UNIVERSITY INFORMATION TECHNOLOGY	SOCIALIST REPUBLIC OF VIETNAM

UNIVERSITY INFORMATION TECHNOLOGY
DEPARTMENT OF INSPECTION, LEGISLATION, AND QUALITY ASSURANCE

SOCIALIST REPUBLIC OF VIETNAM
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Ho Chi Minh City, 30 December 2022

REPORT ON SURVEY RESULTS GATHERING FEEDBACK FROM GRADUATING STUDENTS FOR THE YEAR 2022

A. GENERAL INFORMATION

1. Survey purpose

- To assess the level of satisfaction among students regarding the quality of the teaching staff, the quality of education and services, as well as the living conditions for students during their time at the University.

- To assist the University and the leaders of Departments/Units/Faculties/Subjects in (1) establishing a basis for improvement plans to enhance the quality of education at the University, and (2) creating policies to support faculty, staff, and students in their teaching, service, and learning activities.

- To emphasize the responsibilities of students regarding their rights and study obligations, and to provide an opportunity for graduating students to express their thoughts, aspirations, and opinions about the University's educational activities.

2. Survey participants

Graduating students of the year 2022 from the University of Information Technology, Vietnam National University - Ho Chi Minh City

3. Survey method

Graduating students completed one of the following two survey methods:

- Online Survey: Graduating students logged into the system at www.survey.uit.edu.vn and completed the survey questionnaire following the provided instructions. The Information Technology Department and Student Affairs Office supported the implementation of the online survey.

- Paper-Based Survey: Graduating students completed the survey at the Faculty's office.

4. Survey content

- The survey collected information on:
  - An overview of the graduation situation of students;
  - Graduating students' opinions and assessments on the program's objectives,

curriculum, teaching staff, management, and educational services, as well as their overall evaluation. The Division of Training and Student Affairs designed the survey questionnaire, which included 4 questions about employment status and 27 questions/criteria for evaluating the program using a 4-level Likert scale: Unsatisfactory/Satisfied - Normal - Good/Satisfied - Very Good/Satisfied.

- The collected results were processed using SPSS and Excel software.

5. Status of Graduating Student Participation in the Survey

The survey has received feedback from 542 out of 608 graduating students for the year 2022 (as of November 2022), achieving a response rate of 89.1% (91.46% in 2021, 85.7% in 2020, with response rates ranging from 81.4% to 82.2% in 2019). This number ensures statistical significance for data analysis, calculated using the formula: $n = \frac{N}{1+N.e^2}$

Below is a detailed breakdown of the survey participation:

Table 1. Number of graduating students participating in the survey by programs.

No.	Programs	Number of Graduated students	Number of respondents	Percentage (%)
1	Information Technology	104	89	85.6
2	Data Science	15	15	100.0
3	Information Systems	102	82	80.4
4	Information Systems (Advanced program)	19	9	47.4
5	E-commerce	18	17	94.4
6	Computer Science	83	74	89.2
7	Computer Science (Bacherlor of talented program)	20	9	45.0
8	Computer Engineering	38	38	100.0
9	Software Engineering	80	80	100.0
10	Computer Networks and Data Communications	71	73	102.8
11	Information security	41	41	100.0
12	Information Security (Engineering talent program)	17	15	88.2
	Total	**608**	**542**	89.1

B. GRADUATION STATUS OF STUDENTS

1. Graduation Timing in Comparison to University Regulations

Among the 542 graduating students who participated in the survey, 274 students graduated within the designated time frame as per the curriculum requirements, accounting for 50.6% (in

2021, it was 37.59%). 233 students, representing 43% (compared to 60.2% in 2021), graduated slightly later than the curriculum's planned timeframe (but still within the official time limits), and 35 students (6.5%, an increase from 2.21% in the previous year) graduated ahead of schedule. Therefore, in 2022, the number of graduating students has increased (by approximately 1.33 times) compared to 2021 and 2020 (a 1.29 times increase). Simultaneously, the percentage of students graduating later than the curriculum's design is showing a decreasing trend. On the other hand, in 2022, the increase in the percentage of graduating students can be attributed to the effects of the Covid-19 pandemic in 2021, as students were unable to graduate due to a lack of language proficiency certificates required for graduation.
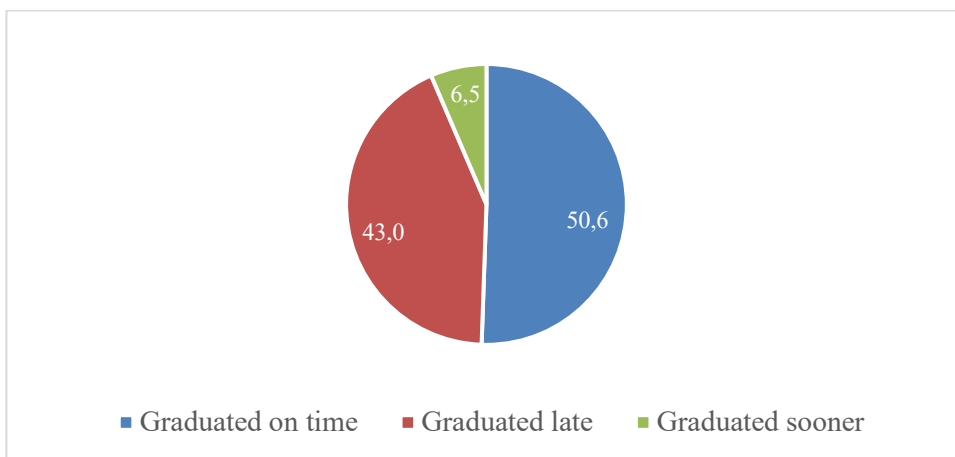

