

INTRODUCTION

1. The reason for selecting topic

There are many training quality management models are being applied in the world and in Vietnam. Selecting the appropriate management model in accordance with specific conditions and the development level of educational institutions have been an important solution to gradually improve the training quality. The vocational training institutions, including the VTCs have its own characteristics should also be studied, looking for a appropriated model or level to training quality management to gradually improve the quality of human resources through training.

In Vietnam, in recent years, vocational training institution system has grown throughout the country, including more than 900 VTCs (more than 60% of public VTCs). Although the vocational training system have tried, but practice for years, the vocational training quality, especially in VTCs, where training last 80 % manpowers are low and can not meet the demands for manpowers have quality of ministries, sectors and localities, of which, one of the basic reasons are the loose in quality management.

Southeast is the dynamic development economic region with a high growth rate, a high concentration of economic, commercial, industrial, service, science, engineering, transportational and exchange center of the southern provinces of the country and internationally. Therefore, the development of human resources in the Southeast is the key issue for rapid and sustainable development. But the current reality, the training of skilled manpower is not adequate attention. The number and scale VTCs are rapidly, especially in public VTCs, but the training quality management in public VTCs is inadequate, leading to less effective.

On the field of the quality management in general and quality assurance in particular has had many research works in the country and abroad to mention in many different levels. The research works has focused on the problem of test and evaluation for training institutions, programs, especially for higher education and the professional approach towards total quality management. Particularly with vocational training institutions stop with the general quality management studies, no independent research on the quality management in VTCs. First is the research of level and system of quality management in accordance with the characteristics of public VTCs in order to they can perform their quality management in period are not registered as not meeting criteria, standards issued by the State or to maintain and improve of the quality management in higher levels after the state agencies to accredit quality. This is a new problem in the research approach, but it is necessary and urgent in the current period .

For the reasons stated above, postgraduate chose the theme: ***“Quality assurance in the Southeast public vocational training centers”*** as a doctoral thesis.

2 . Research objective

Building arguments, scientific evidences about the quality assurance of public VTCs, on the basis that, assess properly the situation and propose training quality assurance solutions to maintain and improve each steps of the training quality in Southeast public VTCs.

3 . Research objects and subjects

- Research objects: The vocational training management activities in the VTCs.
- Research Subjects: The training quality assurance in Southeast public VTCs.

4. Hypothesis

Quality assurance is the quality management level in accordance with the VTCs. If assess properly the situation and implement comprehensively solutions in the training quality assurance system in accordance with the characteristics and specific conditions of public VTCs, then will maintain each steps to improve training quality in the Southeast public VTCs.

5 . Research Tasks

- Building arguments, scientific evidences about the training quality assurance in public VTCs.
- Survey and assess the true state of the training quality assurance in Southeast public VTCs.
- Proposing solutions of the training quality assurance in Southeast public VTCs.
- Testing the practicality and feasibility of the training quality assurance solutions in Southeast public VTCs.

6 . Limit the scope of research

- For the number of Southeast public VTCs are large that are located on different geographical areas, this thesis limited survey in 10 public VTCs.
- Only conducted 03 solutions at 01 Southeast public VTC, combined with the opinions of scientists, experts and vocational managers.

7 . Approach and methodology

* Approached views: Market approach view, system approach and process approach.

* Approach: From to research theories to survey and assess practices, on the basis that propose solutions.

First, using analytical and aggregated methods, to generalize documents, scientific works have concerned in the country and abroad. Using historical research methods to detect problems and exploit aspects of studies previously mentioned. Using experience

summary methods to summarize the practice experience of training quality management in VTCs today, in addition to the limitations of the scientific arguments before, the Also, optioning the quality management level and the training quality assurance system in VTCs to form the theoretical framework of the thesis.

Based on the theoretical framework built, using the method of questionnaire survey to collect the opinions of research subjects, to learn the status of the training quality assurance in Southeast public VTCs. After synthesis, if there are issues not uniform evaluation of the research subjects are using interviews, discussions with the leaders of the VTCs to learn more about difficulties, problems and quality management solutions for the traing quality management in public VTCs more effectively.

Based on the survey data collected, the statistical methods used to analyze and make remark objective assessments of the limitations and shortcomings in the training quality assurance in public VTCs today.

From the analysis of the situations, exist, causes to suggest solutions. At the same time, the method used to obtain expert opinion on the practicality and feasibility for editing and finishing solutions. Finally, using experimental methods to test the necessity and effectiveness of proposed solutions.

8 . New contributions of the thesis

- In terms of reasoning: Thesis approached a training quality assurance view in public VTCs by the process: Input - training process – output (outcome) in accordance with specific training in human resources in the market economy. Analysis of the quality management levels, from which selected level in accordance with the quality management practices in public VTCs. The thesis also manipulating the quality assurance method “self-assessment” more low, established training quality assurance system in accordance with the conditions and characteristics of public VTCs, selected criteria, standards to measure outcomes for the implementation and may be accredit as necessary. If you are going to apply the practical realization of the publicity and transparency of training quality management in public VTCs today.

- In terms of practicing: Thesis Analysist and objectively assessed training quality assurance situation, indicating the existence, causes for training quality assurance in southeast public VTCs is limited. On that basis, proposed 06 solutions fitting the directions that the state agency management has been proposed for the field of the training quality assurance. Practicality and feasibility of solutions are confirmed by 50 scientists, managers and testing 03 solutions in 01 public VTC. The findings are the basis to help in general VTCs and Southeast public VTCs in particular are applicable to quality management practices to maintain and gradually improve their training quality.

CHAPTER 1

THEORETICAL BASIS OF TRAINING QUALITY ASSURANCE IN PUBLIC VOCATIONAL TRAINING CENTRE

1.1 . Overview history research problems

For the abroad researched works can inherit the scientific arguments about quality assurance as follows: Each public VTCs have had their own internal quality assurance process and can use it in their own method to manage. Quality assurance agencies external quality evaluate and control to make statements about the strengths and recommendations for improvement to VTCs itself; Quality assurance achieved in practice belong to resources and using the ones of the VTCs. Can develop a form of “self-assessment” to postgraduate with the required standards in front of each of the VTC.

