course satisfaction such as the whole satisfied with your course of study, evaluation of teachers and their collaborators, administrative staff, the possibility and the willingness to enroll again at university would adapted with this criteria .

4.6 Library, study facilities and other facilities

Vietnam's standards	ESG's standards
<p><i>Criteria 9.1.</i> The library of the university is full of books, textbooks, reference materials in Vietnamese and foreign languages to meet the requirements of the staff, teaching staffs and learners. There is a network of e-libraries that are available for teaching, learning and scientific research.</p> <p><i>Criteria 9.2.</i> There are enough classrooms, lecture halls, practice rooms, experiments for teaching, learning and scientific research to meet the requirements of each training.</p> <p><i>Criteria 9.3.</i> To have enough teaching and learning equipment to support the training and scientific research activities, to be assured of the quality and efficient use,</p>	<p>Part 1, 1.6: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p> <p>For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counselors and other advisers, administrative staff,</p>

meeting the requirements of the training sectors.

Criterion 9.4. Provide sufficient information technology equipment to effectively support teaching and learning activities, scientific research and management.

Variables which were achieved from questionnaires relating to the infrastructure evaluation can describe the quality assurance indicators. Students were asked about the equipment supplied for the other didactic activities, the assessment of IT works facilities, evaluation of the library services. Their answers would help PTIT to measure the adaptation between the infrastructure and students 'need.

Chapter 5: Conclusion

PTIT graduates profile report includes **654** graduates' questionnaires which meet the requirement after cleaning data. The findings already cover data of students who are mainly studying bachelor ate programs at all seven (7) faculties of PTIT.

PTIT's research team really appreciates valuable data brought about, especially the evaluation of academic program, facilities for education, study experience, job experience as well as students' job expectation because it absolutely helps us to better the best and improve the worst. The remaining issues will be considered carefully to be improved and the good ones will continue to be developed. Here are some outstanding issues that research team suggests for better changes:

- Better balance in job-seeking opportunities given by PTIT between engineering and economic students.
- Improvement of English language teaching at PTIT by enhancing teaching quality and curriculum which focus more on oral communication.
- Creating more internship opportunities for students not only in Vietnam but also overseas.
- Better arrangement of classroom in examinations and lectures, taking care of facility development.

In order to better dissemination of the platform, it is suggested that PTIT issue an official regulations for students to register the platform prior to the internship and graduation. This is because at PTIT, students have to complete all their academic subjects 9 months prior to graduation time, which are used for internship, final project and other graduation procedures. The earlier dissemination is executed, the more students have information and register the platform.

It is strongly believe that this initial success of project would ensure the sustainability for the future. More and more students would be beneficial from the project. The enterprises will find an efficient platform to access appropriate human resources. More and more universities would do better their social responsibilities and better quality of service they deliver.



*Annex I: Voyage Pilot Profile Survey:
main lesson learnt and main steps to
run the Survey*



Co-funded by the
Erasmus+ Programme
of the European Union

- How to get to Graduates' Profile: step by step
- Hypothetical criticisms and suggestions about
 - administrative data
 - questionnaire: exclusion criterion
 - matching administrative data+questionnaire
 - database cleaning, graphs and written report
- High response rates and the importance of communication
- Impact of surveys at university system level
- Scheduling of activities and future deadlines

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- Graduates' Profile Survey, as the title of the survey presents, **should be a survey on graduates** in the reference year (for the pilot about 2016)
- For the pilot survey, presented in October 2017, the **profile of «graduands and graduates 2016»** for HANU and NUAE is delivered. The inclusion of graduands population is an exception.
- In October, PTIT follows the meeting and the presentation of the pilot survey of HANU and NUAE. PTIT pilot survey is to be presented later on to the low number of data (administrative+questionnaire). **PTIT staff works to collect administrative data of 2016** graduates + students who will graduate in the following years, so **AlmaLaurea IT staff, in November, does the match between these data with questionnaires in order to allow to PTIT university to present in December, their pilot survey**

1. Definition of «good/bad» questionnaires with exclusion criteria
2. Collecting administrative data from secretariats/student department for all graduates in that University in the reference year (also for students who didn't have fill out the questionnaire)
3. Matching administrative data + questionnaires through an identification code
4. Consistency checks between administrative and questionnaires information
5. Creation of a database (administrative + questionnaire) for each University
6. Cleaning of the database (missing values, filters work well, ...)
7. Analysis of the database by each University and making a list of the most important variable to analyze in the survey
8. Meeting between researchers of Vietnamese universities where they decide the common variables to describe in the final report on Graduates' Profile
9. Graphs and short description of the main variables so to having a Graduates' Profile report for each university with the description of the most important features of their graduates

- How to get to Graduates' Profile: step by step
- **Hypothetical criticisms and suggestions about**
 - administrative data
 - questionnaire: exclusion criterion
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ADMINISTRATIVE DATA

NATIONAL ID
(STUDENT IDENTIFICATION NUMBER)

GENDER

DATE OF BIRTH (day/month/year)

BIRTH COUNTRY (information about place of birth)

CITIZENSHIP

UNIVERSITY

FACULTY

DEGREE COURSE

TYPE OF DEGREE

SUBJECT OF DEGREE

ACADEMIC YEAR OF ENROLMENT

COURSE LENGTH

GRADUATION DATE (day/month/year)

FINAL GPA

RESIDENCE AND CONTACT ADDRESS

MOBILE PHONE

E-MAIL ADDRESS

*Identification key to match
administrative
and questionnaire data*

*Information
necessary to run
Graduates'
Profile survey*

*Important information
for the future to
contact graduates for other
surveys (i.e. Employment
Condition survey)*

It is very important to have clean and complete administrative data.