Chart 1. Graduation Status of Students in 2022

The following represents the graduation status of students who participated in the survey across various academic years:
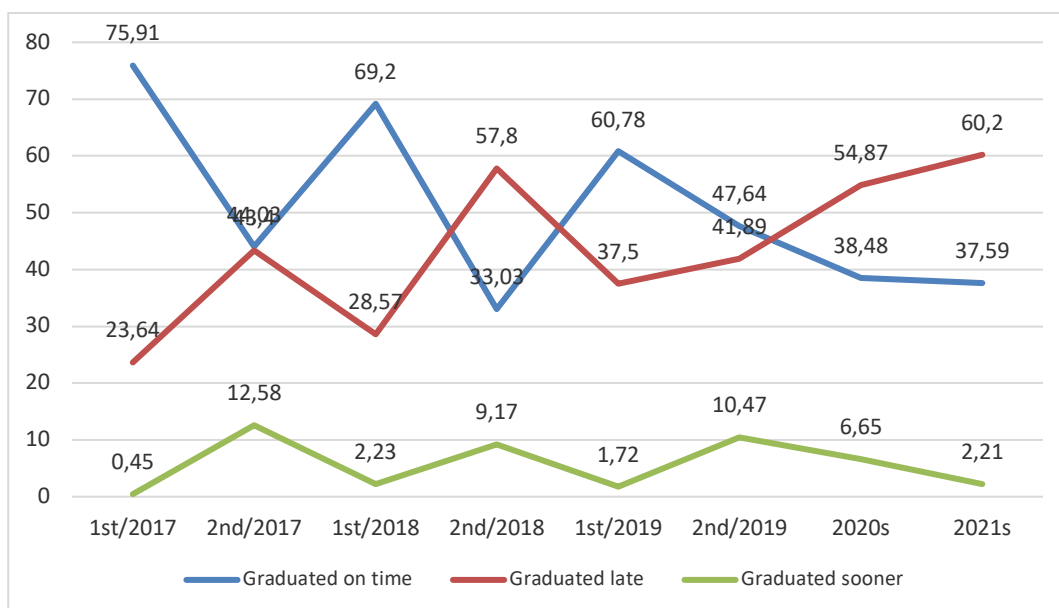

Chart 2. Graduation status of students across survey rounds

According to statistics from the survey, 233 students who graduated late provided reasons for not completing their studies within the program's intended timeframe.
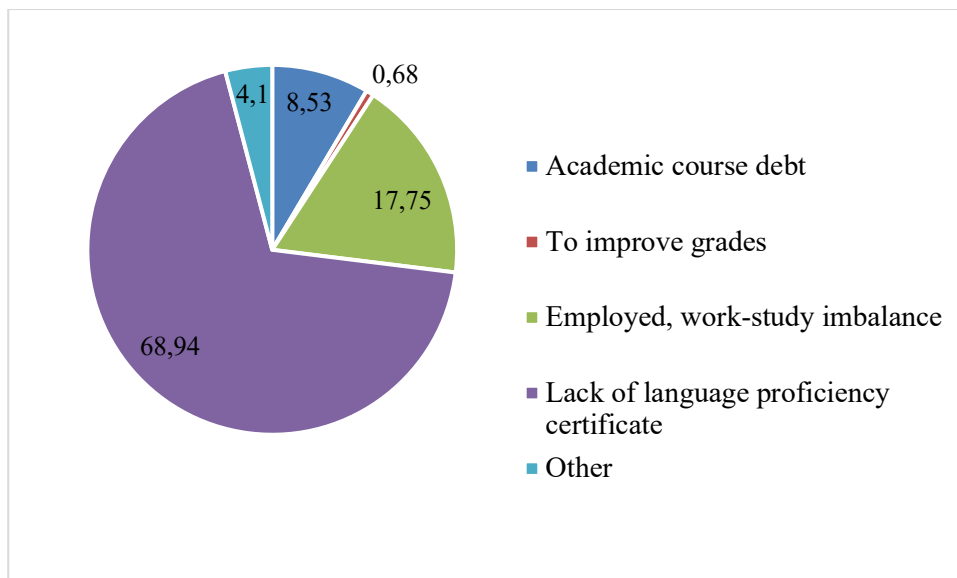
Chart 3. Graduating Students with Delays According to the Reasons

