



AUN-QA PROGRAMME ASSESSMENT REPORT

AUN-QA Assessment No.: 208th AUN-QA Programme Assessment	Dates of Assessment: April 19-23, 2021
Name of Programme Assessed: Bachelor Program in Information Technology	
Name of University: Vinh University	
Name of Faculty/School: School of Engineering and Technology	
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Report Summary

This report is based on information provided in the self-assessment report (SAR), evidences, site tours and interviews with selected stakeholders including academic and support staff, students, alumni, and employers. It should be read together with the preliminary findings presented at the closing ceremony where the key strengths and areas for improvement were highlighted.

The AUN-QA assessment at programme level covers 11 criteria. Each criterion is assessed on a seven-point scale. The summary of the assessment results is as follows:

Criterion	Score
1. Expected Learning Outcomes	4
2. Programme Specification	5
3. Programme Structure and Content	4
4. Teaching and Learning Approach	4
5. Student Assessment	4
6. Academic Staff Quality	4
7. Support Staff Quality	4
8. Student Quality and Support	4
9. Facilities and Infrastructure	4
10. Quality Enhancement	5
11. Output	4
Overall Verdict:	<i>Adequate as Expected</i>

Based on the assessment results, the Bachelor Program in Information Technology, School of Engineering and Technology at Vinh University fulfils the AUN-QA requirements to be awarded an AUN-QA assessment programme-level certificate. Overall the quality assurance implemented for the programme is *Adequate as Expected*.

Criteria		Strengths	Areas for Improvement
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]	The nine Programme Learning O (PLOs) were formulated in alignment with the Programme Objectives (POs), which were aligned with the university vision and mission, and MOET regulations.	Some PLOs are overly broad in scope. This may make it difficult to assess whether or not they have been achieved. Broadly phrased PLOs may also make it difficult to hold the courses accountable for PLOs achievement.
1. Expected Learning Outcomes	1.2 The expected learning outcomes cover both subject specific and generic (i.e., transferable) learning outcomes [3]	BPIT identifies three PLOs as subject specific learning outcomes and six as generic outcomes.	It is noted that there are more generic ELOs than subject-specific ELOs (related to Information Technology). The programme may consider increasing the subject-specific ELOs to emphasize on graduates being proficient in the subject. This will address the feedback from the students and alumni obtained from the interviews about their needs for subject-specific training. PLO 1.2 can be considered as a subject-specific outcome since the application of mathematics and natural science is in the IT field specifically.
1. Expected Learning Outcomes	1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]	Feedbacks of stakeholders, including students, lecturers, alumni and enterprises are collected annually to serve as a basis for periodical PLOs review, evaluation and revision, as stipulated by VU.	IT is a field that changes rapidly. The programme needs to constantly anticipate future development in this industry in order to establish relevant curriculum. What is the trend for the job market in this field given the Industry 4.0? To what extent will online

			<p>learning become a threat in IT education? These are examples of questions to ponder. And these questions can be better answered by people in the industry, alumni and employers. Considering the current response rate for the feedback survey, it is suggested to seek more information about the future direction of the industry and move in that direction.</p> <p>BPIT should consider formulating the PLOs that highlight the unique characteristics of BPIT at VU. Most PLOs are now corresponding to external standards and regulations as well as university requirements, but do not highlight the characteristics of BPIT specifically. Since VU aims at being a leading institute in North Central Vietnam, the question for BPIT is how to develop graduates that are unique from other IT programmes.</p> <p>PLO on English skills should be highlighted more prominently since English skills are essential for the IT business and also an important tool for lifelong learning, the outcome BPIT promotes.</p>
2. Programme Specification	2.1 The information in the programme specification is comprehensive and up-to-date [1, 2]	BPIT programme specification provides comprehensive information about the training programme for stakeholders including lecturers, students, employers, managers and	The programme may consider having a shorter version of the programme specification that is tailored to give brief