As for the point: “Training quality assurance system includes organizational structure, procedures, processes and necessary resources of VTCs to implement synchronizational management, to achieve standards and criteria and specific indicators issued by the state”. *This hypothesis should be added “but must conform to the characteristics and specific conditions of VTCs”.*

With argument: “Quality assurance system include quality standards: effective curriculum, teacher teams, the ability to use existing infrastructures, positive feedback from trainees and the support from relevants and labor market. *For this argument need to addit required processes to manage these factors .*

For research works in the country can inherit the scientific arguments about quality assurance as follows: Quality control, quality assurance and total quality management are 03 different levels of quality management. The application of this level with the different models depending on the characteristics of each VTCs; Quality system is seen as a necessary means to perform quality management functions. A training quality assurance system is often to meet 03 requirements as follows: Building a problem plans to manage; Building the processes and procedures to implement for each phase/process and ensure the conditions for the implementation and can test as necessary.

As for the point: “Educational institutions should be had quality assurance conditions: Input - process and output. *But should be noted that the nature of quality assurance is to help promptly prevent causes caused of poor quality, so it will not have the concept of output quality assurance conditions.*

With argument: “Quality assurance is the process of testing training quality assurance training conditions such as: programs, teachers, facilities and teaching equipment, teaching process organization, financial...”. Quality assurance is a level of quality management, it must also fulfill the function of quality management is the management quality assurance system (including input, processes and output). .

1.2 . Quality and vocational training quality

According to the concept of relative quality, a product or a service is considered qualified if it meets the wishes of the producers and the requirements of the consumers. This view is consistent with market mechanisms in education today. This view is shown in Figure 1.1 below:

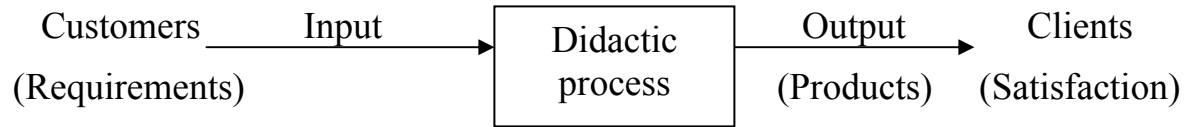


Figure 1.1 : The training process

From this point can give the concept: The training quality is the Satisfaction of market and customer needs, is assured by the quality of the of organizing training process from: inputs, training processes and outputs - training products .

With the needs to meet human resources of the labor market, the concept of vocational training quality not limited to the results of the training process at school is shown in the graduates in certain quality assurance conditions, but also must consider the suitability and adaptability of graduates to the labor market.

In the concept of “relative quality”, postgraduate particularly emphasize the ability to satisfy and meet the different needs, and the rich diversity of our customers. The differences, the diversity and abundance of customer needs, therefore, vocational training quality should also have different levels of capabilities depending on VTC systems and training in the different levels (subjective inside) to meet different user needs, expressed in the range of qualification standards (objectively outside), this is quality standards of vocational training.

In order to quantify quality standards, postgraduate should be had tools to be identified, which is the index associated with quantitative data and qualitative that called criteria (criteria to be specified in order to can quantify the associated standard inputs - training processes - outputs). Criteria in each standard is not necessarily the same in different VTCs. In the accreditation guidelines of VTCs are specifying standards for evaluating for each criterion. Public VTCs can refer to these documents for the construction of quality management standards for its VTCs .

1.3. Training Quality management in public vocational training centers r

Training quality management of vocational training institutions is activities of the internal operations of vocational training institutions and coordinate activities with external partners to guide and control systems to ensure and constantly improve the training quality according to the set goals and meet the requirements of the labor market.

Today, has be existing 03 levels of quality management is typical: Quality control, quality assurance, total quality management. Although, in recent years, the Party and State

have many mechanisms, investment policies and create favorable conditions for the operation of public VTCs, but with characteristics very flexible training from industry, training programs, teacher teams, facilities, thus, it is difficult to standardize, modernize it as a vocational school. Most public VTCs are in transition from administrative - focus management methods to quality management, the organizational structure, financing mechanisms have not really stable, no adequate site facilities set minimum training for the teaching profession, no real pedagogical environment and the level of understanding of quality management of managers and teachers is limited, the application of total quality management level of training quality management in public VTCs is hardly feasible.

Therefore, only the quality assurance level is the quality management level consistent with practices in public VTCs today.

1.4 . Ensuring the training quality in the public vocational training centers

To ensure the training quality in public VTCs are operational management activities within internal public VTCs and coordinate activities with external partners to guide and control the training quality assurance system, to create the trust that graduated trainees have sufficient knowledge, skills and attitudes in the set target and meet the requirements of the labor market.

Today, in the world has mostly applying 03 training quality assurance methods, it's: Assessment, audit and quality accreditation. Hopostgraduatever, derived the characteristics of public VTCs are moving stage from management method in quality control level to quality assurance level, public VTCs can develop a form of "self-assessment" training assurance system with the criteria and standards needed immediate fit characteristics and available resources in each of VTCs, combined with quality assurance processes as necessary.

Quality assurance process should always be started from the internal quality assurance. The design and make quality assurance processes and mechanisms to implement, despite have the support of external agencies, but mostly as the responsibility of public VTCs. According to regular, public VTCs need assessment outputs, product qualities according to certain standards and efficiencies of processes, internal quality assurance mechanisms of public VTCs.

Self-assessment is considered to be a chain of quality assurance processes. As a quality management level, contents of internal quality assurance, including the input, training process and output qualities, and quality management processes of training quality systems. This is the point of "self-assessment" associated with internal quality assurance and be used to assess the status of the training iquality assurance in public VTCs in this thesis.

Quality assurance is a level of quality management, it also performs the management functions, they are: planning, organizing, directing and checking. The

functions of training quality assurance are shown in 04 elements: Establishing standards, building procedures, identify evaluated criteria and operation, measurement, assessment, collection and processing of data. These functions are incorporated to form training quality assurance process in public VTCs.

Training quality assurance process in public VTCs include contents and steps are as follows: Establishing standards of training quality system, building a number of necessary processes to manage the training quality system; Identify criteria in order to evaluate training quality system and necessary processes to manage the training quality system; operation, self-assessment of training quality assurance system.

In the system and process approach view, training quality assurance in VTCs consists of inputs, training processes, outputs and their interaction with the external context in the established process of the qualities.

