THE TRAINING QUALITY MANAGEMENT OF THE INFORMATION TECHNO LOGY SECTOR AT COLLEGES IN HO CHI MINH CITY BY APPROACHING TQM.

INTRODUCTION

1. The reason chooses the subject.

1.1. The urgency

Traditionally, Vietnam has long education, venerated teacher and deeply imbued with national culture. With a view to *"Education is the first national policies, foundation and driving force for the development of all"*.

- The resolution No. 14/2005/NQ/CP dated 11/02/2005 about the innovation and comprehensive of the higher education Vietnam period 2006-2020;

- The resolution No. 29 - NQ/TW dated 04/11/2013 of the eighth conference XI of fundamental innovation, comprehensive of the educational Vietnam;

- The redolution of the XI Congress of the national Communist Party of Vietnam has outlined the main goals of education;

- The strategy of the development of the education in Vietnam 2011 - 2020 also highlighted the strengths and shortcomings of Education;

- The decision No. 1755/QD-TTg dated 9/22//2010 approving the scheme *"Transforming Vietnam into a strong country in information and communications technology"*.

1.2. The meaning of the theoretical and practical topics

- To systematize and develop the theoretical basis of the quality management training;

- To specify the contents of the quality management training;

- To contribute changing the perceptions and attitudes in the management of the information technology at the colleges in HCM city;

- To assess clearly the situation and propose solutions of the quality management.

1.3. The historical research problem

-The source of the TQM is statistical quality control by Walter A.Shewhart who gave a quality cycle named the Shewhart's cycle;

- W. Edwards Deming's cycle is difference from the Shewhart's cycle including: Planning - Implementation - Control - Action.

On the basis of inheriting the theoretical research and quality management training in University - College of authors selected topics:

"*The training quality management of the information technology sector at colleges in Ho Chi Minh City by approaching TQM.*"

2. The research objectives

The building the scientific foundation and solutions deployed quality management system to approaching TQM at colleges.

3. The research questions

- Why are quality and quality management the most interesting thing in Vietnam and the colleges have specialized training in the information technology?

- Are there are advantages and dis advantages in the quality management information technology at colleges in the present?

- What do the ability, interesting and the difficulty have in applying the quality management by approaching TQM;

- Which solutions are needed to implement the quality management training in the information technology at colleges in HCM city by approaching TQM?

4. The objective and subjective research.

4.1. The object

The management of the information technology training at colleges.

4.2. The subject

The system of the training management of the information technology sector at colleges.

5. The scientific hypothesis

The training quality management of the information technology in the current college has inadequateness. If we build a quality management system by approaching TQM at colleges in HCM city with the processes and standards covering the entire process from input - training – output which will ensure to improve the quality of the training, to meet the needs of the information technology human labor market Ho Chi Minh city.

6. The tasks research.

- To research the theoretical issues management and quality. Developing the theoretical framework for the quality management information technology training;

- To research the international experience in the information technology quality control training;

- Develop quality management system in the information technology training at colleges in HCM city and propose solutions deployment.

7. The limitations of the thesis

The thesis limits within the information technology at colleges in HCM city by approaching TQM.

8. The theoretical poit protection

- The quality information technology training in colleges in HCM city is limited because it has not the suitable quality management system with appropriate training;

- This system is a modern management system. It is able to apply at colleges in HCM city by approaching TQM;

- The quality training management by apprpaching TQM at college of HCM city has the science -based, practical and feasible .

9. The new contributions of the thesis .

- To systemnize the theoretical training management by approaching TQM for the information technology sector;

- To identify the limitations and inadequacies in the trainingof the information technology sector;

- To propose the training quality management system by approaching TQM;

- To give the solutions to improve the quality management system.

10. The methodology and research methods

10.1. The approaching systems

The approaching three main methods, they are to approach the system, training process from (input - teaching process - output) and the needs of society (labor market).