		potential students in high school for enrolment activities. It has been revised and updated in 2015, 2017 and 2020.	information for prospective stakeholders and external stakeholders.
2. Programme Specification	2.2 The information in the course specification is comprehensive and up-to-date [1, 2]	VU has a template for course specifications, which covers adequate information for stakeholders. BPIT course specifications have been revised and updated in 2015, 2017, and 2020.	It is suggested to maybe review and revise the course specifications semester-wise or annually and ensure the course specification across different learning platforms.
2. Programme Specification	2.3 The programme and course specifications are communicated and made available to the stakeholders [1, 2]	The programme specification is accessible online. Course description of all courses is included. Course specifications are available to students on the internal learning management system.	Dissemination of program and course specifications could be enhanced by not restricting the communication to traditional methods. The programme is encouraged to make use of the different social media platforms to communicate information about the programme and to also use it to market the programme about the various activities and events organised by the Faculty. The website shows two versions of the programme specifications (2017 and 2020) with no explanation. This may cause confusion to prospective students and employers.
3. Programme Structure and Content	3.1 The curriculum is designed based on constructive alignment	An 8-step process is followed to ensure constructive alignment of curriculum with the PLOs.	There should be a consideration to conduct a curriculum benchmarking with other universities who offer a similar programme so

	with the expected learning outcomes [1]		that a wider view can be seen as well as comparison of the content in curriculum with other key universities could be made.
3. Programme Structure and Content	3.2 The contribution made by each course to achieve the expected learning outcomes is clear [2]	<p>The contribution made by each course to achieve the expected learning outcomes is clear.</p> <p>Course contribution to PLOs is identified in the course specification.</p>	<p>The aspects used in the course matrix should be reconsidered. Competency is usually defined to include knowledge, attitudes, and skills.</p> <p>See for details: https://education.alberta.ca/competencies/student-competencies/?searchMode=3 https://online-journals.org/index.php/i-jep/article/view/2268/2346</p> <p>While, in other literature, competence and skill are interchangeable, e.g., https://www.researchgate.net/publication/230557879_Competences_in_Education_A_Confusion_of_Tongues</p> <p>The programme is suggested to improve the curriculum map by adding the course titles to the curriculum map to make it easily understandable for all necessary stakeholders.</p>

3. Programme Structure and Content	3.3 The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]	<p>The curriculum is logically structured, sequenced, and integrated. There are two/three internships for students to undertake during their study.</p> <p>Courses and course plan were updated in 2020 to respond to the current needs in the IT field and stakeholder feedback.</p>	The programme may provide students a flexible plan of study, that offers student a greater sense of freedom and decision making with regards to the choice of courses, internship, and exchange programme during their study.
4. Teaching and Learning Approach	4.1 The educational philosophy is well articulated and communicated to all stakeholders [1]	The educational philosophy of Vinh University is identified, “Cultivate passion -Encourage creativity – Respect differences – Promote collaboration.	The educational philosophy is best articulated to the faculty and students for a better understanding of the teaching-learning approach.
4. Teaching and Learning Approach	4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4]	Different teaching and learning activities are established for the achievement of each PLO and are included in the Programme Specification and course specifications	<p>It may be necessary to consider promoting more exchange opportunities among local students.</p> <p>It is also suggested to empower the IT club to have a bigger and more important role in the faculty, where the members could assist other fellow students for any issues. They could be provided their own space from which the club could operate.</p>
4. Teaching and Learning Approach	4.3 Teaching and learning activities enhance life-long learning [5]	<p>Teaching and learning activities in the programme are referenced with European standards for life-long learning.</p> <p>BPIT promotes the use of projects, which require the students to learn independently.</p>	Consider integrating English in daily campus activities; not just as lessons in the class from Year 1. This will not only boost the English skills of students (and also staff) as they are forced to use it in daily life, but will also help