In the view training quality system can have criteria and standards needed immediate lopostgraduater, consistent with the characteristics and available resources at each public VTCs, combined with the quality accredit process as necessary. When building standards for each the quality management contents, the public VTCs should be based on criteria and standard systems of the quality accradit in VTCs in Circular 19/2010/TT- BLĐTBXH to get MOLISA issued.

From this criteria and standard systems of the quality accradit in VTCs, can describe 03 basic components of training quality system hệ thống in public VTCs as follows:

+ Inputs: Ojectives and tasks; Teacher and manager teams; Curriculum, syllabus; Library; Technical facilities and equipment; Financial management.

+ Processes: Organizational structure; Organizing training processes; Services for apprentices.

+ Outputs: Capacity of graduation; Training effects.

Based on the mission and characters of public VTCs, today, the criteria and standards have not really suitable to the characteristics and actual conditions of public VTCs, so applying it to quality management practices in public VTCs faced many difficulties. For example, services for apprentices and library criteria for public VTCs that often trained primary and permanent less than 3 months, the majority applying mobile training forms and leasing technical facilities, so the criteria are difficult to perform. In the training process, the public VTCs should be additional criterion established relationships with businesses and local authorities. This is quite necessary criterion to the public VTCs can take advantage of human resources, equipment and other resources to improve their training quality and to solve jobs for trainees after graduated. Separate criterion for facilities, equipment commonly used in schools, as postgraduate need to revise the

criterion for equipments and training materials. In the syllabus and curriculum criterion, the syllabus is very difficult to implement because of the qualification of teachers in public VTCs limited. On the other hand, for the diversity and displacement of the training jobs, so teachers use the available syllabus to compile lectures and learning materials for trainees. So should be modify this to become curriculum criterion.

Can compare the quality accredit criteria issued by the MOLISA and the evaluated criteria of training quality system has been adjusted to suit the mission and characters of public VTCs in table 1.1 below:

Table 1.1: Comparison of the quality accredit criteria according to Circular 19/BLDTBXH and the evaluated criteria of training quality system in public VTCs

No.	The quality accredit criteria according to Circular 19/BLDTBXH	The evaluated criteria of training quality system in public VTCs
1	Objectives and tasks	Objectives and tasks
2	Organization and Management	Organization and Management
3	Teaching and learning activities	Teaching and learning activities
4	Teachers and managers	Teachers and managers
5	Curriculum, syllabus	Curriculum
6	Library	-
7	Facilities, equipments	Equipments and training materials
8	Financial Management	Financial Management
9	Services for apprentices	Relationship with businesses and local authorities
10	-	Capacity of graduation
11	-	Training effects

The training quality assurance system is often to meet 03 requirements as follows: Building a problem plans to manage; Building the processes and procedures to implement for each phase/process and ensure the conditions for the implementation and can test as necessary; There are necessary criteria for comparison with the results obtained from set standards in targets at inputs and outputs of each stage/ process.

From the above notions, can describe the quality assurance system in public VTCs in the form 1.5 below:

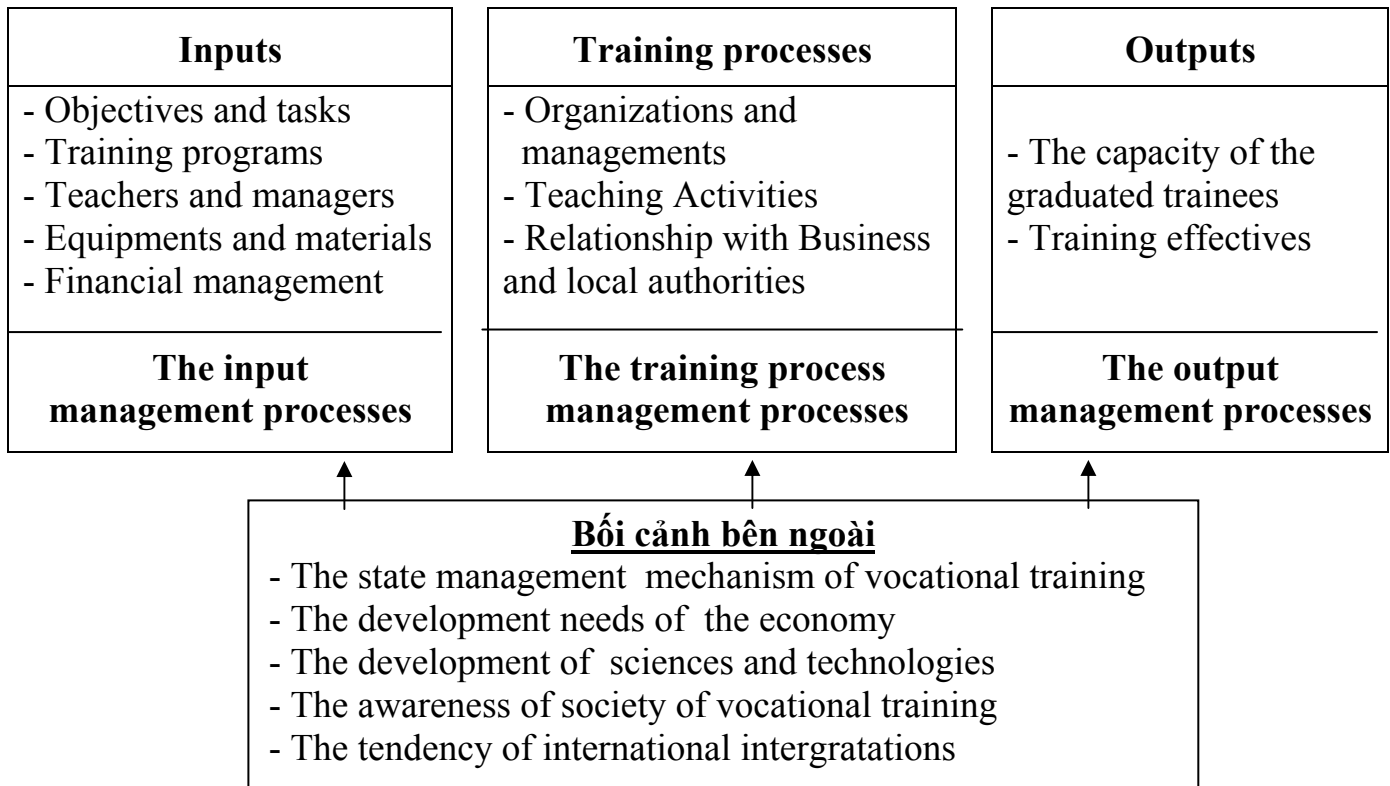


Figure 1.5 : Training quality assurance system in public VTCs

To have a basis to assess the status of training in quality assurance in public VTCs, postgraduate have made to arrange and advance short and easy understand evaluated criteria for the survey and assessment of survey subjects.