Overall, these groups of reasons are quite common in each semester, with the highest percentage still attributed to students lacking English language proficiency certificates to meet graduation requirements, at a rate of 68.94% (2021: 73.79%, 2020: 70.1%). The objective reason is due to the impact of the Covid-19 pandemic, which resulted in the postponement of language proficiency tests offered by language centers. The imbalance between study and work is trending upwards after a significant decrease in 2021, reaching a rate of 17.75% (13.1% in 2021, 21.2% in 2020, 34.0% in 2019). The Department of Inspection. Legislation, and Quality Assurance recommends that Faculties and instructors pay more attention to students, with particular emphasis on the vital role of timely graduation and maintaining a balance between academics and participation in professional activities while still enrolled in the University.

Graduating students with delays by the reasons, segmented by fields of study:

Table 2. Graduating students with delays by reasons, segmented by fields of study (Unit: number of students)

Program	Causes					Total
	Academic course debt	**To improve grades**	**Employed, work-study imbalance**	**Lack of language proficiency certificate**	**Other**	
Information Technology	-	-	8	30	2	**40**
Data Science	-	-	-	2	-	**2**
Information Systems	8	0	15	41	-	**64**
Information Systems (Advanced program)	1		3	5	-	**9**
E-commerce	1	2	-	8	-	**11**
Computer Science	6	34	21	4	-	**65**
Computer Engineering	1	0	4	12	-	**17**
Software Engineering	7		5	33	-	**45**
Computer networks and data communications	1	-	3	20	-	**24**
Information security	-	-	4	25	2	**31**
Information Security ((Engineering talent program))	-	-	-	1	-	**1**
Total	**25**	**36**	**63**	**181**	**4**	**309**

2. Graduating students' employment

2.1. Employment status of graduating students

Out of 542 graduating students, 481 had secured employment both before and immediately after graduation, accounting for 88.75% (83.05% in 2021, 82.2% in 2020). There were 69 graduating students, representing 11.25% (16.95% in 2021, 17.8% in 2020), who were without employment. The majority of graduating students without employment were from the regular program (34 out of 61), high-quality program (26 out of 61), and talented engineers program (1 student). Additionally, out of the 61 graduating students who had not secured employment, 33 graduated on time, 8 graduated ahead of schedule, and 20 graduated late and were still seeking employment.

2.2. Types of Organizations and Employment Positions of Graduating Students

Out of 542 students, 480 provided information about the type of organizations they were employed with. The majority of the University's graduating students were working for non-state enterprises (private, limited liability, joint-stock companies), accounting for 66.7% (66.3% in

2021). Next were enterprises with foreign investment, constituting 27.1% (24.3% in 2021). Some graduates were employed in state agencies, comprising 4.4% (3.5% in 2021), and notably, 1.7% (2.6% in 2021) of graduating students had ventured into entrepreneurship through start-up initiatives. In general, the variety of business entities that graduating students are currently engaged with is quite diverse.
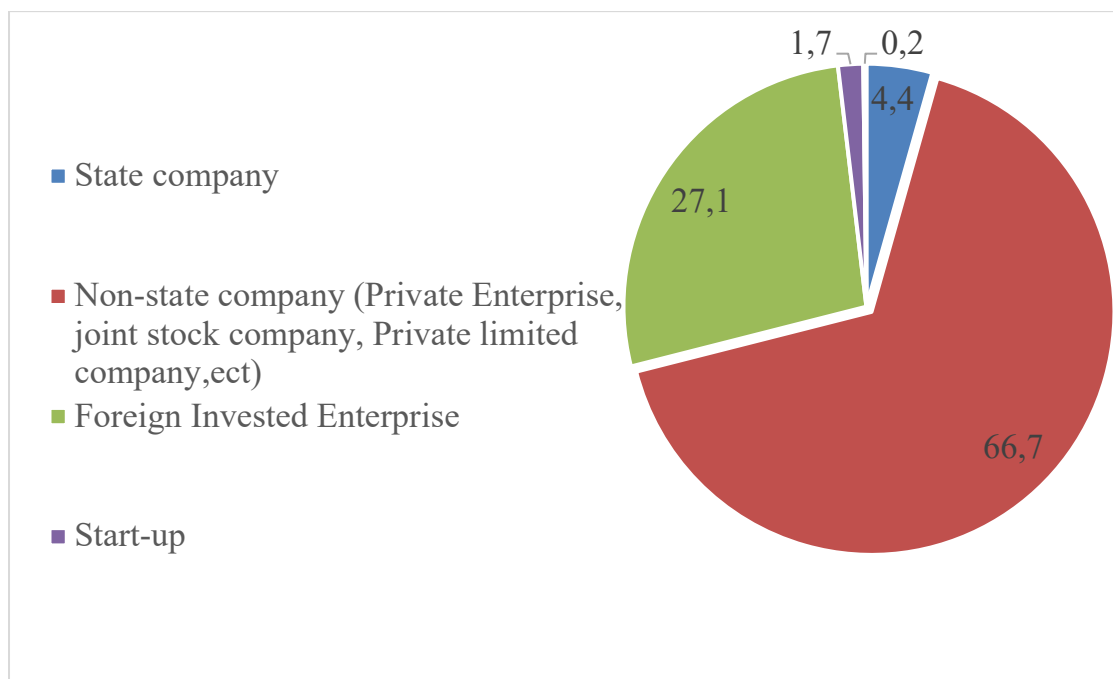