10.2. The research Methods

10.2.1. The research methodology theory

- To research the documents of the Conference of the Central Executive Committee;

- To research of the education Law; The regulations of the University - College;

- To research on the theoretical basis for management;

- To research on the views and models of the quality management according by approaching TQM.

10.2.2. The expert method

The implement exchanges, seminars and expert consultation.

10.2.3. The survey methods

- To organize seminars and exchange;

- To survey by questionnaire.

11. Where practising projects

The Vietnam Institute of Educational Sciences.

12. The structural thesis

The thesis consists of 3 parts:

1. Introduction.

2. The content include 3 chapters

- **Chapter 1:** *The theoretical basis of the traning quality manegement by approaching TQM.*

- **Chapter 2**: *The current status of quality management training information technology sector college & The international experience.*

- **Chapter 3**: *Systems and solutions for implementing a quality management system training information technology sector by approaching TQM.*

3. Conclusion and recommendations

References

List of research works of the author

Appendix

Chapter 1

THE THEORETICAL BASIS OF THE TRAINING QUALITY MANAGEMENT BY APPROACHING TQM

1.1. The overall

1.1.1. The researching works of the abroad

1.1.1.1. The quality and the quality management in manufacturing - trading.

Deming changed the Shewhart's cycle to get the Deming's cycle to consist of four phases: *Planning - Implementation - Control - Action.*

1.1.1.2. Quality and quality management in higher education

TQM has been applied to education in some developed countries in the world such as England, France, Netherlands, USA, ...

1.1.2. The researching works in the country

In Vietnam, many authors have studied the models of quality management in higher education such as Nguyen Duc Chinh, Tran Khanh Duc, Pham Thanh Nghi, ...

1.1.3. The developing phases of university training quality management in Vietnam

1.1.3.1. The quality assurance through the quality input selection

In a long time, the system of higher education in Vietnam was conceived the quality education management which means the input control through the entrance examination highly competitive.

1.1.3.2. The quality assurance through the resources

This phase requires two conditions: Firstly the increasing corresponds with resources (human, material and financial resources); Secodly the new struture of the management associated with the capacity of the leadership capacity and matched with the new scale.

1.1.3.3. The quality assurance through the standards

In the first time in the history of the education, Vietnam has a clear standard set and to identify basic requirements which concerns the mission, goals, structure, resource conditions and the activities of a university.

1.2. The basic concepts

1.2.1. The concept of the quality

1.2.2. The administration and the management functions

1.2.3. The training and the training process

1.3. The quality of training and the quality traning management

1.3.1. The quality training.

1.3.2. The factors affecting the quality of the university

1.3.3. The quality management.

1.3.3.1. The concept of the quality management.

1.3.3.2. The processing management.

1.3.3.3. The comparing the traditional management and the processing management.

1.3.4. The level of the quality management

1.3.4.1. The quality control.

1.3.4.2. The quality assurance.

1.3.4.3. The total quality management.

1.4 The managing models of the quality education

1.4.1. The 0rganizational Elments model.

1.4.2. The Quality management ISO 9000-2000 model.

1.4.3. The Management of Europe model.

1.4.4 . The CIPO model.

1.4.5. The Quality assurance of higher education model in ASEAN.

1.5. The elements of the quality management system of higher education

1.5.1. The quality management input.

1.5.2. The evaluation oneself.

1.5.3. The external assessment.

1.6. The philosophy and the structure of the total quality management system.

1.6.1. The typical of TQM model.

1.6.2. The philosophy of the quality management system by approaching TQM.

*1.6.3. The quality management system of University - College by approaching TQM.*

    1.6.3.1. The principles and contents of the quality management system.

    1.6.3.2. The organizational culture.

    1.6.3.3 .The quality culture.