			them be more equipped for exchange programmes during the study and for the professional world after graduation.
5. Student Assessment	5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]	<p>The assessment of BPIT students is based on the regulations of VU, which includes admission of students, continuous testing and assessment throughout courses, and graduation assessment.</p> <p>Assessment tasks for each PLO are suggested in the Programme Specification.</p> <p>Assessment tasks are mapped with CLOs in the course specification.</p>	<p>Effectiveness of student assessment in terms of alignment with the ELOs could be periodically evaluated to improve student learning.</p> <p>Based on the course matrix, many courses are mapped as a (attitude). These courses require assessment methods that allow the students to demonstrate their attitude. Exams cannot capture the development of attitudes directly.</p>
5. Student Assessment	5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]	<p>Information about student assessments at different stages, entry, during course and graduation are explicit and communicated to students.</p> <p>Assessment tasks and evaluation criteria for each course are specified in the course specifications.</p> <p>VU has established a system for calculating grades of different kinds of assessment.</p>	-
5. Student Assessment	5.3 Methods including assessment rubrics and	VU has promulgated documents regulating the construction, management and the use of	The rubrics should be regularly reviewed to ensure applicability.

	marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]	<p>examination bank in order to ensure the validity, reliability and fairness of student assessment.</p> <p>Rubrics for different kinds of assessment tasks are suggested and used campus wide.</p> <p>Graduation project is evaluated by many people, i.e., supervisor, reviewers, graduation committee, to increase fairness.</p>	
5. Student Assessment	5.4 Feedback of student assessment is timely and helps to improve learning [3]	Feedback of student assessment is timely and helps to improve learning.	A systematic monitoring system is required to ensure all academic staff follows the feedback of student assessment guidelines.
5. Student Assessment	5.5 Students have ready access to appeal procedure [8]	VU has established an appeal procedure.	<p>BPIT should include the information about the appeal procedures in the Programme Specification and Course Specification.</p> <p>It is more convenient for the students if they can make an appeal through online facility especially during the semester break.</p>
6. Academic Staff Quality	6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for	A Strategic Development Plan for the period of 2011-2020 and Revised Version for the period of 2018-2025, with a vision to 2030 is established.	The academic staff planning can be made more comprehensive to include list of staffs, area of expertise, rank, academic degree, admin post, leave plans (for e.g., sabbatical, maternity, etc.), retirement, recruitment, promotion or others. This is to ensure availability of academic staffs for specific

	education, research and service [1]		<p>area of expertise/ with specific knowledge to teach specific courses.</p> <p>SET should develop strategies to support the academic staff in fulfilling the requirements for academic rank promotion. Over the past five years, only one academic staff has been promoted as Associate Professor.</p>
6. Academic Staff Quality	6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]	<p>BPIT has established a system to calculate FTE and monitor staff-to-student ratio.</p> <p>Staff-to-student ratio is close to the MOET set ratio of 1:20.</p> <p>Workload standards for the academic staff have been set to include teaching, research, and professional activities.</p>	-
6. Academic Staff Quality	6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4, 5, 6, 7]	<p>Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated.</p> <p>VU has standards for appointment of academic titles that are higher than that of MoET.</p>	BPIT should consider having a clear and comprehensive set of KPIs for academic staff's promotion and at the same time move up the faculty reputation.
6. Academic Staff Quality	6.4 Competences of academic staff are identified and evaluated [3]	Teaching, research and foreign language proficiency are identified and evaluated as academic staff competences.	VU should consider providing performance rubrics to assess employee behaviour to ensure objectivity in the assessment.

		A variety of assessments are used to evaluate teaching competency, i.e., class observations, self-assessment, and students' survey.	
6. Academic Staff Quality	6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8]	<p>VU provides support for professional development activities, e.g., in-house training, short courses abroad, further study, conferences.</p> <p>Training for academic staff has been designed based on the needs of the university and programme, i.e., CDIO, online teaching during the pandemic.</p> <p>All lecturers have pedagogical certificates.</p>	<p>SET should find ways to support academic staff with master's degrees to further their education.</p> <p>SET should consider providing support for the academic staff to attend training and conferences in the topics of their own interests.</p> <p>The results of training activities should be presented to reveal the efficiency of the training. The system for training and development need analysis should be established.</p>
6. Academic Staff Quality	6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service [9]	<p>High performing academic staff are offered managerial positions and rewards.</p> <p>VU provides funding and rewards for research publications.</p>	VU should consider adopting a comprehensive 360-degree evaluation on staff performance. It is also suggested to consider benchmarking the performance and reward schemes with other reputable local and international universities
6. Academic Staff Quality	6.7 The types and quantity of research activities by academic staff are established, monitored and	<p>Research activities are required as a part of the workload for the academic staff.</p> <p>The types of scientific research of lecturers include: implementing science and</p>	The quantity and quality of the research output can be improved. With 24 academic staff, the research projects done are comparatively little. As IT is a field that can be integrated into any discipline, the