We need **ADMINISTRATIVE DATA FOR ALL GRADUATES OF THE REFERENCE YEAR**, NOT ONLY for graduates who have filled out the questionnaire.

Why do we need all the administrative data of all the graduates of a reference year? (i.e. 2016)

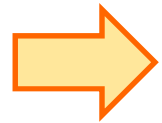
- they represent the Graduates' Population of Reference
- the platform Questionnaire represent the Sample of Reference
- administrative data helps the survey to be **REPRESENTATIVE**

Why to match the administrative data of a graduate with his/her questionnaire?

Relevant administrative data (to be used in the survey) are asked twice:

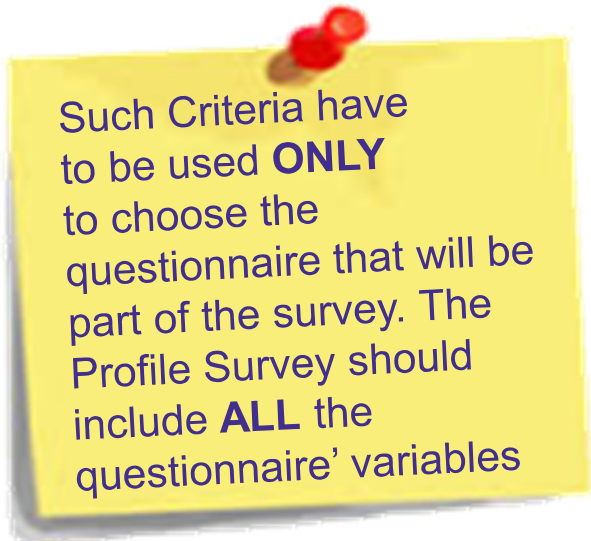
- to the students when they fill out the online questionnaire
- to the universities that are asked to collect the same data but for all graduates of the reference year

Why? We can thus make some **consistency check** of data at our disposal



the respondents replied to at least 3 of the essential questions

- *parents' educational qualifications* (TITPADRE, TITMADRE)
- *class attendance levels* (R105)
- *study abroad experiences* (ESTERO)
- *work experience during university studies* (R166)
- *overall evaluation of the university experience* (GIUDIZIO)
- *intent to pursue postgraduate education* (INT_STUDI)



Such Criteria have to be used **ONLY** to choose the questionnaire that will be part of the survey. The Profile Survey should include **ALL** the questionnaire' variables



Important

- Frequency of the six essential variables
- Check how many questionnaires have “full/filled in” essential variables
- How many questionnaires are excluded by applying this selection criteria?
- Do the criterion excludes too many questionnaires?
If so, you can decide together with the other partners a less restrictive criterion (for instance you can reduce the number of essential variables used to define the excluding criteria)



What is **ESSENTIAL** is that all the Universities adopt the same selection criteria of the questionnaires!

We will have 3 situations:

- 1) **students with both information** (administrative and questionnaire)
- 2) students with only administrative data, but not the questionnaire
- 3) students with only the questionnaire data

The first situation is optimal for the survey!

The second one is fairly good: in fact it is important to have administrative data for all graduates in the year of reference, because it shows the situation of the whole population of graduates in that university in the reference year.

The third one is problematic: if we have not administrative information about graduates, we couldn't use these information. It will be a pity, so we need to retrieve the administrative information for these students and then matching them to the respective questionnaires.

CHECKS DURING THE CREATION of the database

Some data come both from **administrative data**
and from **questionnaires**

Information concerning personal data

Information concerning secondary education

Information on the date of enrolment in university

Information concerning mailing address, phone number, etc.

COMPARISON



It is possible to find errors in the administrative database (and to correct them). In this case it is better to take the answers to the questionnaire, because they are more recent information

Following the selection of the questionnaires that will be part of the Graduates Profile Survey, each university has to **CLEAN THE DATABASE:**

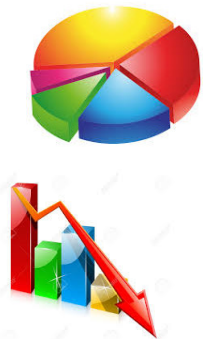
- the frequency of each questionnaire' variable
- check that the filters of the questionnaire have worked correctly as agreed in the VOYAGE questionnaire



In this **first pilot survey** we have **exceptionally accepted to draw the simple frequency of the variables** (without comparison between groups for example male/female).