Chart 4. Types of organizations where graduating students are employed (%)

Graduating students have engaged in employment with various well-known companies and enterprises in the field of information technology and communication, such as Tự Do, CJ Gemadept Logistic, Opus Match AI, Gameloft, Gumi Solution, Brickmate, Robert Bosch Engineering and Business Solutions Vietnam (RBVH), Shopee VN, FPT Corporation: FTEL FTI HCM, Nam A Commercial Joint Stock Bank, Parcel Peform, TGL Solutions, Anfin, VC CORP, Vin Smart Health Center, Datalogic, Hanoi University of Science and Technology, GihOt, VUI Vietnam Trading Company Limited, TMA Innovation, CMC Global, Naver Vietnam, Harvey Nash Vietnam Company Limited, Wolffun, Sun.Studio, VNPAY, Mirae Asset, Cong ty TNHH Cay Xanh Cong Minh, SNST & FINGER VINA, FPT Television Company Limited, Eximbank - Vietnam Export Import Commercial Joint Stock Bank, FE CREDIT, Unicloud Technology Group Joint Stock Company, SKG, AISIA Research Lab, Payoo, EVOTEK Technology Company Limited, Vinbigdata Vingroup, Vgames, GSOFT, DXC Technology, CMC, BOSCH Vietnam, UNIQUIFY Vietnam Company Limited, ELCA VIETNAM, M_Service (Momo), Gapo, AhaSoft, GMO, IOTLINK Da Nang, Techcombank, Electric Power Trading Finance Joint Stock Company, Tiki, WIFIM - WIFIM JSC Technology

Company Limited, CMC TSSG, Weejoy, SV Technologies JSC, Linkbynet, Agile Lab Pre Ltd, Quy Khanh IT (QKIT), Eztek Software Development Company Limited, GenKi System, Upwork, DXC, KMS Technology Vietnam, TVT Group, DEK Technologies, Vela Global, Bosch Software Technology, VNPT-IT2, Descartes Network, KMS Healthcare, ERP Vietnam Joint Stock Company, Aufinia, IVC (ISB Vietnam), ADT&SNST, and many more. These students hold diverse job positions, including software engineers, researchers, specialists (systems, web application development, analysis, consultancy), managers, technical staff, QC professionals, testers, sysadmins, API developers, programmers, network interns, system engineers, product managers, cloud and Unix/Linux sysadmins, marketing executives, and more.

2. Relevance of Employment to Specialized Training

Out of the total 481 graduating students who are employed and participated in the assessment, the highest percentage, 60.5%, or 291 graduating students, considered that their current jobs are relevant to their training (in 2021, the percentage was 62.72%, and in 2020, it was 70.8%). Approximately 24.5% of the graduating students found that their specialized training is very well suited to their jobs (higher than the 2021 percentage of 18.93%, and the 2020 percentage of 14.7%, and the 2019 percentage ranging from 16.4% to 22.2%). The percentage of students who rated their specialized training as somewhat or not relevant to their jobs was 15% (in 2021, the percentage was 18.34%, and in 2020, it was 14.4%; in 2019, it ranged from 16.4% to 22.2%). Thus, the percentage of students who found their jobs to be relevant to their specialized training is increasing. On the other hand, the percentage of students who believed that their current jobs are somewhat or not relevant to their specialized training is decreasing. Therefore, it is recommended that the departments continue to seek solutions to update and adjust the curriculum to align with real-world professional activities.
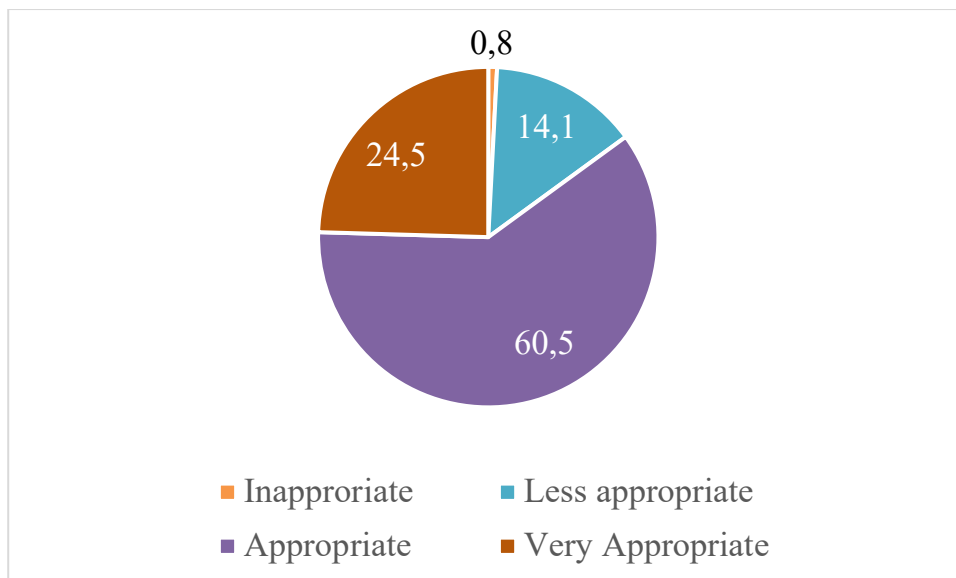
Chart 5. Graduated students' evaluation of the relevance of their major to their job