1 . The assessment criteria of output quality

* *The capacity of graduated trainees:* Knowledge, occupational skills, discipline and behavior of trainees to meet business requirements; Ability to apply knowledge and skills learned by trainees to improve labor productivities and product qualities; Independently ability of trainees after graduated and can learn the training higher level.

* *The training effect of VTCs:* Training occupations to meet the needs of apprentices of the local labor force, stability to stabilize the employment of trainees after graduated and contribute to restructure the labor structure and development the local manpopostgraduaters; To meet recruitment needs quality manpopostgraduaters for enterprises; To attract more and more many managers and teachers coming to work in VTCs.

2 . The assessment criteria of input quality

* *Objectives and tasks:* Objectives and tasks appropriate to socio-economic development plans of local and conditions and circumstances of VTC; Objectives and tasks should be included in specific objectives of curriculums; Training objectives into specific output standards of curriculums; Output standards of curriculums in accordance with requirements to use labors of locals and enterprises.

* *Curriculums:* There are sufficient curriculums that VTCs are training; Concretizing curriculums to become the teaching modules; Teachers proposed edit and coordinate with technical staff of enterprises to build curriculums; Periodically updates, adds, adjusts curriculums.

* *Management and teachers:* Managers achieved requirements of certifications and accumulated experiences; Teachers achieved requirements of proficient in pedagogy and professional skills; Ensure ratio teachers/trainees for prescribes; Teachers focus on practice teaching and promoting availability experiences of trainees; VTCs focus on training and retraining of staff to improve the quality of managers and teachers.

* *Equipment, materials:* The number of vocational training equipment to meet the practical requirements of curriculums; Equipment types in accordance with vocational training professions; Providing timely and adequate materials; Efficient using of equipments and materials; Take the facilities and equipment of the partners for training.

* *Financial Management:* There are stable financial resources; There are financial management plans in accordance with state regulations, publicity, transparency; Evaluating the efficiency to use financing resources; Executing regulations of the inspection, check and financial audit.

3 . The quality assessment criteria of training process

* *Organization and Management:* VTCs have document system for the organization, management and review postgraduated, evaluated, added, adjusted; There is reasonable structure, in accordance with the provisions of state as postgraduatell as objectives and tasks of VTCs.

* *Teaching activities:* There are training plans, close supervision, to ensure implementation of the training plans schedule, effective and organized vocational training for objectives, curriculums contents have been approved; there is adequate a system of records, forms for recording the learning results and are securely recorded and stored; periodic full reporting to directly agencies and state management agencies.

* *Assessing learning outcomes of trainees:* Considering examined status of trainees compliance with rules; Evaluating learning outcomes of trainees based on output standards determined; Constructing bank of graduated exam; Engineering Officers of enterprises engaged graduated exam boards; Seriously in the assessment learning outcomes of trainees.

* *The linkages with enterprises and local authorities:* Making to contract training contracts, supply labor for enterprises; Teaching theory at VTCs and teaching practice in enterprises; Coordinating better with local authorities to solve local jobs for graduated trainees; Enterprises stable consume products of trainees; Getting often feedback from customers regarding graduated trainees.

4. The criteria for evaluating the needed processes for managing the training quality system

Defining objectives, functions and duties of the department in the implement for each step of the processes; The departments described tasks, responsibilities of the individuals for each step of the processes; Results of each of individuals and components are specified by criteria and performance indicators; Steps of processes are simple and easy to understand , easy to implement and assess performance results.

5. Self- examination and evaluation the training quality assurance system

Arranging a department in charge of training quality assurance; Responsibilities of managers and teachers maintaining and strengthening of their training quality; Managers and teachers understand and implement right processes and procedures; Directing the examination, evaluation of work according to the criteria and processes, procedures issued.

CHAPTER 2
STATUS OF TRAINING QUALITY ASSURANCE
IN SOUTHEAST PUBLIC VOCATIONAL TRAINING CENTERS

2.1 . The development of the system of VTCs in Vietnam and Southeast

As of May 10/2011, there postgraduate 906 VTCs. Of these 555 public VTCs .

The provinces and cities in the Southeast are targeting to become an industrial province in 2015. The development of industrial accelerated with high scale and speed, the training problem of techniques human resources, especially is vocational education system should be enough and quickly prepare technical workforce to meet for social-economic development of all areas in general and industrial zones in particular is urgently necessary. To meet the requirements of industrial development along with the labor movement on a large scale betpostgraduate sectors, mainly from agricultures to industries and services, betpostgraduate the localities in the region, the professional education system in the Southeast to expand the scale and focus on improving training quality by the appropriated quality standards is of paramount importance.

Starting from social-economic characteristics and the human development of the region so the quality management activities in addition to the impact of the common elements, the Southeast was strongly influenced by the development of science and technology and trend of international integration creates fierce competition in training services, manpower supply, requiring Southeast public VTCs to assert own brand through continuously improving training quality and regular self-assessment and participants quality accreditation for state, enterprises, trainees and society recognized.

Although southeast public VTCs has its own characteristics and quality assurance activities are affected by specific factors, but the basic remain mission still be largely universal training for employees. The training in VTCs is very flexible from industry, curriculums, teacher teams, facilities, therefore, the training quality assurance in Southeast public VTCs still be applied the same public VTCs in general. The only difference is the criteria to be higher quality, strict quality assurance procedures and the self-test, assess the training quality assurance system will often and deeper than public VTCs in other areas.

2.2 . Surveying the situation to ensure the quality of education in public vocational training centers in the South East

Survey process is described as follows :

* Survey 1: Surveying leaderships, organic managers and teachers in Southeast public VTCs.

- Sampling: All organic managers and teachers in VTCs.

- The number of survey: 158 samples (10 leaderships, 56 managers and 92 teachers).

