

**MINISTRY OF EDUCATION AND TRAINING  
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**

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**TRAINING MANAGEMENT OF THE VOCATIONAL  
COLLEGES ACCORDING TO THE QUALITY ASSURANCE  
APPROACH**

**Specility: EDUCATIONAL MANAGEMENT**

**Code: 62.14.01.14**

**SUMMARY OF  
DOCTORAL THESIS ON EDUCATIONAL SCIENCES**

**Hà Nội - 2016**

**The work was finished at  
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**

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The thesis will be defended in front of The Council of Thesis Evaluation at The Vietnam Institute of Educational Sciences, 101 Tran Hung Dao street, Hanoi on ... date ... month .... year 2016

The thesis can be found at:

- National Library of Vietnam
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THE STUDIES OF THE AUTHOR HAS PUBLISHED WITH RELATION TO  
THE THESIS

1. Nguyen Van Hung (2013), "Some issues of human development and vocational education in Vietnam at present", *Journal of Human Studies Review*, No. 2 (65), 2013, p. 30-44.
2. Nguyen Van Hung (2014), "Quality-based management of vocational training activities in human resource development in Vietnam at present", *Journal of Human Studies Review*, No. 6 (75), 2014, tr. 35-48.
3. Nguyen Van Hung (2015), "Framework of vocational colleges' internal training curriculum quality assurance", *Journal of Today's Teaching and Learning Magazine* (11/2015), p. 49-51

## INTRODUCTION

### 1. Rational of the study

The industrialization and modernization of the country is requiring the needs of the human resources - a large force that has the sufficient knowledge, professional skills, moral qualities, meeting the increasing needs of the economy in the trend of competition and integration. Improving the quality of the vocational training as an objective necessity or an urgent requirement, which affects directly not only the quality of the human resources but also the implementation of the objectives of the industrialization and modernization.

The implementation of the vocational training management according to the quality assurance approach has an important implication in the prevention from the risk of backwardness and lagging behind. For the State, this is a useful method in the macro management, which improves the vocational training quality, as well as ensures the rights of apprentices. From that, the State can provide the efficient investment policies, the graduates have many opportunities in looking for a job and/or to further study after graduation and the employers also feel assured to recruit the employees in accordance with their needs.

Despite playing such an important role, the model of the training management of vocational colleges according to the quality assurance approach has not been constructed systematically in Vietnam. This has created difficulties in assessing worker quality because of without the common evaluation standards, dissimilarities in the training curriculum, the disparity in training quality, ... This situation has affected the workers' ability to find jobs and work. In that practical and theoretical context, the author of the study has chosen the subject: "**The training management of the vocational colleges according to the quality assurance approach**" as his doctoral dissertation.

### 2. Purpose of the study

Building the theoretical frame as a premise to study the actual situation and to propose the solutions of the training management of the vocational colleges according to the quality assurance approach.

### 3. Object and subject of the study

- The object of the study: The training management of the vocational colleges.
- The subject of the study: The training management of the vocational colleges according to the quality assurance approach.

### 4. Scientific hypothesis

If the solutions of the training management of the vocational colleges basing on the proper awareness on the context of the colleges's development and ensured by the systematic impacts on administration, economy, technology, personnel and

professional skill, they will have the positive effects on the effective management and the training result.

### **5. Tasks and scope of the study**

- Tasks of the study:

(1) Building the theoretical basis of the training management according to the quality assurance approach of the Vocational colleges.

(2) Assessing the actual situation of the training management of the vocational colleges in the North Central Coast and the Middle according to the quality assurance approach.

(3) Proposing the solutions of the training management of the vocational colleges according to the quality assurance approach.

(4) Testing the urgency and feasibility of the given solutions.

(5) Choosing the solutions to test.

- The scope of the study: is limited to the impact factors on the training management of 6 vocational colleges according to the quality assurance approach in the North Central Coast and the Middle.

### **6. The methodology and the study method**

The thesis is used the theoretical study method, the approach viewpoints as follows: the systematic approach, the complex approach, the market approach. The thesis is used the following specific study methods: the survey method; the experience summary method; the supplementary method; the statistical method; the expert method, the interview method, the observational method.

### **7. The thesis defense arguments**

- The training management according to the quality assurance approach of the vocational colleges is the appropriate level, decides the quality and efficiency of training.

- The proper assessment on the actual situation, the proposal and the synchronous deployment of the solutions of the training management according to the quality assurance approach of the vocational colleges are the urgent requirement and have the decisive significance in training the human resources with high quality meeting the industrialization and modernization of the country.

### **8. The new findings of the thesis**

- Determining the factors affecting the training management according to the quality assurance approach of the vocational colleges.

- Assessing the actual situation of the training management of the vocational colleges, from that, indicating the advantages and the fixed restrictions.

- Proposing the solutions of the training management according to the quality assurance approach of the vocational colleges.

### **9. The implementation places of the study**

- The Vietnam Institute of Educational Science

- 6 Vocational colleges in the North Central Coast and the Middle.

## **10. Structure of the thesis**

The thesis includes: **Introduction, 3 Chapters, Conclusion and Recommendation.**

Introduction: The general problems

Chapter 1: The theoretical basis of the training management of the vocational colleges according to the quality assurance approach.

Chapter 2: The actual situation of the training management of the vocational colleges.

Chapter 3: The solutions of the training management of the vocational colleges according to the quality assurance approach.

Conclusion and Recommendation.