1.6.4. The structure of the system

Recommending quality management system training sectors in general and information technology in particular by approaching the TQM and to propose the practical solutions in the management of this quality *information technology* in the colleges.
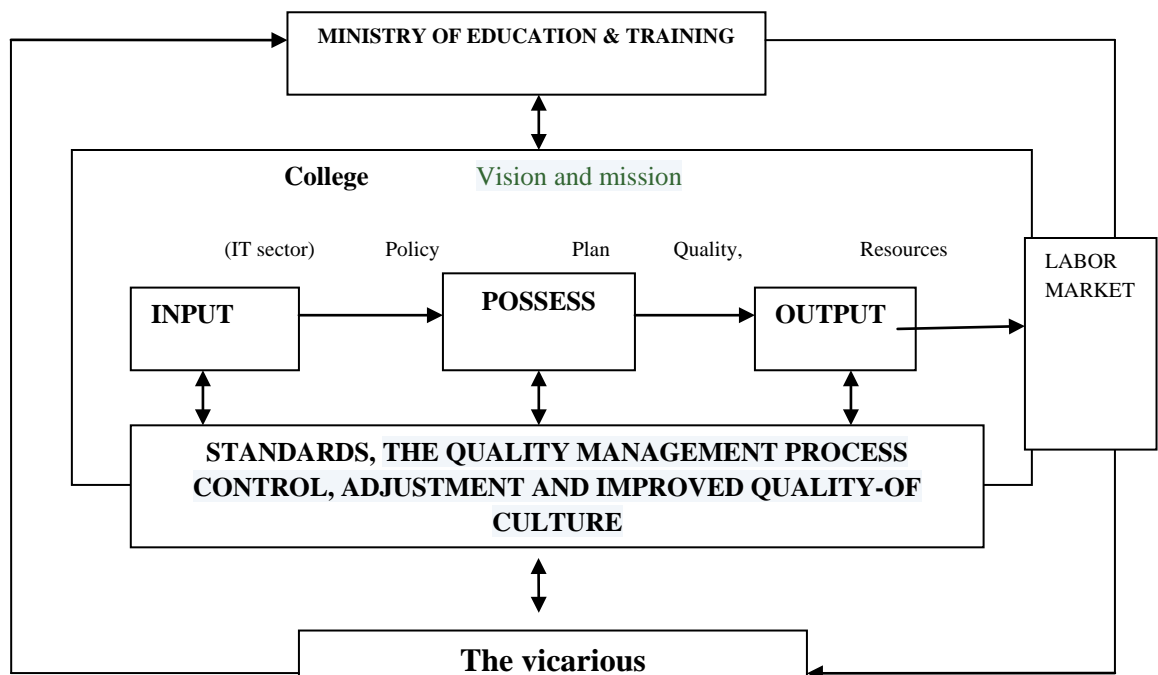
The concluding of the first chapter

The first Chapter of the thesis focused on the issues to follow:

- *Firstly* In the general the research problem, about the formation and develpment the models, management tools, the quality assurance all over the world. In that analysis and interpretation of the research results in the country and the abroad and the great contribution of the typical authors *"People changed the face of the quality world"* such as Feigebaum who laid the foundation for modern management, Ishikawa gave the Diagram Cause and which helps the process management to achieve the plans to promote, these exist to overcome; Deming who transforms Shewhart's cycle to get Deming's cycle and simulated by a circular motion on an inclined surface. That gives us us the picture of the "*Continuous Improvement*" and Deming was also brought his knowledge to Japan and to Japanes applied successfully rebuilding the country after the nuclear disaster in Hiroshima and Nagazaki to become a superpower in technology in the present. This determines clearly the important role of quality management, it affects many areas and the University - College is an area of the concern in most countries general and Vietnam in particular in the context of the knowledge economy grows strongly ;

- *Secondly* to codify and analyze the basic concepts of the quality, the quality management and refers to the concept of the models as a tool to reflect generalized ways, processes quality management. On this basis, the thesis presented on the popular model being applied in the field of quality management training as ISO 9000 model, model SEAMEO model, CIPO model; AUN - QA model with multiple levels. To form the conceptual framework of the research topic, chapter 1 of the thesis focused to go into the characteristics, advantages and philosophy of quality management model by approaching TQM. These are important issues and as a basis for proposing solutions to implement the model to approaching TQM.