* Survey 2 : Surveying trainees in Southeast public VTCs.

- Sampling: surveying samples is representative random trainees in the primary classes have stable properties and common in VTCs.

- The number of survey: 326 samples .

* Survey 3 : Surveying vocational primary graduates are working and producing have graduated from Southeast public VTCs.

- Sampling: Surveying samples survey is representative random vocational primary graduates from Southeast public VTCs are working and producing. Mostly is employees just graduated within the past 02 years .

- The number of survey: 86 sample .

* Survey 4: Surveying managers of enterprises which are using employers to be trainees from public VTCs and local officials where primary vocational graduates are directly produced in the Southeast .

- Sampling : Sample survey is representative random CBQL business employers from the VTC is HV and HV local officials where graduates are directly vocational primary production in the Southeast

- The number of survey: 138 samples .

After collecting, synthesizing, processing and analysis of data from the questionnaire surveys, postgraduate found some inconsistent problems of comments of respondents and exist problems in VTCs. On this basis, postgraduate have met and directly interview public VTCs leaders surveyed to uniformly assessment opinions and clarify the causes of shortcomings and ways to overcome those shortcomings. It is also important practical basis for referencing when building solutions of the thesis.

Surveying results are aggregated, processed by Excel software.

Through the status survey in Southeast public VTCs notice have outstanding advantages such as:

Graduates in public VTCs have the abilities to apply the knowledge, skills learned to improve labor productivity and product quality; Objectives and tasks of public VTCs relatively consistent with social-economic development plans of locals, reflecting the specific objectives of curriculums and has been concretized into teaching modules; The number of devices to meet minimum training practice requirements; Organizing vocational classes are suitable, especially the mobile occupational classes; The public VTCs have actively signed training contracts and supplied employees for enterprises and has established standards and procedures for some training quality assurance contents.

In terms of shortcomings, limitations can be summarized by the following logic:

Starting from the do not properly coordinate with technical officers of enterprises in the updating, adding, adjusting and assessing curriculums and outcomes of trainees, so objectives of curriculums are not concretized into output standards, or if this is output standards is not really suited to the requirements of using labor of locals and enterprises.

Input quality assurance factors is inadequate: Input quality of trainees is limited, the ratio of teachers/trainees not guaranteed, teacher team is not really proficient professional skills. Types of this training equipment is not suitable for vocational practical skills requiring by enterprises and manufacturing practices.

For training process quality assurance factors: Because of the organizational structure is not reasonable and stable so public VTCs should not issue management processes for quality management fields or if it is still sketchy, plus with the direct examination and evaluation work is not closely follow criteria, indicators, not really follow the process and procedures outlined. Therefore, the departments does not have the coordination to implement effective quality management activities.

The problems mentioned above have contributed to training products in Southeast public VTCs not really meet quality human demands for enterprises and the stability to solve employment in place for trainees after graduated was difficult.

Those shortcomings, spring from the following reasons:

- For objectively: Local authorities can not plan for human resource development; Investment mechanisms and policies for developing public VTC system is not reasonable; Employment mechanisms and policies for trainees also many shortcomings; Input quality of apprentices are limited.

- For subjectively:

** No approach client needs to specific training objectives to be come output standards of the curriculums:*

When building the training objectives, the public VTCs not closer survey demand situation of apprentices, the employment of labor and the strength of social-economic development in the locals. The leaders of public VTCs are still ideas: "Teaching what you have, not teaching what the customer needs". The curriculums of public VTCs stop at the needs of trainees that have not resolved in association with employment of trainees after graduated. The capacity of public VTCs is limited compare to the diverse needs of apprentices, not keep the volatility of the labor market and the rapid development of science - technology.

When building the objectives of curriculum without the participation of experts or technical staff of enterprises and not well doing of updating, additional, adjusting curriculums periodically, so output standards of curriculums are not suitable input standards of enterprises and manufacturing practices. The main reason is the management

ability of leaders and managers, qualifications, education of teachers is limited and has not been trained for building primary and regularly curriculums.

** The conditions to ensure the quality of vocational practice teaching is limited:*

Because of organic teacher team in public VTCs are still less not regular training and are not facilitated for visiting and practicing in enterprises and in actual production models to improve job skills.

When purchasing vocational training equipments, leaders of public VTCs is not get proposal ideas from the basis and consulting ideas of technical staff of enterprises, as a result of vocational training equipment but is full of shopping number, but the category is not really suitable for vocational practical skills required by enterprises and manufacturing practices, especially in the mobile training for rural laborers.

** Not enough interest of teaching supervision:*

Control process, teaching supervision has not been issued, or if there is not a specific for responsibilities of each department or individual. The inspection and teaching supervision stop at the inspection class sizes and teaching schedule compliance. Public VTC also coordinate invited local officials involved monitoring, but the test is still heavily administrative, not much attention to teaching quality of teachers, which would limit the teaching quality.

** Do not be accurately assess the learning outcomes of trainees:*

Although most of public VTCs are issued graduated processes, but in the lack of direction in accordance with determined procedures issued. Expressing in the postgraduate of examination conduct consideration of trainees, not done postgraduate in the exam bank building, not actively invite the technical staff of enterprise participating graduated exam marking boards; Graduated papers are perfunctory and sketchy no cling to the objectives of knowledge, skills, attitudes according to curriculums proposed. The graduated organization is not strictly.

** No establish, maintain and strengthen relationships with local authorities and enterprises in creating jobs for trainees after graduated:*

Public VTCs are not establish to the coordinated processes creating jobs for graduated trainees. Specific expression is not closely coordinated with local authorities and unions in the solving local jobs for trainees, not actively coordinating with enterprises for supporting sale of products for the trainees and not meeting customer periodically. Most graduated trainees besides lack of facilities, capital and premises, has not been thoroughly advice on technique, manage, market, it is not self-confidence to open manufacturing facility business services. Public VTCs not layout the staff pursue graduated trainees and collect feedbacks from the enterprises, local authorities and unions.

** The management processes is not complete, yet often self-examination and evaluation training quality assurance system:*

Public VTCs have not he completed organizational structure and appropriated financial mechanisms. On the other hand, many leaders in VTC are less attention in the processes construction, but also made conservative administrative - focused management ways but not strongly apply quality management ways for the standards and procedures. This is evident in the majority of the public VTCs are not issued processes, constructing, adding, editing curriculums, test procedures, and teaching supervision and coordinated processes for solving jobs for graduated trainees.