	benchmarked for improvement [10]	technology projects at all levels; publishing articles in domestic and international journals, compiling curriculum and monographs, reference books; guiding scientific students; performing seminars; attending advisory councils on science and technology.	programme could explore the possibility of doing multi-disciplinary projects where students and lecturers could work together with members from other faculties. SET needs to find strategies to support the academic staff to conduct more research in the IT field. Most of the recent studies are on CDIO course development.
7. Support Staff Quality	7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1]	Staff planning and recruitment are conducted by VU. Most support staff is shared with other schools and faculties. Support staff for the programme include staff at management level, academic advisors and lab technicians. VU employs a staff rotation method to enhance work flexibility and fairness.	It is suggested to make regular planning (both short and long term) for support staff, similar to the academic staff. Because the number of students has been increased over the last few years.
7. Support Staff Quality	7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]	The recruitment of support staff is based on the needs of the Faculties, Schools, Departments and Centers. Recruitment and selection criteria are determined and communicated on the university website and VU document management platform.	It is recommended to have a career path for each group of support staff in order to provide an opportunity for their career advancement.

7. Support Staff Quality	7.3 Competences of support staff are identified and evaluated [3]	Competences of support staff are identified. Support staff performance is evaluated by both the administrators and students based on the evaluation criteria set by VU.	Specific/functional competences of support staff for each task may need to be identified, and criteria for evaluation of the specific/functional competences may also need to be developed.
7. Support Staff Quality	7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]	VU provides training to support staff based on the VU development strategy plan. Support staff can find support for further study, attending seminars or training.	Support staff development can include visits and exchanges with local and international universities. This can help expose them to best practices, to benchmark their performance, and better contribute to institutional development. VU/SET should consider providing support for training that responds to the needs of the specific department or tasks e.g., for the staff whose tasks require supervision skills, specific training is essential.
7. Support Staff Quality	7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]	VU has a system to grant rewards and recognition to support staff, e.g., salary increase, classifications. The Department of Personnel Management is responsible for monitoring and evaluating the performance of academic and support staff.	A review and analysis of a performance appraisal system including rewards and recognition may be conducted to further improve support staff motivation.
8. Student Quality and Support	8.1 The student intake policy and admission criteria are defined,	The VU's student intake policy and admission criteria are clearly defined on the basis of Admissions Regulations of MOET. Since	The programme may consider analysing data of successful admission in order to monitor

	communicated, published, and up-to-date [1]	<p>2017, policies have been implemented to attract students of high calibre through scholarships.</p> <p>Admission information is published on the university website.</p>	trends in quality of students being admitted into the programme for continual quality improvement of the admission criteria and relevant processes.
8.Student Quality and Support	8.2 The methods and criteria for the selection of students are determined and evaluated [2]	<p>Methods and criteria for selection of students are determined.</p> <p>There are 3 methods established for student admission.</p>	<p>The student number and profile could be analysed in order to further improve the student selection process.</p> <p>Since IT work requires a certain level of English skills, BPIT may consider requiring a certain entry level of English skills in the admission criteria.</p>
8.Student Quality and Support	8.3 There is an adequate monitoring system for student progress, academic performance, and workload [3]	<p>There is an adequate monitoring system for student progress, academic performance, and workload.</p> <p>Student workload for each semester is identified in Programme specification.</p> <p>Students' study results are recorded and monitored in the internal database system.</p>	<p>An integrated education management system that records and reports student scores, attendance and grades during the course and not just at the end of the course, academic advisor visits, issues raised, could help get more timely and effective management of students.</p> <p>An advisor system, which follows each student throughout the period of study, should be considered. This will allow individualized, immediate support and supervision for students with low performance.</p>