- *Thirdly* the thesis analyzed the reasons for applying perspective by approaching TQM to quality management training sector. For this study, knowledge changes every day, even every hour it is necessary to "*continuous improvement*" and the educational

sector are affecting all areas of social life. Currently, it has a very important role in the knowledge economy, it demonstrates the stature of a country during the "*integration*" of the 21st century when the world was a common roof.

Chapter 1 has formed the basis of reasoning as the basis for implementing the contents of the next study of the state in Chapter 2, creating a theoretical basis and practical for chapter 3 with the aim of building models and measures implemented quality management information technology training by approaching TQM.

Chapter 2
THE CURRENT STATUS OF THE QUALITY MANAGEMENT INFORMATION TECHNOLOGY TRAINING COLLEGE & THE INTERNATIONAL EXPERIENCES

2.1. The overview of the status of human training University-College of information technology

2.1.1. The general situation.

2.1.2. The network and scale of training.

2.1.3. The situation of the quality training and the condition training in some colleges in Ho Chi Minh City.

2.1.3.1. Engineering Ly Tu Trong College. Ho Chi Minh city.

2.1.3.2. Information Technology College. Ho Chi Minh city.

2.2. The reality of the quality of the information technology human resources training

2.2.1. The admission quality

The reality shows that the admission quality to decline for the following reasons:

- The program of the high school is heavy. The teacher does not have enough time to teach the knowledge which often has in the examinations;

- The examination requires strong understanding and flexible application. This is the drawbacks of the students;

- The students do not know how to study, with too much knowledge, creating severe psychological examinations;

- With passive learning, students depend on their teachers, just based on all the templates from learning. Besides the students are confused in choosing professions.

2.2.2. The quality of the teaching staff

With student survey results of faculty in terms of knowledge, expertise and ability to reach over 50% pedagogy from relatively older, the sense of responsibility in teaching achieved a high rate, the assessment of moderate upward objectivity also speak during construction, assessment.

2.2.3. The training programs and materials

With the survey, although the school has moved the credit system training. The awareness of the teachers and managers about the structural program to match the objectives training percentage over 90%, the quality of the textbooks and the material is also over 90%. Overall, the curriculum is relatively good informative technology and regularly updated and improved.

This survey results are said to be quality curriculum, stable investment with all the 03 schools, faculty and students

2.2.4. The facilities

The survey results lecturers and management staff, the landscape, environmental education, equipment and materials, the library system and the working conditions are relatively good in public schools because of the investment agency, with private schools are still limited on the ground, the conditions for students still restrictions should be more concerned.

2.2.5. The quality of teaching and learning

The survey results reality and learning activities of students shows the student/ teachers too high which leads the students' learning not to succeed. is not reached. When the training credit system should have a lot of the advisors. This is a major obstacle to the school. With the actual results of this work needs to be emphasized and more attention.

2.2.6. The checking and the evaluate training results

The examination and evaluation of training is a very important issue, because it is the last stage not only the reliable assessment of learning outcomes of the process of teaching and learning, but also regulating very strongly to the training process.

2.2.7. The relationship between schools and businesses .

The reality of the relationship between schools and businesses is not interesting. The school in the process of training not to concern with the quality of training to meet the recruitment needs or not. This is really huge waste of money, time and effor

2.3. The situation of the quality management training the information technology sector.

2.3.1. The managing policy and the development of the college training.

Today, the state still lacks appropriate policies to attract for the information technology sector; the quality training is not high, the students graduate are not enough working skills; the link between businesses and schools is still limited. Therefore, experts suggest should have appropriate financial strategy, such as improving investment performance and training, tax incentives – financing; simplify the procedures of the state for this sector.

2.3.2. The admission quality management.

With the survey results about the status of the management objective training shows the requirements of the objective training of the school to meet the training process such as the transparent announcement, to ensure truthfulness, immediate and long term.