When issuing processes, procedures, leaders of public VTCs have consulted manager and teacher teams. However, some managers and teachers have not careful read and no specific comments on the processes, procedures. Some public VTCs has established procedures and described tasks of each department or individual, but not built criteria and specific indicators to task descriptions, it is difficult to assess work effectiveness of managers and teachers in the process. This is shown in the test procedures, graduation, awarding vocational certificates and procurement processes, use, and vocational training equipment maintenance.

Because of the number of managers and teachers quite low, so leaders of public VTCs often evaluation of managers and teachers through observations of daily activities, and the quality of the end product which they achieved. This is the type of assessment by administrative – focus management. While the nature of quality management is a management for standards and procedures.

The direction of examination and evaluation of the work of departments and individuals not follow close to the criteria, indicators and not really follow the process and procedures. On the other hand, processes, procedures not clearly or inconsistent, so managers and teachers not really understand and comply with processes and procedures promulgated by public VTCs. Some managers and teachers but have to follow the processes, but subjective missed some steps in the processes.

For public VTCs have accredited quality, in the self-assessment stage only based machinery on standards and criteria have been issued by state, without regard to the construction of mechanisms and systems of the quality assurance and made the commitment to quality assurance is based on their practical activities. Most of public VTCs was arranged with charge officials of quality assurance, but no uphold responsibilities for maintaining and strengthening the quality assurance system. Therefore, after the end of the quality accreditation, public VTCs are returned to the administrative management – focus way.

CHAPTER 3
SOLUTIONS OF TRAINING QUALITY ASSURANCE
IN SOUTHEAST PUBLIC VOCATIONAL TRAINING CENTERS

Based on the principle of selecting solutions and the orientation of vocational development strategy until 2020. On the basis of analyzing causes of shortcomings of training quality assurance, postgraduate propose solutions to the training quality assurance in Southeast public VTCs as follows:

*** *Solution 1: Building output standards of curriculums in accordance with requirements of enterprises and manufacturing practices***

- *The purpose and meaning of the solution:* Objective and tasks should be included in the training objectives and specifying into output standards of curriculums in accordance with requirements of local employers and enterprises, improve efficiency for solving jobs for graduated trainees.

- *The way to conduct the solution:* In VTCs usually stop at adding and editing curriculums, rarely build a entirely new curriculum. Thus, VTCs should build and promulgate additional *processes*, edit curriculums according to our proposed model in table 3.1 below:

Table 3.1: The process of adding and editing curriculums

N.o	Activities	Responsibilities	Describing contents of activities	Required procedures
1	Identifying inadequations need to add and edit	Organic teachers	Reviewing, gathering opinions and visiting in the reality of enterprises, efficiently agricultural productional models to analyze inadequate contents of curriculums	The proposal texts to add, adjust of curriculums
2	Synthesising and consulting opinions of experts	Training division	Synthesising opinions of teachers to advise the director board invites good farmers and relevant technical staffs of enterprises to make for comments on the proposal of teachers	Summary of comments on the proposal of teachers.
3	Refering to documents and manufacturing practices	Training division and teachers	Managers and teachers refer to documents and manufacturing practices to unify contents needs additional, editing	The assigned decision managers and teachers
4	Adopting needed editing proposals	Pedagogical Council	Pedagogical Council meet to consider for Adopting needed editing, additional contents in curriculums	Meeting minutes pedagogical Council
5	Completing curriculums	Training division	Adding needed editing contents and completing curriculums according to	Curriculums added and

			suggestions of pedagogical Council	edited
6	To sign and issue	Board of Directors	To submit for approval, sign, issue and implement curriculums has been added, edited	The decision for approving curriculums

*** Solution 2 : Ensuring conditions of vocational practical teaching**

- *The purpose and meaning of the solution:* Encourage teachers to strive to learn self- discipline to just raise the level of expertise has completed vocational knowledge and skills. Enhancing effective procurement and use of equipments to improve the conditions of the professional practical teaching quality assurance.

- *The way to conduct the solution:* There are incentives to create favorable conditions for teachers visited and approached with enterprises, the agricultural productional models to be effective, engaged professional activities so that they have the opportunities to to learn self- discipline proficiency vocational skills. The procurement of training equipments is not the right type can be remedied by referencing the portfolio identified process of vocational training equipments to be procured in Table 3.2:

Table 3.2 : The process of determining the list of vocational training equipments to be procured

N.o	Activities	Responsibilities	Describing contents of activities	Required procedures
1	Announcing about investment capital sources and shopped directions	The staff of equipment and materials	The staff of equipment and materials Personnel and equipment receives informations about investment capital sources and shopped directions and announces for divisions, managers and teachers	Information Table about investment capital sources and shopped directions
2	Visiting and consulting opinions of enterprises	Divisions and teachers	The Board of Directors appoint managers and teachers related to visit and survey in enterprises and manufacturing practices	Summary of results for visiting and surveying
3	Proposing equipments to be procured	Divisions and teachers	Based on the equipment needs to be supplemented and visiting and surveying results , divisions propose equipments to be procured	The proposal texts of equipments to be procured
4	Summary of proposed list	The staff of equipment	The staff of equipment and materials synthesis and sort needs to equipments to be procured as proposed by divisions	Summary of proposed list
5	Collating and balancing capital sources to list equipments to be procured	The staff of equipment, accounted division	The staff of equipment and materials and accounting division review capital sources and price quotes of equipment supplying enterprises to list equipments to be procured	The list the number and types of equipment to be procured

6	Announcing, consulting on list equipments to be procured	The staff of equipment and materials	After reaching the number and type of equipments, The staff of equipment announcing to relevant divisions on list equipments to be procured for consulting	The feedbacks of divisions
7	Meeting to agree about list equipments to be procured	Board of directors and divisions	The staff of equipment and materials and accounting division report to leader through and unity the list of equipments to be last procured to approve	Minutes of the meeting Board of directors and divisions
8	Inspecting and setting up	Board of Directors	Pursuant to agreed minutes of the meeting, the Board of Directors approved list of equipments to be procured and setting up technique- economic report	The decision inspected list equipments to be procured

*** Solution 3 : Organizing well to Implement of the teaching supervision**

- *The purpose and meaning of the solution:* Providing the relevant feedback to help teachers identify and solve problems are limited, step by step develop their skills and improve teaching methods in a positive direction of trainees. Ensure all lessons of teachers more and more closely with actual to knowledge, skills attitudes of graduate trainees to meet increasing and diversing requirements of enterprises and manufacturing practices.