C. Evaluation and comments on the course

The survey was conducted to understand the opinions and evaluations of graduated students regarding the course in four areas: objectives and curriculum; the teaching staff; training management and services; and the overall course evaluation.

To check the reliability of the scale for the four content groups mentioned above, the Department of Inspection, Legislation, and Quality Assurrance used SPSS 20 software to run a Cronbach's Alpha coefficient analysis. The results are shown in the table below:

No.	Content	Number of criteria	Cronbach's Alpha of the scale	The total variable correlation coefficient of the criterion	Conclude
1	Objectives and training program	8	0.902	The Cronbach's Alpha values for the scale range from 0.887 to 0.902. The total intercorrelations between the observed variables in the scale are all greater than 0.4, and there are no cases where removing any observed variable would increase the Cronbach's Alpha of this scale to more than 0.95	All observed variables are deemed acceptable and will be used in the analysis => Achieving reliability
2	Faculty members	7	0.894		
3	Management and training service	7	0.887		
4	General assessments	5	0.904		

Table 3. Reliability analysis results of the scale in various criterion groups

1. Objectives and training program

Criteria	Not good/not satisfied	Normal	Good/ satisfied	Very good/very satisfied	No reply	Mean (M)	Standard deviation (SD)*[1]
The program's learning outcomes are clearly and comprehensively communicated to the learners.	1.1	6.3	42.8	49.8		3.41	.660
The learning outcomes specify the knowledge, skills, and qualities that learners are expected to achieve.	.7	7.4	43.0	48.7	.2	3.39	.673
The sequence of courses is logically designed, with mutual reinforcement and integration.	1.7	9.0	41.9	47.2	.2	3.34	.727
The program content clearly reflects the fundamental courses, the core courses of the discipline, specialized courses, and the final thesis.	.4	5.4	41.0	53.3	-	3.47	.616
The program content is up-to-date.	2.4	12.4	39.5	45.6	-	3.28	.784
The program is disseminated through various channels to reach every learner.	1.7	11.4	42.4	44.3	.2	3.29	.747
The distribution ratio between theory and practical components is appropriate.	2.8	10.3	42.8	43.9	.2	3.27	.772
The university conducts teaching and learning activities in accordance with the curriculum.	.9	3.1	40.6	55.2	.2	3.50	.625

Table 4. Graduating students' satisfaction with program goals and curriculum

All aspects related to program goals and curriculum received a satisfactory evaluation from the graduating students (M>3.0), with an overall satisfaction rate of 90.25%, which is higher than the 2022 rate of 87.79%. The criterion that received the highest evaluation was "the organization of teaching and learning activities follows the curriculum" (M=3.50, SD=0.625). Following closely were the criteria related to the clarity of program content, covering fundamental courses, major-related courses, and graduation theses (M=3.47, SD: 0.616); the

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[1] SD (Standard Deviation): The standard deviation indicates the variability and how individual observed values are dispersed around the mean value. A larger standard deviation implies greater variability around the mean value.

communication of program learning outcomes to learners (M=3.41, SD = 0.660); and the clear definition of the knowledge, skills, and qualities learners need to achieve (M=3.39, SD= 0.673). The sequence of courses (M=3.34, SD=0.727) also showed a high level of satisfaction.

However, there are two program-related criteria that have consistently received mixed evaluations over the years and require attention for improvement. The first criterion is the level of program updates (M=3.28), which has shown some improvement compared to previous years (2021: (M=3.12, SD=0.791; 2020: (M=3.58, SD=6.06; 2019: (M=2.84 and SD=0.94). The second criterion is the ratio of theoretical and practical allocation, with an average score of M=3.27 (2021: (M=3.19, SD=0.736; 2020: (M=3.06; SD=0.7; 2019: (M=2.80; SD=0.90). Although there has been some improvement since 2021, these two criteria still lack consistency and stability in evaluations over the years.

The Inspection, Legal Affairs, and Quality Assurance Department recommends that the Department of Academic Affairs, Faculties review the feedback collection process involving relevant stakeholders, especially the students, to enhance the curriculum and better meet students' requirements.