For next meeting in December, where Vietnamese universities have to deliver their reports on 2016 graduates, **we suggest to you to add to these simple frequencies some charts with the distinction about gender, type of degree course and subject of degree course** (when it is interesting, of course) **even if the numbers are not high** (it is a useful exercise also for the future).

What is **ESSENTIAL**: all the Universities adopt the same scheme so to have a unique and homogeneous report!





- *use the colors in order to facilitate the understanding of the graphs. NOT repeat the same colours in making graphs*
- *gradations of color to rating scales (very much, much, little, nothing)*
- *the brighter color and the more intense to draw attention on specific responses*
- *keep as much as possible a unique graph layout to help the reader understand the content of the graphs (avoid the continuous change of graphs unless necessary)*
- *use the same colour for the missing responses. We suggest the light grey colour because it doesn't attract the reader attention too much. It is useful use always the same colour so that the reader mind always associates that colour to missing responses.*



- *collaborate through dialogue between the groups, shared discussion on critical issues so to find the proper solutions*
- *agree, before the start of the activities, on a **unique methodology for data analysis***
- *draw up **methodological notes** that also includes the **definitions of the complex variables**, so to get a systematic approach in data analysis*
- *try to avoid the "marketing" of the universities, by being impartial and by showing the data as they are, keeping in mind the **common goal of drafting a comprehensive report on the Vietnamese Graduates' Profile***
- *in the future we can think of adopting **more refined criteria for the selection of graduates surveyed** in the analysis of the Vietnamese Graduates' Profile*



Chapter 1: Population description (from all administrative data)

- *How many 2016 graduates in each University?*
- *What is the educational supply of each university (type of degree course and disciplinary group)?*

Chapter 2: The objective of the survey, the responding sample to the questionnaire and description of the exclusion criteria used

- *How many graduates filled out the questionnaire?*
- *How many questionnaires become part of the survey following the application of the exclusion criteria?*

Chapter 3: The 2016 Vietnamese Graduates' Profile Survey

- *Chart to be drawn for each questionnaire section (from 2° to 6° section, excluding Section 1 on personal details)*
- *Short comment of each chart and an interpretation of the phenomenon, setting out the reasons behind that particular trend.*

Chapter 4: Quality assurance

- *List of variables that are useful to describe the quality assurance indicators required by Ministry of Education (MINHO-NUAE)*

Chapter 5: Conclusions

- *Main features of 2016 Vietnamese Graduates and suggestions for the future*

- How to get to Graduates' Profile: step by step
- Hypothetical criticisms and suggestions about
 - administrative data
 - questionnaire: exclusion criterion
 - matching administrative data+questionnaire
 - database cleaning, graphs and written report
- High response rates and the importance of communication
- Impact of surveys at university system level
- Scheduling of activities and future deadlines

AlmaLaurea's experience in Italy is long time.

High response rates:

Graduates' Profile survey = **92% questionnaire, 100% administrative data**

They are the result of a continuous work of communication with:

- **secretariat staff of Universities** (important role of intermediate between AlmaLaurea and graduates)
- **graduates**
- **Universities**
- **Ministry of Education, Universities and Research and Ministry of work**
- **ANVUR** (National Agency for the Evaluation of the University and Research team)

A good dissemination of information happens also through the **website**, where there is the possibility of consulting data for free to everybody who are interested in tertiary education timely and always updated with the latest data.

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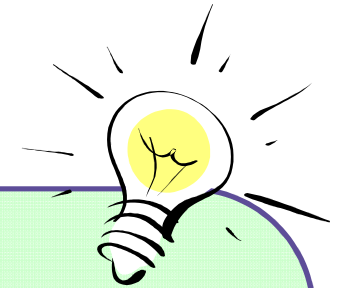
Advantages for:

- ❖ **Universities**: they use data collected for answering to the requirements at ministerial level. Moreover they have data about their graduates always updated, with the possibility to make historical comparisons in order to see the evolution, during the time, of performances, evaluation and so on of their graduates
- ❖ **ANVUR**: through AlmaLaurea's questionnaire it has the same questions about evaluation of academic system and quality assurance for all universities
- ❖ **MIUR**: Ministry of Education, Universities and Research could use these data for deciding how to invest funds for academic education and also for deciding the academic offer of courses
- ❖ **Students, families, researchers, firms and all are interested in tertiary education and employment condition**: they could consult for free the online information about the academic situation and the job context in Italy. These data are useful also for school and young students as a tool of orientation from high school diploma to tertiary education

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Graduation Sessions in Vietnam:

- **JUNE**
- **SEPTEMBER**

**A proposal:****Carry out 2 Vietnamese Graduates' Profile Surveys**

- 1) on 2016 graduates (June and September 2016 graduation session)
- 2) on 2017 graduates (same as above)

Advantages:

- ✓ to run a **pilot survey** (on 2016 graduates) so to improve the quality of the data of the second survey
- ✓ to have the opportunity to run a (small) **time-series analysis** of Vietnamese graduates