- *The way to conduct the solution:* Teaching supervision mobile training classes can follow the procedure below (see Table 3.3):

Table 3.3: The process of teaching supervision

N.o	Activities	Responsibilities	Describing contents of activities	Required procedures
1	Establishing the teaching supervising team	Training division	Based on the teaching supervision plan established of mobile training classes. Training Division establishes a list to propose supervising teams including training staff, chief or deputy of division and a teacher with experience related to training vocational occupation	Suggested established List of the teaching supervising team
2	Identify teacher team need to supervising	Divisions	Divisions based on teaching plans and suggest to choose teacher team need to supervising. Special noting to the young teachers have just participated in teaching, vocational skills not mastered	Suggested List teacher team need to supervising
3	Determining contents need to supervising	Training division	Depending on the requirements of each classes and the capacity of teachers, teaching supervising team can choose to supervise some or all of the contents to be supervised	Minutes recorded content to be supervised
4	Popularizing and to grasp	Training	Chief of the teaching supervising team popularize and grasp thoroughly	

	thorough of supervising meaning for teachers	division	supervising meaning and purposes is only suggest for teachers to implement their tasks and improve teaching quality	
5	Fostering teaching supervising skills for supervision of participants	Training division	Based on contents need to supervising VTCs organize to foster conduct supervising methods and suggest for teachers using record forms for supervising	
6	Consulting before supervising	Divisions	Teaching supervising team conduct and assign to each member monitoring each content groups fit each person's ability .	Meeting minutes of the team
7	Implementing to supervise	Training division and divisions	According to the assigned contents, members inspecting, monitoring, recording strengths and points for improving and expressing of teachers	supervising handbook and samples Of teachers
8	Commenting to teachers after supervising	Training division and divisions	Each member in team turn presents suggestions outlined the strengths and points for improving. Teachers acquire and accountability	Minutes of supervising comments

*** Solution 4: Managing to implement the graduated content and process proposed**

- *The purpose and meaning of the solution:* Ensuring for graduated trainees have enough qualified practical abilities to meet requirements of enterprises and manufacturing practices. Graduated trainees may have immediately work at the enterprises or local stable jobs, raise incomes, sustainable poverty reduction and avoid waste in training .

- *The way to conduct the solution:* According to practical experience, postgraduate propose VTCs should be establish and direct to implement comply graduated process following (see Table 3.4):

Table 3.4 : Graduated process

N.o	Activities	Responsibilities	Describing contents of activities	Required procedures
1	Reporting of the end of the course	Teachers directly to teaching the class	Before the end of the course a week, teachers directly to teaching the class to have the report end of the course together with the attendance register class attendances certified by the class officers and local officials monitor the class	The certificate of the end of the course
2	Considering the examined	Training division	Training division chair meeting to consider the examined status of	The minutes of Considering

	status of trainees		each of trainees at the request of teachers and to have minutes approve Board of Directors advancing a decision	examined status of trainees
3	To bring out the graduated exam questions	Teachers directly to teaching the class	Each teacher should be to bring out at least 10 test subjects and 10 exam questions. They must be consistent with the goal of each teaching modules and having the comments of technical officers of enterprises	
4	To prepare the graduated exam questions	Training division	Training division will be randomly selected in the topic of graduated exam questions which are put into envelopes and sealed carefully. When starting exams, they are opened in the presence of trainees	The graduated exam questions are sealed
5	To prepare the facilities	administrative division	Preparing the theory exam classrooms and implementation machineries, equipments, materials for supplying practice	
6	To establish graduated exam board	Training division	Establishing graduated exam board (inviting local officials to participate in graduated exam board and corporating technical officers to participate marking practical exam papers when graduated exam)	The establishment decision of graduated exam board
7	To organize and mark the examinations	Graduated exam board	Organizing and marking strictly according to rules issued .	Minutes of the examination and marking
8	To report the graduated exam result	Training division and teachers	Teachers perform to mark and transcript score exam tables sent to training division to aggregate and report general	Report tables of result and score exam tables

*** Solution 5: Establishing, maintaining and strengthening relationships with communities and enterprises**

- *The purpose and meaning of the solution:* Take advantage of people, facilities and equipments to improve training quality, practical capacities of trainees to meet the requirements of enterprises and manufacturing practices.

- *The way to conduct the solution:* Through management practice, postgraduate propose VTCs can build a coordinated program as follows (see Table 3.5):

Table 3.5 : Program in collaboration with local authorities and mass unions assistance of employment for graduated trainees

N.o	Activities	Responsibilities	Describing contents of activities	Required procedures
1	For the trades of industry and handicraft	VTCs and enterprises	VTC will link to contract supplying labor or contact to enterprises or manufacturing facilities, business and services to hand trainees to work or go out labor export	The contracts signed with enterprises
2	For the trade of services	VTCs, local authorities and mass unions	Mass unions combine with the communes, towns support the necessary conditions for graduated trainees to help get a loan to open own business and services facilities. VTCs will continue to act as technical consultant for trainees	The guarantee contracts of preferential credit loans
3	For the trade of agriculture	VTCs, local authorities and mass unions	After training, VTCs search and refer enterprises or where supplying of materials and product consumption. The mass unions combine with the communes and towns who choose to partner and help guide to trainees loans to business and produce	The material supply contracts and sale of products of the enterprise
4	Assessing the effectiveness of solving jobs for graduated trainees	VTCs, local authorities and mass unions	VTCs, local authorities and mass unions have specific support to address what makes to graduated trainees? How many percentage of graduated trainees stable employment after training? Integrating and analysing of the support of the revelant partners; interviewing directly and periodically some graduated trainees or through practical survey results	The survey questionnaires enterprises , graduated trainees and reports of VTCs, local authorities and mass unions

*** Solution 6: Regular self-examination, assessment of training quality assurance system**

- *The purpose and meaning of the solution:* Overcoming limitations, exists, overlaps and improving organizational management effectiveness of training process and promoting active, creative, enhancing the responsibility of each division, individuals strive for each standards and criteria for quality assurance by the processes and procedures set out, as a basis for self-evaluation and quality accreditation contribute to strengthen the brand and increase the competitive advantage of VTCs.