*Evaluation of the achievement rate of program learning outcomes

The self-assessment of graduating students regarding their achievement of the program learning outcomes demonstrates that 82% evaluated themselves as achieving between 75% and 100% of the program learning outcomes, with 30.8% of them rating themselves at 100%. Another 15.8% of students rated themselves as achieving 50% of the program learning outcomes, and 2.2% assessed their attainment at 25%. The figure below provides a detailed breakdown of students' self-assessment of their achievement of the program learning outcomes (10 PLOs) corresponding to the curriculum.
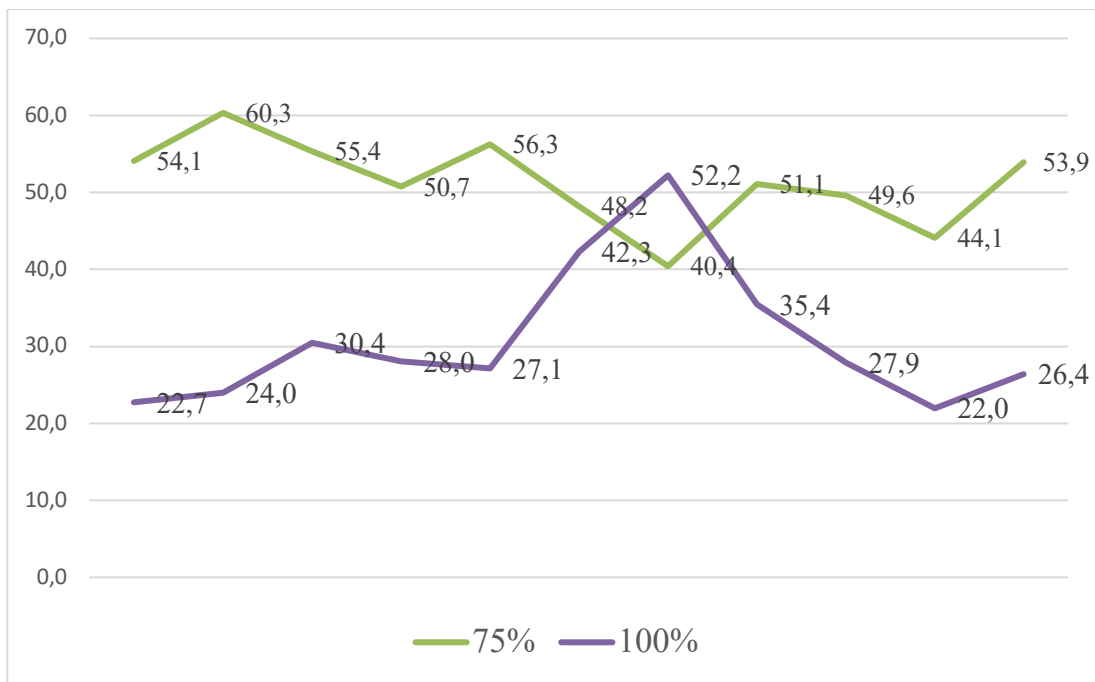
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Chart 6. The self-assessment of the rate of achieving program learning outcomes (from 2022)

Chart 6 illustrates that the majority of graduating students assessed the curriculum volume as adequate, with a rate of 66.42% (compared to 64.9% in 2021, 61.1% in 2020, and a range of 60% to 60.8% in 2019). A total of 13.1% of students evaluated the curriculum as too focused on general education (a decrease compared to 18.20% in 2021, 22.6% in 2020, and a range of 24% to 32.2% in 2019). This result indicates an improvement over previous surveys, indicating that students no longer feel the curriculum is overly burdensome, particularly in terms of general education courses. Similarly, students find specialized courses less demanding. These findings suggest that the initial updates to the curriculum have received positive evaluations.

*Evaluation of curriculum volume

■ Slightly
■ The curriculum heavily emphasizes specialization
■ The curriculum heavily emphasizes generalization.
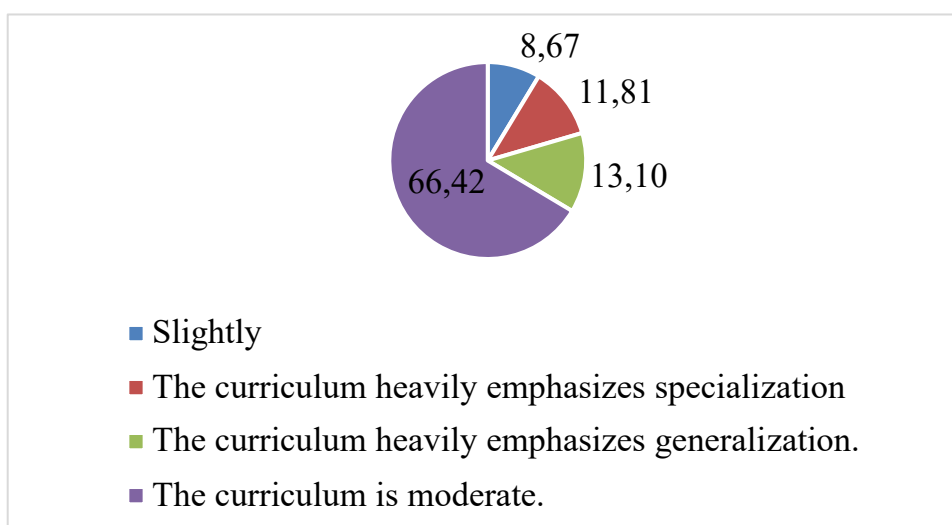■ The curriculum is moderate.