8.Student Quality and Support	8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability [4]	<p>Many offices and students' organizations organize activities to enhance students' life skills, English skills, and employability.</p> <p>VU has financial support and dormitory for students in need.</p> <p>BPIT offers three courses of internship, which can help enhance their employability.</p> <p>The Computer Rescue Club can help students build professional skills, as well as other soft skills and service mind.</p>	<p>SET and VU are strongly urged to improve the Career Services centre. The services provided could include assistance in job search, internships, resume writing, interviews and also provision of networking opportunities with industry partners. This could help students in securing specialized jobs after graduation.</p> <p>It is suggested to consider increasing student exposure to international activities through more active exchange programmes that would offer students an experience of different culture during their study period. The development of entrepreneurial skills and guidance may be considered. Moreover, more projects that encourage development of ideas from students (creativity) may also be taken into consideration.</p>
8.Student Quality and Support	8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being [5]	<p>The physical, social and psychological environment is conducive for education and research as well as personal well-being</p> <p>VU has a nice, green campus. Students and staff reported feeling positive about the campus environment and relationship in the university.</p>	-
9. Facilities and Infrastructure	9.1 The teaching and learning facilities and equipment (lecture halls,	There are 282 classrooms for teaching purposes. Annually, the University reviews and invests in facility and equipment serving	The programme may consider updating classrooms from a more traditional setting to a more dynamic and flexible setting that

	classrooms, project rooms, etc.) are adequate and updated to support education and research [1]	learning and teaching activities to meet the needs of lecturers and students.	encourages more student interaction and participation. More electrical outlets are needed in classrooms to support the use of laptop and mobile devices for learning.
9. Facilities and Infrastructure	9.2 The library and its resources are adequate and updated to support education and research [3, 4]	The Center for Library and Information Nguyen Thuc Hao has 42 IT-related textbooks, 261 IT-related books, and more than 450 IT-related theses, dissertations. VU library has a digital library service, which allows students and staff to access library materials from a few universities in Vietnam.	The programme could assess the satisfaction level of students toward library services for developmental purposes. More electrical outlets are needed in seating areas to support the use of laptop and mobile devices for learning.
9. Facilities and Infrastructure	9.3 The laboratories and equipment are adequate and updated to support education and research [1, 2]	There are 18 computer rooms with equipment including server systems, computers connected to the internet, projectors, surveillance cameras, meet the requirements of the IT industry.	It is suggested to constantly upgrade laboratory equipment to be on par with the Information Technology industry.
9. Facilities and Infrastructure	9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6]	There are 1046 sets of desktop computers with 716 sets for teaching and learning and 330 sets for management and administration. SET developed their own LMS system for VU to support e-learning.	The programme could assess the satisfaction level of students toward IT services for developmental purposes. From the interviews, stakeholders request for improvement of the Wi-fi Internet on campus.

<p>9. Facilities and Infrastructure</p>	<p>9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]</p>	<p>VU has a few committees to maintain the standards for environment, health, and safety.</p> <p>Access to high floors is provided for people with special needs in the library and classroom buildings.</p>	<p>Measures on environment, health, and safety could be identified, monitored, and analysed for the purpose of improving these issues.</p> <p>VU/SET should consider more strict enforcement of COVID-19 prevention measures, i.e., keeping physical distance in classrooms, seating areas.</p>
<p>10. Quality Enhancement</p>	<p>10.1 Stakeholders' needs and feedback serve as input to curriculum design and development [1]</p>	<p>For curriculum design and development, BPIT has gathered information from MoET, students, academic staff, alumni, employers and professional associations.</p> <p>BPIT utilizes many means to obtain feedback from the stakeholders.</p>	<p>The stakeholders' survey could move focus from collecting data about lagging indicators such as satisfaction rates, to collect data about leading indicators such as what the stakeholders want, how the trends at the IT industry are, so that the programme can closely move in-line with the industry.</p> <p>BPIT should consider designing a method to assess the achievement of the PLOs. The current surveys focus mainly on the satisfaction of the stakeholders. i.e., The student surveys focus on the teacher' teaching skills and the curriculum overall.</p>
<p>10. Quality Enhancement</p>	<p>10.2 The curriculum design and development process is established and subjected to evaluation and enhancement [2]</p>	<p>BPIT has established a clear process for curriculum design and development.</p> <p>The process was updated in 2017 to use CDIO programme development process.</p>	<p>The curriculum should be revised after a completion of the curriculum cycle (4.5 years).</p> <p>It is recommended to pursue curriculum benchmarking more intensively, with special emphasis on future directions of the IT</p>