### **Chapter 1**

## **THE THEORETICAL BASIS OF THE TRAINING MANAGEMENT OF THE VOCATIONAL COLLEGES ACCORDING TO THE QUALITY ASSURANCE APPROACH**

### **1.1. Overview of research projects related to the topic**

The education quality in general and the training quality in particular is one of the great issues of concern of the current education in the world and Vietnam. The educational quality assurance of the training institutions in general as well as of the vocational colleges in particular and the training management according to the quality assurance approach are currently a trend concerned by the authors, the scientist in domestic and abroad.

This is the problems related basically to the study subject, helps the author to have a holistic view, fitting in the selection of models, processes, assessment methods in accordance with the training management in the vocational colleges according to the quality assurance approach. Therefore, through the study overview of the models of the training – educational management of the educational institutions in domestic and abroad of the earlier studies, we will have the theoretical basis for the proposal of the solutions of the training management of the vocational colleges according to the quality assurance approach.

### **1.2. Characteristics on training and management of the vocational colleges**

#### ***1.2.1. Position and importance of the vocational colleges***

For the vocational training educational system, in term of position, the vocational colleges is at the highest level of the system, contributing into the completion of the vocational training educational system, creating the correlation with the professional training education.

#### ***1.2.2. Objective and content***

The objective of the vocational training at college level is prescribed in “Law on professional education”: “The vocational training at college level aims to equip

the apprentice with the professional knowledge and the practice capacity of a profession, has ability of independent work and teamwork...”.

### **1.2.3. Curriculum**

Vocational training programs level college specified knowledge standards, skills, scope and structure of content, methods and forms of vocational training; how to assess the learning outcomes for each module, subjects.

#### **1.2.4. The assurance conditions**

*1.2.4.1. Managing officials, lecturers*

*1.2.4.2. Physical facilities, equipments*

#### **1.2.5. The relationship with the enterprises using the labor**

### **1.3. The quality assurance of the vocational colleges**

#### **1.3.1. The quality and the quality in education and training**

a) The quality in the absolute meaning: The quality is often used in the absolute meaning – that is the attribute or nature of the quality. With the absolute meaning, the product or service must demonstrate the quality with the highest possible standard. It is ideal, perfect, outstanding, excellent and recognized by everyone. They are synonymous with the highest quality or the top quality that the majority of people admire it, many people want to own it, and a few people can own it.

b) The quality in the relative meaning: The quality of the product or service only gives the significance when it is used by someone and how it is used; and the quality has many layers, therefore, we can use the concept of the quality in the relative meaning in order to consider the quality is not as the attribute or nature of the product or service, but it is what the human assigns “a label” for it such as: the quality will be different in range from “poor quality”, “satisfactory quality”, “good quality” to “perfect or excellent quality”.

c) The quality in fact and the transformational quality: according to the relative meaning, the quality is also understood according to 02 different ways: Quality in Fact and Transformational Quality.

#### **1.3.2. The quality management in education and training**

*a) The concept and the objective of the quality management in education and training:* the quality management in education and training is considered as the system of the mechanism and the procedure used to assure the quality through the continuous improvement of the operational quality of the educational system or the educational institutions or the classes.

*The objective* of the quality management in education and training aims to create the favorable conditions for attracting the participation of the concerned parties inside and outside of the educational system and/or the educational

institutions or the class to improve continually in order to develop the training and educational quality.

b) *The quality management principle in education and training*: applying 14 quality management principles of Deming to the educational and training process, it needs to implement the quality management principles.

c) *The levels of the quality management in education and training*: Quality control; Quality assurance; Total quality management.

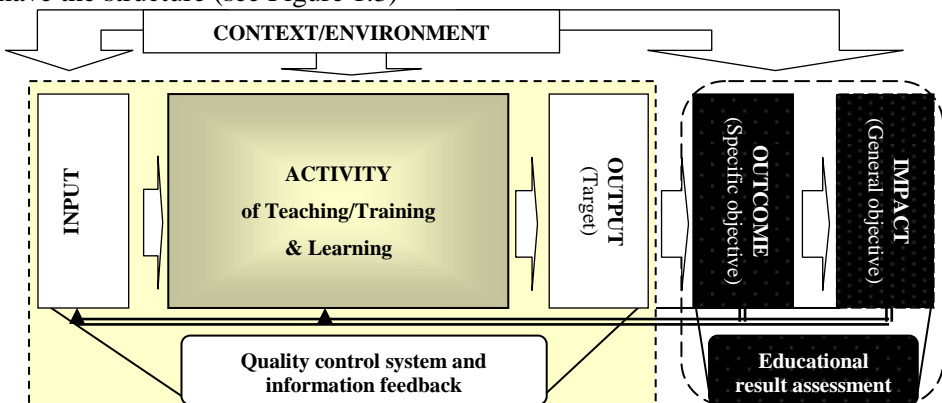
### 1.3.3. The nature and the procedure of the training quality assurance of the vocational colleges

#### 1.3.3.1. The nature of the training quality assurance of the vocational colleges

a) *The concept and the objective*: the training quality assurance of the vocational colleges is a system of mechanisms and procedures basing on the quality criteria, used to control the quality in order to improve continually the training quality ensuring to avoid the errors before it occurs in the vocational colleges.