2.3.3. The quality management training program

The program consistents with training objectives , quality and structure of the program is good or excellent over 50 % , other information such as curriculum, documents also positive. Particularly the feedback is not interested.

2.3.4. Management of faculty

To day, the management mechanism, using faculty University - College not to fulfill the potential of both team and individual, not stimulate the striving of expertise; screening is not easy and often those weaknesses.

2.4. The international experiences

2.4.1. The experience develops the information technology human resources of some countries.

2.4.2. The experience ensures the quality some countries.

The concluding of the second chapter

Chapter 2 also reflects the research results through synthesis of information and data on typical 02 colleges to see clearer, more specifically the current situation of quality management training in college in information technology sector in HCM city to build the solutions in Chapter 3.

With the survey results show that the status of training, quality training and management training college information technology sector. These new developments but compared to the demand for quality information technology manpower labor market domestic and internation is inadequate, limited. The management of quality training, quality assurance conditions such as admissions, programs , facilities , teachers ... . not to be invested and paid at attention. Especially most of the training institutions and colleges do not have the information technology sector quality management system in accordance with the training necessary to ensure by approachng TQM and gradually improve the quality of education, human needs information technology sector quality of the labor market in the country and abroad.

The information technology sector is a particular sector with the technology developing rapidly, requiring teachers always to study, update their knowledge in order to teach better and students learn better if attendance. This requires a lot of the practical room; teachers need more material and time for self-improvement knowledge and skills. The design of the training program must have depth and to avoid the spreading. On the

side of the school must change strongly about the quality of training (basic knowledge, skills, technology, foreign language and soft skills to work). It is important to coordinate with enterprises to train together, which will bring practical results.

On that basis, the basis of human resource training college can complete training mission the quality human resources, contributing to the process of industrialization and modernization of the country and to 2020, Vietnam will basically become an industrialized country.

Chapter 3
THE SYSTEM & THE SOLUTION IMPLEMENTED THE QUALITY MANAGEMENT OF TRAINING THE FORMATIONTECHNOLOGY SECTOR BY APPROACHING TQM

3.1. The oriented development and human resource training in the new period .

3.1.1. The development orientation for IT and the training IT manpower to 2020.

3.1.2. The forecast demand for human resource development of ITto 2020.

3.1.3. The development orientation of the College of Information Technology.

3.2. The principles of the construction the quality management system .

3.3. The quality management system of training in information technology.

3.4. The solutions implemented the quality management system by approaching TQM.

3.4.1. The policy formulation and the quality control mechanisms

Content

 - Building internal normative documents;

 - Building the quality evalution criteria.

3.4.2. The perfecting quality management organization training

Content

 - Establishment of the Council for Quality Assurance in Education;

 - Building the quality management plan and training;

 - Reviewing the team, assigning tasks to employees in the unit;

- Evalution and adjust the deployment plan.

3.4.3. The consolidation and ensure the conditions for operation

Content

- Additional equipment for implementing quality management;

- Building the plan for strengthening the implementation of the fascility for quality;

- Mechanism and policy and assessment.

3.4.4. The capacity management staff

Content

- Fostering knowledge of quality management for unit personnel;

- Raising awareness of cultural construction quality;

- Test, evaluate the results of implementing quality management training.

3.4.5. The building quality culture

Content

- Define *the core values of the school;*

- Creation of cultural conventions;

- Creation of the cultural school.

3.5. Getting expert opinions and testing

3.5.1 The purpose, content and testing process

The author has held consulting management staff and teachers of 04 colleges in Ho Chi Minh City by questionnaires .