- *The way to conduct the solution:* Public VTCs must be based on the objectives, tasks and standards, criteria have been issued by the State and operating practices of the unit, to choose the standards and criteria consistent with practical operation of VTCs. The standards, criteria and indicators of quality assurance system and summarized into a commitment to output quality and training quality assurance conditions. To build a quality commitment of public VTCs can refer to commitments under the table 3.6 below:

Table 3.6: The commitment to training quality assurance of Dinh Quan VTC

STT	Nội dung cam kết
A	OUTPUT QUALITY
1	70 % trainees have knowledge, skills, attitudes to meet requirements of enterprises
2	80 % trainees apply learned knowledge, skills to raise labor productivity, product quality
3	70 % graduated trainees have stable jobs and raise incomes
B	INPUT QUALITY
I	Objectives and tasks
1	60 % curriculums have output standards in accordance with the requirements of enterprises and manufacturing practices
II	Curriculums
1	There are complete curriculums for training occupations
2	100 % teaching modular have lecture of teachers and learning materials of trainees
III	Managers and teachers
1	90 % managers, teachers are professional training, professional annual
2	90% teachers have to learn and practise on proficiency vocational skills are taught
IV	Conditions of facilities and equipments for teaching and learning
1	Having enough the equipments to practice in accordance with the minimum
2	Providing enough the materials for the requirement of curriculums for vocational classes
V	Financial Management
1	Opening, clearing of financial regulation
2	Performing self-inspection regime for financial
C	TRAINING PROSESSS QUALITY
I	Organization and management
1	Describing complete tasks, duties, authority of divisions, managers and teachers
2	Evaluating the quality of managers, teachers for job effective in regular
II	Teaching activities
1	80 % teaching schedule is flexible arrangements consistent with the needs of trainees
2	90 % trainees practiced in enterprises or in the productional models
3	Performing to supervise teaching above 80 % mobile trade classes
III	Assessment learning results of trainees
1	Performing strictly graduated process
2	90% exam and test questions consistent with the objectives of each teaching module
IV	Relations with enterprises and local authorities
1	Ready contracting to train and supply labor with enterprises
2	There are cooperational programs in create local jobs for graduated trainees

**** Getting ideas and testing proposed solutions***

Through consultation with experts showed that solutions are in line with reality, both urgent and feasible. Despite some comments wondering about the feasibility of the proposed solution, but most have the idea that should innovate about management methods in VTCs from the of administrative - centralized management methods to quality management.

Testing results 03 solutions in Dinh Quan district VTC showed that: The application of proposed solutions of thesis was to facilitate the management, improve the quality and efficiency of the operations in VTCs; The testing results confirmed the validity of the quality assurance mechanism and processes in VTCs and proven scientific hypothesis proposed.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

1.1 Training quality management of vocational training institutions is activities of the internal operations of vocational training institutions and coordinate activities with external partners to guide and control systems to ensure and constantly improve the training quality according to the set goals and meet the requirements of the labor market.

1.2. For characteristics very flexible training from industry, training programs, teacher teams, facilities, thus, the application of total quality management level is the quality management level consistent with practices in public VTCs today.

1.3. To ensure the training quality in public VTCs are operational management activities within internal public VTCs and coordinate activities with external partners to guide and control the training quality assurance system, to create the trust that graduated trainees have sufficient knowledge, skills and attitudes in the set target and meet the requirements of the labor market.

1.4. The public VTCs can develop a form of “self-assessment” training assurance system with the criteria and standards needed immediate fit characteristics and available resources in each of VTCs, combined with quality assurance processes as necessary.

1.5. Training quality assurance system in public VTCs included training quality system and management processes of that system is used to perform synchronous management, achieving the criteria and standards promulgated by the State and in accordance with characteristics and specific conditions of public VTCs, to create the trust that graduated trainees have enough knowledge, skills and attitudes by setting objectives and meet the requirements of the labor market.

1.6. Training quality assurance process in public VTCs include contents and steps are as follows: Establishing standards of training quality system, building a number of necessary processes to manage the training quality system; Identify criteria in order to evaluate training quality system and necessary processes to manage the training quality system; operation, self-assessment of training quality assurance system.

1.7. The survey results have shown the advantages and shortcomings in quality assurance in public VTCs. On the basis of analyzing the causes of these problems, the thesis proposes 06 solutions to overcome these problems in order to improve the training quality in Southeastpublic VTCs. The solutions are:

- Building output standards of curriculums in accordance with requirements of enterprises and manufacturing practices;

- Ensuring conditions of vocational practical teaching;

- Organizing well to Implement of the teaching supervision;
- Managing to implement the graduated content and process proposed;
- Establishing, maintaining and strengthening relationships with communities and enterprises;
- Regular self-examination, assessment of training quality assurance system.

2. Recommendation

2.1. For Central

- Facilitating with public VTCs that have a organizational structure, financial mechanism and stable resources to make well their training quality assurance.
- Modifying standards and criteria for accreditation reality close with VTCs, and encouraging and having a road to oblige VTCs to publicize the commitment of quality and open and output standards of VTCs for the their target clients, including the State.
- Institutionalizing the supports of the jobs for graduated trainees in the specific policy mechanisms, such as: encouraging and having a road to oblige enterprises to coordinate with VTCs in the training and provision of workers or retraining or upgrading occupational skills for their workers; Creating conditions for enterprises loans incentives to expand production, to attract more workers or sale of products for graduated trainees.

2.2. For the local authorities

- Local authorities need to build a development plans of manpower, specifying and forecasting workforce needs training, public VTCs will rely on choice appropriated training vocations, to help meet human resources for the social-economic development of localities.
- The departments should be built common primary curriculums, to avoid waste and ensure unity output standards consistent in each localities.

2.3. For training centers:

- Implementing quality assurance training solutions proposed in the thesis, to gradually raise their own training quality.
- Establishing a training quality assurance system and giving their own quality commitment and based on it to regular self-assessment, gradually increase and improve it, when feel relative achieving standards and criteria issued by the State to register to the accreditational organization conducting external assessment and accreditation at level registered quality.