*The objective* of the training quality assurance aims to create the favorable conditions for improving continually and developing the activities or the training process and the educational result, through attracting and harmonizing the efforts of the concerned parties inside and outside of the system of the vocational colleges to not only promote all the capacity and enthusiasm but also how to attract them to attend into the continuous improvement to assure the training quality of the vocational colleges.

b) *The nature*: applying the logic frame model and CIPO shows *the nature or the operational mechanism of the training process* of the vocational colleges, we have the structure (see Figure 1.3)



**Figure1.3. The nature of the training quality assurance of the vocational colleges**



### ***1.3.3.2. The procedure of the training quality assurance of the vocational colleges***

The procedure of the training quality assurance of the vocational colleges in detail: *Self-assessment; Inside assessment; Outside assessment; Accreditation.*

### **1.3.4. Factors affecting on training management of the vocational colleges**

#### ***1.3.4.1. Information on the quality demands of social human resources***

#### ***1.3.4.2. The capacity of leaders, school management***

#### ***1.3.4.3. The vocational training policy***

### **1.4. Frame and the training management criteria of the vocational colleges according to the quality assurance approach**

#### **1.4.1. Mission, value, vision, strategy and common objective, specific development of the vocational colleges.**

*Mission, values and vision* are the starting point of any quality management system in general and the quality assurance in particularly that the vocational colleges pursue and create the difference. They are used to lead, motivate and form the quality assurance system as well as the quality culture.

#### **1.4.2. Input**

##### ***1.4.2.1. The curriculum development organization***

*a) Organizing the development of the outcome standard:* meeting the social requirements, requiring to attract the concerned parties (the level of management, the teachers, the employers, the enterprises, the graduates ...) to attend into the design process of the outcome standard.

*b) Organizing the development of the curriculum basing on the outcome standard:* the outcome standard must be transmitted into the curriculum and be concretized into knowledge, skill and attitude. The curriculum also needs reflect the mission, vision and the development objective of the vocational colleges.

##### ***1.4.2.2. Admission quality assurance***

The quality of the graduate depends much on the admission quality of the student. So, the quality of the admitted person is very important. Therefore, the vocational colleges should have the admission policy with the clear admission requirements or criteria for each curriculum.

##### ***1.4.2.3. The quality assurance of the lecturer and the teaching assistant***

*a) The quality of the lecturer:* the lecturer is the most important knowledge source of the learner, therefore, requiring the lecturer must: have the sufficient knowledge and understand on the field of study/subject that he teaches; at the same time must have skills and experience to transmit and communicate effectively to the learner about his knowledge and understanding in each specific teaching context.

*b) The quality of the teaching assistant:* The vocational colleges should build the criteria on the quality of the teaching assistant for their school basing on the

capacity frame of the different types of the teaching assistants and complying with the general regulations of the country.

*c) The professional development for the lecturer and the teaching assistant:* the vocational colleges should make chances for the lecturer and the teaching assistant to improve their skills to gain an acceptable level, and should have the mechanism of transferring the lecturers and the teaching assistants out of their positions if they continue to teach/train and work ineffectively.

#### ***1.4.2.4. The quality assurance of the physical facilities and the teaching instruments***

The physical facilities and the teaching instruments and the other force sources of the vocational colleges must be consistent with the general objectives and specific development of the colleges, with the designed curriculum, as well as the training/teaching and learning strategies determined in advance.

### **1.4.3. Training activity**

#### ***1.4.3.1. The training/teaching and learning strategy***

The learner should be encouraged the interactive learning in order to improve their quality of learning as well as the educational and training environment of the vocational colleges.

#### ***1.4.3.2. The quality assurance of the training/teaching and learning process***

The design process of the curriculum should be started from building the outcome standard. Ensuring the curriculum as well as the module/subject to satisfy the requirements of the concerned parties and society requires the vocational colleges to attract the concerned parties to attend into the development process as well as organize the implementation of the curriculum, subject/module and examination/test/assessment.

#### ***1.4.3.3. The progress assessment of the learner***

The assessment for the learner in general and the progress assessment of the learner in particularly is one of the most important elements of the training quality assurance system of the vocational colleges. Therefore, the assessment of the learner should cover all the admission assessment, the study process assessment, the graduation examination assessment and the assessment according to the trace of the graduate.

#### ***1.4.3.4. The quality assurance of the consulting and supporting services for the learner***

That the vocational colleges must how to control and support the study of the learner to achieve the output standard plays an important role in the training quality assurance. Therefore, we should build a positive material environment, society and mentality to help the learner can study effectively.

### **1.4.4. The output and outcome**

To assess the quality assurance system of the vocational colleges, we should assess not only the process quality but also the process result or the outcome. First of all, we need consider the graduation rates: Do the graduates reach the determined standards on capacity (knowledge, skill and attitude)? Do they reach the outcome standard? Or do they reach the necessary abilities meeting the requirement of the work position in the future?

#### **1.4.5. The system and the tool of the quality control, the assessment and the information feedback**

##### ***1.4.5.1. The system and the tool the quality control of the training process***

After analyzing the input, the process and the output, the vocational colleges should analyze the satisfactory levels of the concerned parties to consider: what do they think/assess on the training activity and the training quality of the colleges? In which way do the school know about that thought? So, the vocational colleges must establish and operate a system of acquisition and the satisfactory level measurement/assessment of the concerned parties. The obtained information and the measurement/assessment result must be analyzed carefully to improve the program, the training quality and the quality assurance system of the vocational colleges.

##### ***1.4.5.2. The information feedback from the concerned parties***

The vocational colleges must build the information feedback system from the regular and periodic assessment results of the curriculum, subject/module and the learning outcome with the participation of the concerned parties.

#### **1.5. The international experience**

The thesis generalizes the experience of the quality assurance in vocational education and training in the European Union (European Quality Assurance in Vocational Education and Training), Thailand, Korea, Germany, England and United State, aiming to analyze the experience lessons for Vietnam.