Table 3.1 . The results of the survey on the quality control model by approachingTQM

1. Content consult evaluation model

Content evalution	Necessity		Not Nesessity.	
	N	%	N	%

The training quality management of the information technology sector in college in Ho Chi Minh City by approaching TQM.	115	100	0	0

2. The content consulting solutions evaluated for deployment model

Ordinal number	Content solution	Nesessity		Feasibility	
		N	%	N	%
A. The policy formulation and the quality control mechanisms (02 contents*)*					
1	*- Building internal normative documents;*	74	**64,3**	68	**59,1**
2	*- Building the quality evalution criteria*	83	**72,1**	72	**62,6**
B. The perfecting quality management organization training (04 contents)					
3	*- Establishment of the Council for Quality Assurance in Education;*	79	**67,0**	56	**48,7**
4	*- Building the quality management plan and training;*	59	**51,3**	67	**58,3**
5	*- Reviewing the team, assigning tasks to employees in the unit;*	61	**53,0**	54	**57,0**
6	*- Evalution and adjust the deployment plan.*	63	**54,8**	52	**45,2**
C. **The consolidation and ensure the conditions for operation** (03 contents)					
7	*- Additional equipment for implementing quality management;*	76	**66,0**	88	**76,5**
8	*- Building the plan for strengthening the implementation of the fascility for quality;*	74	**64,3**	89	**77,4**

9	- Mechanism and policy and assessment.	62	53,9	67	58,3
D. The capacity management staff (03 contents)					
10	- Fostering knowledge of quality management for unit personnel;	72	62,6	62	53,9
11	- Raising awareness of cultural construction quality;	59	51,3	56	48,7
12	- Test, evaluate the results of implementing quality management training..	71	61,7	65	56,5
E. . The building quality culture (03 contents)					
13	- Define the core values of the school;	91	79,1	71	61,4
14	- Creation of cultural conventions	85	73,9	63	54,8
15	Creation of the cultural school	73	63,4	72	62,6

3.5.2. Tested several solutions

3.5.2.1. Purpose

The author has tested 02 different solutions and is performed at the Department of Information Technology of the College of Engineering Economics Phulam.

3.5.2.2. Content Test

Content Test has conducted on 02 measures, including:

Solution: *The policy formulation and the quality control mechanisms.*

• *Building internal normative documents;*

• *Building the quality evalution criteria*

In step 02 of this solution. The author choose "*Building the quality evalution criteria*" and offer a Toolkit includes 05 standards with 16 criteria to be applied in the test solution "*The policy formulation and the quality control mechanisms*".

 - Solution "*The capacity management staff*" including 03 steps

• *Fostering knowledge of quality management for unit personnel;*

• *Raising awareness of cultural construction quality;*

• *Test, evaluate the results of implementing quality management training.*

Building test process

The test process consists of three basic steps: preparation, implementation and analysis.

- Solution *"The policy formulation and the quality control mechanisms"*. The authors has built effective evaluation Toolkit the information technology by approachingTQM.

Table 3.2. Synthesis evaluate the effectiveness of the Toolkit in the implementation of " *Building the quality evalution criteria* " IT training by approaching TQM.

O.N	CONTENT	MARK				
		G	P	A	W	p
Standard 1*:* The building targets, tasks and plans the training quality management the inforemation technology..						
	Criteria 1.1: The goal and plans of the management of quality information technologytraining should be clearly defined, particularly in the beginning of each school year.	95	36	6		
	Criteria 1.2: The building quality culture within the unit so that people empathize, share and jointly responsible for the general.	75	40	15		
Standard 2*:* The Organization deployed operations training quality management						
	Criteria 2.1: The holding seminars quality management training by approaching TQM.	45	24	45		
	Criteria 2.2: The deploying the implementation of the quality management plan and training of the unit.	90	36	9		