Chart 7. The self-assessment of the volume of curriculum studied by graduating students (%) Chart 7 illustrates that the majority of graduating students assessed the curriculum volume

as adequate, with a rate of 66.42% (compared to 64.9% in 2021, 61.1% in 2020, and a range of 60% to 60.8% in 2019). A total of 13.1% of students evaluated the curriculum as too focused on general education (a decrease compared to 18.20% in 2021, 22.6% in 2020, and a range of 24% to 32.2% in 2019). This result indicates an improvement over previous surveys, indicating that students no longer feel the curriculum is overly burdensome, particularly in terms of general education courses. Similarly, students find specialized courses less demanding. These findings suggest that the initial updates to the curriculum have received positive evaluations.

1. Evaluation of the faculty members

Criteria	Not good/not satisfied	Normal	Good/ satisfied	Very good/ very satisfied	No reply	M	SD
Most of the teaching staff demonstrate strong expertise and professional competence.	.6	3.5	34.9	60.9	.2	3.56	.592
The majority of instructors are enthusiastic and readily available to assist students	.9	7.4	32.1	59.6	-	3.50	.674
The teaching methods employed by instructors facilitate student understanding and application of knowledge.	.6	9.2	41.9	48.2	.2	3.37	.689
Most instructors guide students on how to proactively engage in lifelong learning.	1.3	7.2	36.3	55.2	-	3.45	.686
The majority of instructors adhere to class schedules and teaching plans.	1.3	4.1	39.7	54.8	.2	3.48	.657
Most instructors assess students fairly and accurately.	.7	5.5	38.9	54.8	-	3.48	.637
Academic advisors consistently provide information and guidance on learning conditions and student life.	2.4	7.2	34.5	55.7	.2	3.43	.746

Table 7. Graduating students' satisfaction with the teaching staff

Table 7 shows that the criteria related to instructors are consistently rated as satisfactory or good, with an overall Mean (M) of 3.47 and Standard Deviation (SD) of 0.67. Among these criteria, the one with the highest rating is "Instructors possess strong professional expertise," with a satisfaction rate of 95.8%, M = 3.56, and SD = 0.592 (higher than in 2021 when the satisfaction rate was 94.6%, M = 3.42, and SD = 0.63). This criterion has consistently received high ratings across different survey periods. Most graduating students highly value the

enthusiasm of the instructors, with a combined satisfaction rate of 91.7% (compared to 94.6% in 2021, M = 3.43, and SD = 0.636). The criteria "Ensuring class punctuality and teaching plans" and "Fair and accurate assessment of student performance" received M scores of 3.48 and 3.45, respectively. The criteria "Instructors guide students on how to study proactively and maintain lifelong learning motivation" received M = 3.45, and SD = 0.686.

Overall, the criteria related to the teaching staff have been consistently rated highly and stable over the years. The Department of Inspection, Legislation, and Quality Assurance suggests that the Faculties continue to implement and enhance these aspects to increase student satisfaction.

2. Evaluation of management and training support

Table 6. Graduating students' satisfaction with management and training support

Content	Not good/ not satisfied	Normal	Good/ satisfied	Very good /very satisfied	No reply	M	SD
Office staff (Department of Academic Affairs, Department of Student Affairs, Faculty academic affairs, and other departments) demonstrate good and timely service attitudes.	2.0	5.2	37.3	55.5	-	3.46	.689
Classrooms/laboratories meet the requirements of the training programs.	2.0	10.7	41.3	45.6	.4	3.30	.768
Teaching and learning equipment is fully and modernly equipped.	2.6	14.2	39.5	43.5	.2	3.24	.802
The library provides adequate space, seating, and reference materials for students' learning and research needs.	1.5	10.9	36.2	51.3	.2	3.37	.750
Reasonable student demands are promptly addressed.	1.1	7.9	40.8	50.0	.2	3.39	.698
Academic results are announced in a timely manner.	2.6	7.7	36.7	52.8	.2	3.39	.756
Every year, students have direct exchanges with the Rector/Head of the Faculty.	2.6	12.5	37.3	47.2	.4	3.28	.809

Regarding management and training support, graduating students express satisfaction with all the criteria. Among these, the criterion related to the service attitude of the university's staff demonstrates the highest level of satisfaction (M=3.46, SD=0.689), followed by criteria like addressing reasonable student demands and timely announcement of academic results (M=3.39), the library (M=3.37, SD=0.750), and other criteria are also rated as satisfactory (M>3.0).