#### **Conclusion of Chapter 1**

Chapter 1 of the thesis has generalized the study problems related to the subject in the domestic and abroad scale in selective manner on the training management according to the quality assurance approach in the vocational colleges, some of judgments about the problems have not mentioned in the study yet. The thesis has provided the methods and the approaches appropriate to the specific study subject: the methodology complies with the theories of the dialectical materialism, the historical materialism and some of the approaches such as the systematic approach, the supply-need approach, the market approach ... to make a basis for the overview study, the theoretical study and the practice study. The thesis has approached according to the CIPO theoretical frame with the theoretical study on the viewpoint of the systematic approach, the complex approach, the market approach, the survey methods; the experience summary; the

analysis; the expert, interview, observation ... The thesis has built the theoretical frame on the training management of the vocational colleges according to the quality assurance approach including 5 problems: mission, value, vision, strategy, general objective, specific development of the vocational colleges; the input; the training activity; the output and outcome; the system and the tool of the quality control, assessment and information feedback.

The thesis also has studied the experience of the vocational training management in the European Union (European Quality Assurance in Vocational Education and Training), Thailand, Korea, Germany, England and United State, aiming to analyze the applicable experience lessons for Vietnam in order to improve the effective management, the training quality meeting the social needs. This is also the scientific basis on assessing the actual situation and proposing the solutions of the subject.

## **Chapter 2**

### **THE ACTUAL SITUATION OF THE TRAINING MANAGEMENT OF VOCATIONAL COLLEGES ACCORDING TO QUALITY ASSURANCE APPROACH**

#### **2.1. Overview of surveyed vocational colleges**

##### ***2.1.1. History of foundation and development***

##### ***2.1.2. Functions and duties***

#### **2.2. Description of the fact research method**

##### ***2.2.1. Objective***

##### ***2.2.2. Content, tool and method***

##### ***2.2.3. Objects and scale of the survey***

Surveying 03 concerned objects: (1) managing officials (Board of managers, leaders of faculties, subjects), teachers and employees: **215** people; (2) employers, especially enterprises: **28** units; (3) apprentices (including the undergraduate and graduate) in 06 vocational colleges in North Central Coast and the Middle (Vietnam – Korea Vocational College in Vinh - Nghe An; Vocational College of Number 04, Ministry of National Defence in Vinh – Nghe An; Ha Tinh Vocational College of Technology; Vietnam – Germany Vocational College – Ha Tinh; Vocational college of Commerce and Tourism in Cua Lo – Nghe An; Thanh Hoa Vocational college of Industry): **323** people.

#### **2.3. The facts of the training quality in the surveyed vocational colleges**

##### ***2.3.1. Organizational structure***

##### ***2.3.2. Staffs***

##### ***2.3.3. Occupations and training size of the surveyed vocational colleges***

##### ***2.3.4. Physical facilities and equipments***

#### **2.4. The facts of the training quality assurance in the surveyed vocational colleges**

### **2.4.1. Inside and outside context**

a) *Mission, value, vision, objective, strategy and development planning of the vocational colleges:* managing officials, teachers, employees have good assessments on mission, value, vision, objective, strategy and development planning of the vocational colleges. They are consistent with the orientation of eco-social development, the education and training of the local, the branch and meet the needs/requirements of the concerned parties. However, mission, value, vision, objective, strategy and development planning of the vocational colleges have not been transmitted well to the teachers, employees and the concerned parties in order to that they can understand and commit to do them.

b) *The organizational structure and the management mechanism of the vocational colleges:* the managing officials, teachers, employees reckon the organizational structure in general and the quality assurance in particular of the vocational colleges are well consistent with the profession structure and their training size. However, the balance between the orientation of development and the installation of the common regulations and the classification/self-control in practice has not been reasonable.

### **2.4.2. Input**

a) *The development organization of the output standard:* The process of building and adjustment of the output standard attract the participation of the concerned parties and assure the connection with the other training levels.

b) *The development organization of the curriculum basing on the output standard:* The curriculum is built, adjusted on the basis of the output standard, concretized into knowledge, skill, attitude to develop ability as well as the curriculums, modules, subjects.

c) *The admission quality assurance:* The policy and regulation of admission of the vocational colleges are clear, transparent and impartial; and the text of admission is publicized and easy to approach to the concerned parties.

d) *The quality assurance of the managing officials, teachers, employees:* The managing officials and teachers have sufficient capacity to accomplish their tasks.

e) *The quality assurance of the physical facilities and equipments, teaching/practical instruments and finance:* The system of classrooms, auditoriums, laboratories, practical workshops, specialized classrooms meets the training work of the vocational colleges; The infrastructure, physical facilities and equipments, teaching/practical instruments meet the criteria and the regulations on industrial art, professional and pedagogic aesthetic as well as environment, safety, health,...; The school mobilizes sufficient financial resources and uses it efficiently in the right purpose and regulation.

### **2.4.3. The training activity**

a) *The strategy of training/teaching and learning: The strategy of teaching and learning focus on the learners and assures the learning quality.*

b) *The organization of training/teaching and learning: The organization of training/teaching and learning of the surveyed vocational colleges is diversified to meet the demand of the learners.*

c) *The progress assessment of the learners: The progress assessment of the learners in the surveyed vocational colleges includes the admission result assessment, the learning process assessment and the graduation assessment.*

d) *The quality assurance of consulting service and learner assistance: The learner has right to be consulted, assisted and give information feedback, complying with the learning process.*

#### **2.4.4. The outcome and the satisfactory level of the concerned parties**

a) *The outcome: The graduate rate meets the given target and the drop-out rate keeps at acceptable level.*

b) *The satisfactory level of the concerned parties: The concerned parties accept the training quality of the vocational colleges.*

#### **2.4.5. The system and the tools of quality control, the assessment and information feedback**

a) *The system and the tools of quality control of the training process: The Department of Testing and Quality Assurance undertakes well the monitoring, the controlling/supervision of the training process quality and gives information feedback.*

b) *The information feedback from the concerned parties: The structure of feedback information accords with the characteristics of the labor market.*

### **2.5. The general assessment on the facts of the training quality assurance in the surveyed vocational colleges**

#### **2.5.1. The strengths**

- *Mission, value, vision, objective, strategy and development planning* of the surveyed vocational colleges are consistent with the orientation of eco-social development. *The organizational structure in general and the quality assurance in particular* of the vocational colleges is consistent with the professional structure and the training size of the colleges.