Criteria 2.3: The period have made summary, summarizing, evaluating quality management training.	125	20	6	
Standard 3: To direct the implementation of quality management training.				
Criteria 3.1: The school principal is responsible for directing the implementation of the role the management training.	95	44	0	
Criteria 3.2: The system policy rules on text mode, quality management.	130	16	0	
Criteria 3.3: Measures for quality management training must be feasible and synchronization.	80	23	9	
Standard 4: The effectiveness of the quality management training				
Criteria 4.1: The entrance - training process - output and employment after graduation..	40	24	9	26
Criteria 4.2: The purpose, objectives, curriculum content is updated, adjusted to suit the "outcomes" school issued.	65	24	12	14
Criteria 4.3:The review process learners.	40	48	12	12
Criteria 4.4: Strengthening infrastructure; teaching equipment.	35	24	33	24
Criteria 4.5: The teaching staff is advanced level, knowledge, real experience..	25	24	51	0
Standard 5: Assessing the sustainability of training quality management by approachingTQM.				
Criteria 5.1: The activities of the quality management process training and implementation measures.	45	44	18	8

Criteria 5.2: The effective for the school.	**75**	**20** | **12** | **12**
Criteria 5.3: The effective for the student	**60**	**20** | **18** | **14**

- Solution: *The capacity management staff*

The test pattern was taken before and after the test to compare the level of effective reach of the solution:

Table 3.3. Comparing results before and after the test

STT	CONTENT	Before survey results			After survey results		
		N	**Not N**	**Not O**	**N**	**Not N**	**Not. Y.**
		%	%	%	%	%	%
I. The fostering knowledge of quality management for unit officert							
	You know what:						
1	- *On the level of quality management..*	16,7	43,3	40,0	*83,3*	*6,6*	*10,1*
2	- *On the quality management model according to the TQM and ISO.*	22,0	36,7	41,3	*72,0*	*18.0*	*0,0*
3	- *Regarding quality researchers as Feigenbaum, Shewhart, Deming.*	36,7	33,3	30,0	*63,3*	*16.7*	*18,0*
4	**-** *On the important role of the Deming circle, of continuous improvement, quality culture in unit.*	26,7	30,0	41,3	*86,7*	*13,30*	*0,0*
5	- *About assess quality AUN - QA, the most important is the role of program-level assessment of the current period*	40,0	60,0	0,0	*96,7*	*3,3*	*0,0*

	of higher education in our country today.						
6	*- On the normative (attached) in the process of training quality management disciplines. How are you comments?*	30,0	23,3	46,7	*83,3*	*16,7*	
7	*- Regarding always reference, study the documents to apply during the management training (What are you doing?)*	23,3	70,0	6,7	*56,7*	*26,6*	*16,7*
II. The raising awareness of the cultural quality							
	You aware about how the culture of quality and it has an important role in the management of the unit's training?						
8	*- There is an important role in the implementation of quality management by approaching TQM.*	19	63,3	6	*63,3*	*20,0*	*16,7*
9	*- Create an atmosphere of openness, intimacy and all members of the same unit of work, responsibilities and help each other finish work best achieve.*	24	72,0	2	*72,0*	*14,7*	*13,3*
III. The examination and evaluation of the results management deployment training.							
	How do you aware the issues outlined here?						
10	*- Good awareness training quality management by approaching TQM.*	20,0	26,7	53,3	*70,0*	*20,0*	*10,0*
11	*- Mastering the process of quality management by approaching TQM.*	20,0	13,3	66,7	*63,3*	*23,3*	*13,4*
12	*- Assess the degree of progress of students through the process of*	0,0	40,0	60,0	*60,0*	*23,3*	*16,7*

	quality management by approaching TQM.						
13	*- Results grasp training credit system*	30,0	36,7	33,3	**86,7**	**13.3**	**0,0**
14	*- Understanding clearly the quality of the teacher who are teaching*	16,7	53,3	30,0	**93,3**	**6,7**	**0,0**
15	*- There are plans to complete the facilities for training*	36,7	26,6	36,7	**96,7**	**0,0**	**4,3**
16	*- Organizations consulted faculty and students (at the end of courses)*	46,7	33,3	20,0	**83,3**	**13,3**	**4,3**
17	*- There are plans to improve the quality.*	23,3	43,4	33,3	**70,0**	**16,7**	**13,3**

The concluding of the third chapter

Based on the results of the theoretical study of Chapter 1, Chapter 2 situation, chapter 3 mentions the following basic content:

- Firstly the thesis analyzed the basic orientation and forecasts demand for information technology manpower development in the process of industrialization and modernization of the country international integration in HCM City in particular and the country in general

-Secodly the proposing fundamental principles must be implemented in the process of implementing quality management training according to TQM includes 06 principles:

- Thirdly the construction quality management system by approaching TQM training and based on the deployment model and quality policies.