			discipline, based on industry contacts and labour market trends.
10. Quality Enhancement	10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]	The teaching and learning activities and the assessment are evaluated by the students (every semester), academic staff self-assessment (every year), and class observations (every year).	The programme may benefit from developing additional instrument or instruments to evaluate and review the alignment of programme and course ELOs, and the teaching and learning assessment.
10. Quality Enhancement	10.4 Research output is used to enhance teaching and learning [4]	Research on how the CDIO approach is implemented in the programme has been conducted over the past three years. Lecturers have been involved in university-level research projects, and also in deploying software systems within and outside the University.	Explicitly documenting the research to programme and course learning outcomes can enhance and facilitate the achievement of those outcomes and better track the impact of research to the programme.
10. Quality Enhancement	10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5]	The Department of Student Affairs gathers feedback from students regarding quality of support services. Annually, SET organizes democracy student conferences at every class, between the President and students to gather feedback.	-
10. Quality Enhancement	10.6 The stakeholder's feedback mechanisms are systematic and subjected	The feedback mechanisms are systematic and subjected to evaluation and enhancement.	It may be helpful to establish a formal review of the feedback mechanisms. Improvement

	to evaluation and enhancement [6]		in the feedback mechanisms will improve the quality of feedback and lead to more effective and efficient improvement.
11. Output	11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]	The pass rates and dropout rates are established and monitored.	The current graduation rate is only 25-35% within the specified graduation time. So, the programme could do a fish-bone analysis to analyze why students could be taking a longer duration than prescribed to graduate. This can help the programme better address student issues and help them graduate on time. BPIT should consider developing a comprehensive advisory system to support the students throughout the study period to improve the rate of dropout.
11. Output	11.2 The average time to graduate is established, monitored and benchmarked for improvement [1]	Average time to graduate is monitored and the results was used for the previous curriculum revision, shortening the programme from 5 to 4.5 year. BPIT benchmarked their time to graduate with other engineering programmes at VU.	An explicit target for the average time to graduate can facilitate monitoring and evaluation of corrective action.
11. Output	11.3 Employability of graduates is established, monitored and benchmarked for improvement [1]	The employability of the graduates is monitored. VU has an office responsible for collecting data from the graduates after one year of graduation.	Monitoring of the programme can be improved with measures and targeted KPIs for employment quality, alumni satisfaction of employment, employer satisfaction, and nature of employment.

		<p>Over 85% employability of graduates is established.</p> <p>The employability rate is benchmarked with other VU programmes.</p> <p>The employability rate of BPIT is better each year and higher than other VU graduates.</p>	
11. Output	11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]	<p>The types of research activities by students consist of career orientation seminar, course projects, project of software development at enterprises within internship or graduation project; and institutional research.</p> <p>VU has funding to support students' research projects.</p> <p>Students can join research projects of the academic staff.</p> <p>Research output is encouraged to be presented at the Student Scientific Research Conference.</p>	Inventory of students' internship projects/theses may be done to monitor and benchmark for improvement in terms of topic selection, direction, and relevance.
11. Output	11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]	VU has established a mechanism to obtain feedback from stakeholders about their satisfaction of the programme, teachers, support services, and facilities.	The programme can be assisted by clearly benchmarking and targeting a level of satisfaction for its various services and elements. This will help academic staff and support staff to be better aware of the level of quality that they are held accountable for.

			Moreover, it can guide program management in identifying priority areas for improvement and determine the effectiveness of corrective measures implemented.
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