- *The output standard and the curriculum:* reflect the mission, value and vision of the colleges and meet the requirements. The structure of the curriculum is strict, balanced between the theory and the practice.

- The policy and regulation on *admission* of the vocational colleges are clear, transparent, equitable and consistent with the participation of the concerned parties.

- *The managing officials, teachers and employees* have sufficient ability to undertake their tasks and satisfy the demand of the learners and the concerned parties.

- *The physical facilities and equipments* (The system of classrooms, auditoriums, laboratories, practical workshops, specialized classrooms); *teaching/practical instruments; the libraries; computer system ...* meet the training requirements of the vocational colleges.

- *The graduate rate* meets the given target and the drop-out rate keeps at acceptable level. *The rate of the graduates getting jobs* reaches at acceptable level.

- The concerned parties accept *the training quality* of the vocational colleges.

### **2.5.2. Weaknesses**

- The transmission of mission, value, vision, objective, strategy and development planning on the quality and the training quality assurance of the vocational colleges have not been transmitted well to the teachers, the employees and the concerned parties to make them understand and commit to carry out.

- The delimitation between the development orientation and the operational regulations with the right of self-control and the social responsibility related to the training quality assurance/curriculum assurance among the concerned units/parties has not been clear and reasonable.

- The cycle of the continuous/regular quality improvement has not been undertaken well, only carried out when there is a serious incident.

## **Conclusion of the Chapter 2**

Through surveying, interviewing, observing, acquiring the viewpoints of the experts and analyzing the data, the Chapter 2 delves and assesses the facts of development of 06 vocational colleges in the North Central Coast and Middle. From that, the author can generalize the common actual situation of the current schools on the human resource training for the society, the strengths and weaknesses in the vocational training institution system. The thesis concentrates to analyze the content concerned with the training management process, including: inside and outside context; input; training activities; outcome and satisfactory level of the concerned parties; system and tool of the quality control, assessment and information feedback. Thence, the author finds out the advantages and disadvantages, the strengths and weaknesses; analyzes the causes affecting the training management of the vocational colleges according to the quality assurance approach.

## **Chapter 3**

### **SOLUTIONS OF THE TRAINING MANAGEMENT OF THE VOCATIONAL COLLEGES ACCORDING TO THE QUALITY ASSURANCE APPROACH**

#### **3.1. The orientation and the principle of solution proposal**

### **3.1.1. The orientation of solution proposal**

3.1.1.1. *The orientation according to the Resolution No. 29-NQ/TW*

3.1.1.2. *The orientation according to the Law on professional education*

3.1.1.3. *The orientation according to the professional cultural environment*

### **3.1.2. The principle of solution proposal**

3.1.2.1. *Scientific assurance*

3.1.2.2. *Systematic assurance*

3.1.2.3. *Assurance of inheritability*

3.1.2.4. *Assurance of reality and feasibility*

## **3.2. The solutions of the training management of the vocational colleges according to the quality assurance approach**

**3.2.1. The proposal of the standards, the criteria, indicators and the assessment measurement scale on training quality assurance of the vocational colleges complying with the procedure: “Context – Input – Training activity – Output”**

3.2.1.1. *The standards, the criteria and indicators on training quality assurance of the vocational colleges*

*The standards, the criteria and indicators on training quality assurance of the vocational colleges proposed as follow include 05 standards, 15 criteria and 100 indicators which are built on the basis of the theoretical frame and were used to design the tools surveying the actual situation of the research problem and then adjusted to agree with the reality of the proper vocational colleges.*

### **Standard 1: GENERAL standard**

#### **Criterion 1: Mission, value, vision, objective, strategy and development planning of the vocational colleges**

1. Mission, value, vision, objective, strategy and development planning of the vocational colleges appropriate to the orientation of the socio-economic development.

2. Mission, value, vision, objective, strategy and development planning of the colleges meet the demand of the concerned parties<sup>1</sup> of the vocational colleges.

3. Objective, strategy and development planning of the vocational colleges are periodically reviewed and revised, annually adjusted.

4. Mission, value, vision, objective, strategy and development planning of the vocational colleges are publicized and easy to approach to the concerned parties.

#### **Criterion 2: The organizational structure and the management mechanism of the vocational colleges**

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<sup>1</sup> The concerned parties include: management levels, lecturers/teachers, learners, employers...



5. The organizational structure<sup>2</sup> on the training quality assurance agree with the professional structure and the training size of the colleges.
6. The organizational structure on training quality assurance agrees with the professional structure and their training size.
7. The strategy and the policy on training quality assurance are clear and reasonable.
8. Stipulating clearly for functions and duties attaching the right, the social responsibility and the coordination procedure oriented to assuring the self-control right and self-responsibility of the unit of the colleges.
9. The regulations on organization and management mechanism as above are periodically and annually reviewed and revised, adjusted.
10. The system of texts stipulating on the organization and the management mechanism as above is publicized and easy to approach to the concerned parties.