- Fourthly the offering solutions deployed including 05 solutions.

Chapter 3 proposed solutions deployed quality management system of specialized training at the college information technology by approaching TQM.

CONCLUSION AND RECOMMENDATIONS

The conclusion

From the results of research on the basis of scientific quality management practices and training by approaching TQM, the thesis studied the construction of models of quality management training sector in colleges in Ho Chi Minh City to ensure and enhance the quality of human resources training to meet the practical needs of the society and the country.

The research results of the thesis can be summarized in the following:

1. The basis of the reason

-. *Firstly* the overview of research issues, history of the formation and development of the work to ensure quality in the world. Thesis has clarified the views, the management method of the author inside and outside the country.

-. *Secondly* the analysis and the system concepts of the quality, quality management. Mention the quality management models. The focus goes into the superiority of quality management model according TQM. This is important and content is the basis for studying and proposing solutions to deploy the model by approaching TQM.

-*Thirdly* thesis has presented reasons for applying the perspective building model according to TQM, and the author has proposed the model of quality management system by approaching TQM.

2. The basis of practice

- *Firstly* Thesis analyzing and assessing the situation of the management of quality information technology training in college with 02 specific case: a public college and a private college to clear gaps in training and managing quality manpower training (training program, the staff l facilities and students);

- *Secondly* the building questionnaire and survey implemented in 05 schools with management staff, faculty and students. They are aggregated and analyzed for 02 fields:

the status of the quality of training and the status of quality management training information technology human resources. With these results has helped for the author to propose solutions (05 measures) to build and implement a quality management system training college by approaching departments according to the TQM;

 Thirdly the understanding and analyzing the experience of developing information technology T human resources of some countries .

3. The deployment solutions

 - With 6 basic principles to build 5 solutions the deployment quality management system training information technolochy in colleges. Proposing the quality management model system according to school level by approaching TQM;

 - To propose 5 deployment solutions for quality management system;

- To do some surveys about the quality management model;

- To test 2 solutions and building tools;

 - The proposed solution has given whole quality management process by approachingTQM such as continuous improvement, quality assurance from "*input-process-output*" to meet the needs of the high-quality human resources for the country;

 - The result of testing of the solutions has evaluted its effsience to confirm the scientific hypotheses of the thesis which is correct absolutely;

 - The researching content of the thesis will contribute the theory about quality management in the information technology at colleges by approaching TQM is the model of the advanced quality management. .

Recommendations

a. The College has had information technologe sector.

 - The organization for faculty, administrators and students perceive the role, importance, rules of the TQM approach to quality management, training of the it sector;

 - The members of the unit participate in quality management training, make continuous improvement to adjust and take responsibility for the quality of work of the individual has been assigned;

- The approach TQM to quality management and the solution deployment model in the shortest time. Construction of quality management system, operational mechanism and the conditions of the training quality management consistent with the TQM. At the same time, there is the quality policy, quality plans and standard criteria of quality assessment and planning infrastructure investments meet for training;

- Create good relationships with students are learning, students have graduated and units use graduate students, often held by opinion questionnaire, feedback mailbox, Conference summary, summarizing, or client reviews about the quality of training of the Faculty and of the school.

b. The Ministry of Education

- Having the texts legal direction, planning infrastructure investment, financing for schools, creating favorable conditions for the application of the approach TQM to quality management training;

- Planning to inspect the implementation of "*Ba cong khai*" and "*Chuan dau ra*" that the school was announced in order to promptly give the solutions helping schools to improve the quality of training for the purpose of creating high quality manpower for the country.