However, the criterion related to teaching and learning equipment has not been rated as highly satisfactory, despite showing progress compared to previous surveys. The university has a plan to inspect and renew or supplement equipment to make it more suitable, but this also needs to be carried out according to specific timelines. The Department of Inspection, Legislation and Quality Assurance recommends that Faculties/Departments, and Offices/Departments continue to maintain student satisfaction.

3. General assessments

Table 7. Overall evaluation of the course

Content	Not good/ not satisfied	Normal	Good/ satisfied	Very good /very satisfied	No reply	M	SD
You are equipped with the knowledge and skills that meet the program's learning outcomes.	.6	3.9	42.6	52.6	.4	3.48	.601
You are satisfied with the course's quality.	1.5	6.1	41.3	50.7	.4	3.41	.705
You are satisfied with the management and training support.	1.3	6.6	39.7	52.4	-	3.43	.676
You are satisfied with the quality of the learning and living environment at the University.	1.3	4.1	39.7	54.8	.2	3.48	.657
Your overall assessment of the University's improvements over the years.	1.1	5.4	39.5	52.6	1.5	3.46	.652

In Table 7, graduating students provide overall satisfaction ratings for various criteria, with none of them being rated as unsatisfactory (M < 3.0). Students express high satisfaction with being equipped with knowledge and skills that meet the program's learning outcomes and the quality of the learning and living environment at the University (M = 3.48). The University has made suitable improvements over the years, with this being the highest-rated content from the 2017 academic year to date (M = 3.48, SD = 0.657). The Department of Inspection, Legislation and Quality Assurance recommends that the Department of Academic Affairs and the Faculties/Departments continue to build on the achieved results in the coming academic years.

4. Other opinions

In addition to the quantitative evaluation criteria, the University also collects qualitative feedback from graduating students using the question "***What aspects of the course make you satisfied or dissatisfied?***" Detailed opinions from 133 graduating students are presented in the appendix. The Department of Inspection, Legislation and Quality Assurance suggests that the

Departments/Units, especially the Faculties/Departments, review the areas where students express dissatisfaction, such as the curriculum, teaching methods, subjects, course structure, academic advising, teaching activities, grading, and feedback from peers, to better serve improvement activities at the unit level.

D. CONCLUSIONS AND PROPOSED IMPROVEMENTS

1. Conclusion

In 2022, the Department of Inspection, Legislation and Quality Assurance, in collaboration with the Department of Academic Affairs, the Offices of Excellent programs, the Department of Student Affairs, and the Office of IT & Data Resource Management, conducted surveys and obtained feedback from graduating students, with a response rate of 89.1%.

Overall, graduating students are satisfied with all the standards. Among these, the group of criteria related to the team and the competence of lecturers is rated highly satisfactory. In 2022, no criteria received a low rating (below 3.0).

Compared to previous graduation surveys, along with maintaining high student satisfaction rates for existing criteria, some criteria have shown significant progress, such as satisfaction with the course quality, the quality of the learning and living environment, the good and timely service attitude of the office staff, the prompt resolution of reasonable student demands, and the course content reflecting basic subjects, core subjects of the major, specialized subjects, and the graduation thesis. Furthermore, the organization of teaching activities in line with the training program.

Students' comments and feedback are quite specific in highlighting both challenges and favorable conditions in their learning process. Students are concerned about the connection between their majors and professional activities and hope to receive clear, specific course goals and major choices right from the start. Students also acknowledge the importance of management work and the support of departments/offices in creating favorable conditions for students to complete their studies.

2. Proposed Improvements

Based on the evaluation results and qualitative feedback from graduating students, the Department of Inspection, Legislation and Quality Assurance proposes that the University take measures to further improve student satisfaction with the course:

1. Regularly review and improve the curriculum. Lecturers should adjust teaching

activities and methods to be more suitable for the specific nature of the subjects. Assessment methods should ensure reliability and fairness.

2. The Department of Academic Affairs, in collaboration with the Faculties/Departments and lecturers, should continue to improve the issue of promptly notifying students of their academic results to avoid interfering with course registration and graduation planning.

3. The Faculties/Departments should strengthen academic advising activities and career guidance for students.

4. The Department of Academic Affairs, in collaboration with the Faculties, should conduct statistics on the reasons for students' delayed graduation to find appropriate solutions to support students.

5. The Faculties/Departments should provide feedback and reports on the use of survey results, especially explaining students' feedback, to implement plans for improvement and enhance the quality.

The Department of Academic Affairs, the Office of Excellent Programs, the Department of Student Affairs, the Office of Facilities Management, and the Faculties should consider the contributions of students' feedback, especially their dissatisfactions, to achieve better improvements for the next semesters.

HEAD OF DEPARTMENT OF
INSPECTION, LEGISLATION AND
QUALITY ASSURANCE

(signed)

Trinh Thi My Hien