## **Standard 2: THE INPUT**

### **Criterion 3: The development organization of output standard**

11. The building/adjusting process of the output standard attracts the participation of the concerned parties.
12. The output standard meets the requirements of the concerned parties, especially the employers.
13. The output standard meets the lifelong study requirement of the learners.
14. The output standard assures the connection with the other training levels of the related professions/branches.
15. The output standard is adjusted regularly each 3 – 5 years.
16. The text of the output standard is publicized and easy to approach.

### **Criterion 4: The development organization of the curriculum**

17. The curriculum is built on the basis of the output standard.
18. The curriculum is concretized into knowledge, skill and attitude necessary to form capability.
19. The content of the curriculum assures the balance between the theory and the practice/internship.
20. The content of the curriculum is concretized into the programs of modules,

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<sup>2</sup> The organizational structure of the vocational colleges includes: Council of the college, Consulting councils; management units, functional departments, faculties, subjects; social organizations, Party, unions (referred to as Units)

subjects, graduation tests to achieve the output standard.

21. The structure of the curriculum connects strictly and clearly the modules, subjects and graduation tests to achieve the output standard.

22. The learning volume/loading capacity of the curriculum accords with the training occupation.

23. The curriculum, module, subject indicate which training and learning methods should be applied to achieve the output standard.

24. The curriculum, module, subject indicate which assessment methods should be applied to achieve the output standard.

25. The content of curriculum, module and subject is frequently reviewed and revised, adjusted and updated.

26. The curriculum, module, subject reflect the mission, vision and objective of the vocational colleges.

27. The building process of the curriculum, module and subject attracts the participation of the concerned parties.

28. The texts of the curriculum, module and subject are publicized and easy to approach to the concerned parties.

#### **Criterion 5: The assurance of admission quality**

29. The policy and regulation on admission are clear, transparent and equitable.

30. The criteria or requirements on admission accord with each curriculum of the discriminate occupations.

31. The admission procedure agrees with the participation of the concerned parties.

32. The text regulating admission is publicized and easy to approach to the concerned parties.

33. The employers provide comprehensively and timely the information on the needs of human resources.

#### **Criterion 6: The quality assurance of the managing officials, teachers and employees**

34. The strategy and/or the development planning of the managing officials and teachers (on quantity, quality and structure) agree with the development strategy of the vocational colleges.

35. The managing officials and teachers have sufficient ability to undertake their

tasks.

36. The selection, recruitment and promotion of the managing officials and teachers are transparent and impartial basing on the standards/criteria and their ability.

37. The tasks are distributed in compliance with the level/qualification, experience, professional capability and the professional moral qualities of the managing officials and teachers.

38. The workload and the encouragement system are designed accordingly to support the training quality.

39. The social responsibility of the managing officials and teachers is well maintained.

40. The improvement, consultancy and rotation/rearrangement of the managing officials and teachers are periodically undertaken.

41. The assessment system of the managing officials and the teachers is objective, impartial and transparent.

42. The learners participate in assessing the training/teaching of the teachers objectively, fairly and democratically.

43. The teachers and employees assess the managing officials objectively, fairly and democratically.

44. The policy attracts and maintains the managing officials and the teachers having the appropriate degree.

45. There are enough the qualified library staffs serving satisfactorily for the concerned parties.

46. There are enough the qualified laboratory and practice staffs serving satisfactorily for the concerned parties.

47. There are enough the qualified staffs of the computer room serving satisfactorily for the concerned parties.

48. There are enough the qualified assistants serving satisfactorily for the relevant parties.

49. The plan of the profession development for the managing officials, the teachers and employees is suitable with the mission, the development objective of the vocational colleges.

50. The plan of the profession development meets the need of the managing

officials, the teachers and the employees.

51. The training and fostering program meets the development need of the managing officials, the teachers and the employees.

**Criterion 7: The assurance for the physical facilities, the teaching/practicing instruments and the finance**

52. The system of classrooms, auditoriums, laboratories, practical workshops, specialized classrooms meeting the training work of the college.

53. The library includes fully the quantity, categories of the textbooks, books, specialized documents, papers, specialized magazines in consistence with the training profession and updated regularly.

54. The computer system and the internal network (LAN) is appropriate and updated regularly.

55. The teaching and practicing instruments are modern and used effectively.

56. The infrastructure, the physical facilities and the teaching/practicing instruments meet the criteria and regulations on the industrial arts, the professional and pedagogic aesthetics as well as environment, safety, health...

57. The college mobilizes the sufficient source of finance and uses effectively in the right purpose, regulation.

**Standard 3: THE TRAINING ACTIVITY**

**Criterion 8: The training/teaching and learning strategy**

58. The training/teaching and learning strategy concentrates on the learners and assures the learning quality.

59. The training/teaching and learning strategy helps the learners to take and use the obtained knowledge scientifically.

60. The training/teaching and learning strategy encourages the learners to apply their knowledge into practice.

61. The training/teaching and learning strategy creates the favorable condition for the Interactive way of learning of the learners.

62. The training/teaching and learning strategy encourages the learners to study how to learn and self-learning.

**Criterion 9: The training/teaching and learning organization**

63. The training methods are diversified to meet the requirement of the learners.

64. The employers, especially the enterprises join effectively in the training process...

65. The employers, especially the enterprises create the receiving opportunity,

guide the learners to practice effectively. The course and the program are usually assessed with the participation

66. Courses and programs are regularly evaluated with the of the concerned parties.

67. The rate of the teachers/the learners complies with the regulation.

**Criterion 10: The learning progress assessment of the learners**

68. The learning progress assessment of the learner includes the assessment of the admission result, the assessment of the learning process and the assessment of the graduation.

69. The assessment according to the trace of the graduate (the result of finding a job, the level of meeting the requirement for the undertaking position of the employers) is implemented periodically and annually.

70. The standard/criterion for the learner assessment is built basing on the output standard and the curriculum, modules, subjects.

71. Using the different methods to assess the learners.

72. The assessment methods cover all objectives of the curriculum, modules, and subjects.

73. The assessment methods comply with the adults<sup>3</sup>

74. The learners are created the opportunity to comment and/or complain on the assessment result.

**Criterion 11: The quality assurance of the consulting and support services for the learners**

75. The learning progress control system of the learner is suitable.

76. The learners is consulted, supported and give the academic feedback in compliance with the learning progress.

77. The tutoring organization for the learners is good, appropriate and timely.

78. The academic environment, material condition, society and psychology are positive and satisfactory for the learners.

79. The learner is usually provided with the information about the profession, the labor market and the employment.

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<sup>3</sup> Assessment method agrees with the adults: basing on the criteria, combining self-assessment with colleague assessment (the learners assess each other) and the assessment of the teachers.

**Standard 4: THE OUTCOME and THE SATISFACTORY LEVEL OF THE CONCERNED PARTIES****Criterion 12: The outcome**

80. The graduate rate meets the given target and the dropout rate is at the acceptable level.

81. The average duration from the beginning of the course to the graduation is reasonable.

82. The rate of the graduates finding their job is at the acceptable level.

83. The application of the scientific research findings into the training/education & learning and the management is satisfactory.

**Criterion 13: The satisfactory level of the concerned parties**

84. The concerned parties are content with or accept the training quality of the vocational college.

85. The learners satisfy with the content of the curriculum and teaching method and the examination method and assessment.

86. The capability of the graduates meets the requirement for the undertaken position from the employers.

**Standard 5: THE SYSTEM and THE TOOLS OF QUALITY CONTROL, ASSESSMENT AND INFORMATION FEEDBACK****Criterion 14: The system and the tools of quality control of the training process**

87. The Department of Testing and Quality Assurance implements well its duty in monitoring, controlling/supervising the quality of the training process and gives the information feedback.

88. The division of the responsibility and the coordination procedure between the Department of Testing and Quality Assurance with the other units/departments of the College is reasonable.

89. The result of the control/ supervision of the training process quality is timely sent to the concerned parties to improve continuously and prevent the error before it occurs.

90. The guidance, support, training/fostering meet the need of the managing officials, the teachers and the employees in controlling the training process and the educational result assessment.

91. The standards, criteria and indicators of the training quality assurance are

designed in consistence with the colleges.

92. The self-assessment procedure of the training quality assurance is designed in consistence with the College.

93. Combining the usage of different tools to control the training process quality<sup>4</sup>.

94. Combining the usage of different methods to garther the data<sup>5</sup> serving the control/supervising of the training process quality.

95. Combining the usage of different tools to assess the educational result<sup>6</sup>.

**Criterion 15: The information feedback from the concerned relevant parties**

96. The structure of the information feedback is suitable for the characteristics of the labor market.

97. The structure of the information feedback is suitable for the characteristics of the teachers, the assistants.

98. The structure of the information feedback is suitable for the characteristics of the undergraduates and the graduates.

99. The structure of the information feedback is suitable for the characteristics of the management level.

100. The result of the feedback from the concerned parties is used to improve continuously the training quality as well as prevent from the errors before they occur.

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<sup>4</sup> The tools of the training process quality control is usually the data analysis, the statistic chart on: The learning progress (level/capability: input – the learning process – graduate examination) of the learners; The graduate rate, the dropout rate; The information feedback from the labor market/the employers and the graduates; Attaching the scientific research findings to the teaching/training and learning...; The content quality of the training program, modules, subjects.

<sup>5</sup> The methods of the data collecting usually include: Assessing the level/capability of the input – the learning process – the graduation examination of the learners; surveying, investigating by questionnaire, meeting, consulting, interviewing with the concerned parties; organizing the information receiving system through website, hotline, suggestion box...; the actual checking (inspection), class observation; using the findings from the other research sources...

<sup>6</sup> The tools of the educational result assessment of the learners usually include: Assessing the rate of the graduates finding a job after 06 months, 01 year from their graduation...; the satisfactory level of the employers with the level/capability of the graduates according to the undertaken position...

3.2.1.2. *The assessment scale of the curriculum quality assurance of the vocational colleges.*

**The standards, criteria and indicators** (referred to as the standards) as above may be measured/assessed according to 05 levels: “Very good”, “Good”, “satisfactory/average”, “unsatisfactory” and “weak” for the result of the curriculum quality assurance of the vocational colleges.

3.2.2. *Establishing the system of the internal curriculum quality assurance of the vocational colleges.*

a) *Objective and significance of the solution:* the system of the internal curriculum quality assurance is to help the vocational colleges to manage and control/monitor following “the traces” of the activities related to the training quality/the curriculum in order to improve continuously the quality and so can prevent the errors before they occur.

b) *The content and the method of the solution implementation:* the fundamental characteristics of the curriculum / training quality assurance is attracting the participation of all the concerned parties inside and outside the colleges, but only including the leading and managing roles of the Rector or Vice-Rector of the colleges. Therefore, the curriculum / training quality assurance of the vocational colleges is required to maintain the participating effort of all concerned parties (the leaders and managers at all levels, the teachers and employees, the learners and the employers) oriented to the role of the leader and the manager is transmitting the ideas / messages on the quality to all teachers and the concerned parties in order that they can see their responsibility and it is more important that they self-commits to continuously improve the training quality.

3.2.3. *The procedure of the training management self-assessment of the vocational colleges according to the quality assurance approach*

a) *The purpose and significance of the solution:* The purpose of the training management self-assessment of the vocational colleges according to the quality assurance approach aims at defining the strengths to promote and especially the weaknesses/restrictions to surmount timely. The result of the self-assessment is not only used to improve continuously the training quality of the vocational colleges, but also used to make a basis for the training quality inspection or the internal training quality auditing of the vocational college.

b) *The content and the solution implementation method:* Basing on the standards, criteria and indicators on the training management according to the quality assurance approach of the vocational colleges as above and applying the PDCA cycle of Deming show the training quality self-assessment or at the



curriculum level of the vocational colleges including 04 phases: Planning – Implementing – Checking – Acting.

**3.2.4. *The installation of the balance management mechanism between the concentration and classification in the training management according to the training quality assurance approach of the vocational college.***

a) The objective and significance of the method: One of the main influencing factors for operating well the system of the training/curriculum quality assurance of the vocational colleges is necessary to have the suitable organizational structures for the quality assurance and especially for the balance between the concentration management and the responsibility transference or the self-control right classification to the concerned parties in the colleges.

b) *The content of the solution:* The successful training management of the vocational colleges according to the quality assurance requires the coordination of approach “superior – go down” and “inferior – go up”, therefore, not only the combination but also the balance between the concentration management and the classification in the training quality/curriculum assurance.

*c) The method of solution implementation*

(1) Building the actual picture on the concentration and classification in the training quality/curriculum assurance of the vocational colleges.

(2) Analyzing the actual situation on the concentration and classification in the training quality/curriculum assurance of the vocational colleges.

(3) Building the solutions assuring the balance between the concentration and the classification in the training quality/curriculum assurance of the vocational colleges.

**3.2.5. *Improving the training management capability of the vocational colleges according to the quality assurance approach***

a) *The purpose and the significance of the solution:* The implementation of the training/curriculum management of the vocational colleges according to the quality assurance approach certainly requires the formalities/procedures and the new tools and so, it is necessary to organize the capability improvement for the concerned parties of the colleges to adapt to these new tools and formalities/procedures.

b) *The content of the solution:* There are several different categories, but in generally the training management capability of the vocational college according to the quality assurance approach is often characterized by:

(1) The leadership and management;

(2) The professional expertise level of the leaders, managers and employees;

and

(3) The force resources necessary for the training quality/curriculum assurance.

*c) The method of the solution implementation:*

(1) Organizing to develop the the capability frame of the training quality management for the leaders, managers and employees of the vocational colleges.

(2) Evaluating the training/fostering need on the training quality management for the leaders, managers and employees of the vocational colleges basing on the above capability frames.

(3) Organizing to foster the quality training for the the leaders, managers and employees of the vocational colleges basing on the above capability frames.

### **3.3. The relationship among the solutions**

#### **3.4. Assaying the urgency and feasibility of the solutions**

The author has received full 133 answer sheets. The result of the necessary and feasible level investigation of 05 solutions is highly assessed with more than 90% of the polls.

#### **3.5. Testing the impact and verifying the solutions of the training quality assurance in the vocational colleges**

The author chooses the solution 1 “The standards” in 5 solutions to impact on the training management activity of the vocational colleges according to the quality assurance approach. The assessment result of the training management quality of the vocational colleges according to the quality assurance using the standards, criteria, indicators proposed as above by the subject of the thesis after the testing gains a relative high unanimousness, namely: reflecting specifically, clearly, exactly the actual situation of the training management of the colleges in recent years.

Furthermore, according to the experts, the advantage of these standards is covering entire the content of the training quality assurance of the vocational colleges, which is compatible with the standards on the training quality assurance of the countries in the region as well as of Vietnam and basing on the content of these standards may help to write the report on the actual situation easily and quickly, therefore, not only help the colleges to usually determine the restrictions and the causes of the actual situation, but also be the standard to propose the solutions/ measures to improve the training quality continuously.

### **Conclusion of the Chapter 3**

Basing on the theoretical and practical basis of the training management of the vocational colleges according to the quality assurance approach, the author reckon that to manage the training of the vocational colleges according to the quality assurance approach, the managing subject must do synchronously the system of the unified solutions supporting each other, attached to the use need of the human resources of the society and the labor market. The thesis has proposed 05 solutions, the author has organized the assay and the testing of 01 solution, and the result indicates that the proposed solution has the high necessity and feasibility. The author also analyzes clearly the responsibility of the subjects related to the solution to help the managers, people concerning to it to refer easily.

### **Conclusion and Recommendation**

#### **1. Conclusion**

1.1. The training quality assurance of the vocational colleges is always an activity which is significant, decisive in implementing the training objectives in order to create the quality products, meeting the labor market best.

1.2. The training quality assurance is the method of approach in management which is currently applied in almost fields. For the professional education, this is the effective training management method for the vocational training Institutions, including the vocational colleges.

1.3. The vocational colleges in Vietnam are “every man for himself”, still not build the management solutions, itinerary and the training organization conditions oriented to the quality assurance; not has the legal texts to direct the vocational colleges to organize and manage the training according to the quality assurance.

1.4. Although the recruitment need of the enterprises is high, in generally the quality of the graduates’ technical skill is not good, not satisfactory with the need of the enterprises and the labour market. The cause of this situation is the weakness in organizing and managing the training process of the vocational colleges.

#### **2. Recommendation**

**2.1. For Ministry of Labor, Invalids and Social Affairs**

**2.2. For the vocational colleges**

**2.3. For the employers**