

INTRODUCTION

1. Reasons for choice of the research thesis

The country present situation with its increasing global integration has given immense advantages and opportunities along with severe difficulties and challenges in realizing the objectives of the economico-social development. Under this situation, the Vietnamese human resources is the foundation and the greatest advantage for economical enhancement, social development and global integration. “Fast develop the human resources, especially the high-quality ones, concentrate on fundamental & comprehensive renewals of the national education; associate strongly the human resouces development with the scientific & technological development and application” is one of the three breakthroughs of the Economico-Social Development Strategy for the 2011-2020 period. Resolution No. 29/NQ-TW of Nov. 22, 2013 on the fundamental & comprehensive renewal of the education & training has oriented: “... Transform the education & training development from pro-quantity to pro-quality & efficacy, along with meeting the quantity demand ...”.

The vocational college education has newly developed, however it still reveals some limitations & weakness on the training quality, due to many reasons, of which the main one is the defective training quality manangement. In Ho Chi Mimh City, the human resources graduated from vocational colleges have not yet met the demand of the labor market and social requirements, and the appropriate & efficient quality management and quality guaranteeing systems have not yet been acquired.

In view of the demand for fundamental & comprehensive renewals of the education & training, the vocational colleges have to renew in the following orientation: associating with the social demand, transforming from the pro-quantity to the pro-quality efficient training. The thesis has specified the urgent problems to be solved:

- + What is the scientific basis for the foundation and development of the quality management of vocational vocational colleges?
- + Which model and solutions are to be applied to the quality management of vocational colleges in Ho Chi Minh City? Why?

These are the problems requiring serious scientific researches. Therefore the post-graduate has chosen the research thesis: “**Training quality management at vocational colleges in Ho Chi Minh City**”.

2. Research target

On the basis of rational study and factual evaluation, feasible solutions for the training quality management at vocational colleges in Ho Chi Minh City are proposed.

3. Research object and objective

3.1 Research object: Training process at vocational vocational colleges.

3.2 Research objective: Training quality management at vocational colleges in Ho Chi Minh City.

4. Scientific hypothesis

If the research can propose a model of training quality management at vocational colleges through the approach of total quality management (TQM) and feasible solutions for the management of training quality, of reforming activities and the formation of qualified cultural environment at school, the training quality management efficiency will be improved. Thanks to that, the training quality at vocational colleges will be enhanced, which in turn will meet better the human resources demand of Ho Chi Minh City.

5. Research duty

- Studying the rational basis of training quality management at vocational colleges.
- Evaluating the training quality and the training quality management reality at vocational colleges in Ho Chi Minh City.
- Proposing a model of training quality management at vocational colleges in Ho Chi Minh city and some solutions for training quality management through the approach of TQM.

6. Research scope

6.1 Content extent

Training quality management at vocational colleges in Ho Chi Minh City through the approach of TQM:

- + Reality of the training quality and training management quality at vocational colleges in Ho Chi Minh City; the survey will be focused at Nam Sai Gon Technical & Vocational College;
- + Proposal of a model for the training quality management at school level through TQM approach, and the solutions for developing the training quality management at vocational colleges in Ho Chi Minh City;
- + Experiment at the Nam Sai Gon Technical & Vocational College.

6.2 Investigation & survey extent

- Survey will be made on selected samples at some vocational colleges in Ho Chi Minh City
- Analysis of the experience in the region and worldwide to select an appropriate model and solution for the training quality management at vocational colleges in Ho Chi Minh City.

6.3 Time extent

Evaluation study of the training reality and the training quality management reality on the school level at vocational colleges during 2007-2012 period.

7. Methodology and research methods

7.1 Methodology and approach view

Including methods for systematic approach and market approach.

7.2 Research methods

Including methods for rational research, synthesis, data analysis, statistics, practical experience review, specialist, typical research, experiment.

8. Argument points

- Training quality management is a decisive factor for the training quality at various educational & training establishments including vocational colleges.

- Building a model for training quality management at vocational colleges in the TQM approach will contribute in the training quality enhancement, and incite the fundamental & comprehensive renewal of vocational colleges in our country and Ho Chi Minh City.

- The training quality management in vocational colleges of Ho Chi Minh City through TQM approach will get compound interests:

+ Guaranteeing a training without substandard products: human resources from vocational colleges will meet the demand of the employer and professional promotion.

+ Forming a foundation to develop the quality control and advancing to be recognized internationally for training quality equivalence for vocational colleges in Viet Nam, one of the important conditions for our education integration globally.

9. New contributions of the thesis

- Modeling and enriching the arguments for training quality management at vocational college level.

- Evaluating the reality of training quality at vocational college level and the training quality management of vocational colleges in Ho Chi Minh City.

- Proposing a model and solutions for quality management in TQM approach to enhance the vocational college training quality and to be able to transfer the application to various vocational colleges in Ho Chi Minh City.

10. Thesis Structure

Chapter 1: Argument basis for the training quality management at vocational colleges.

Chapter 2: Reality of the training quality management at vocational colleges in Ho Chi Minh city.

Chapter 3: Proposal for a model and some solutions for training quality management at vocational colleges in Ho Chi Minh city.

CHAPTER I – ARGUMENT BASIS FOR THE TRAINING QUALITY MANAGEMENT AT VOCATIONAL COLLEGES

1.1. General Research View

1.1.1. Overseas researches

+ Introduction of development origin and two quality management tendencies; development history of quality management alternatives where the emphasis is placed

upon the significance and importance of total quality management (TQM) and the authors having contributed to this model.

+ Work on quality researches & training quality management, introduction of global authors & organizations, different concepts of quality and training quality management models

1.1.2. Domestic researches

Introduction of educational quality management models, various opinions on quality & quality management globally, along with specifying the importance of quality management, analyzing, systematizing and profoundly exploring related matters including the approaches, model realization steps, operational mechanism; proposing standard indices in training, evaluation methods ...

However, presently there is not yet any research defining a suitable training quality management for vocational colleges in the market mechanism with socialist orientation during the period of industrialization, modernization and global integration.

1.2. Some basic concepts

The thesis presents some concepts of:

- Quality, training, and training quality;
- Management, quality management, and training quality management;
- TQM quality management (see Chart 1.2)

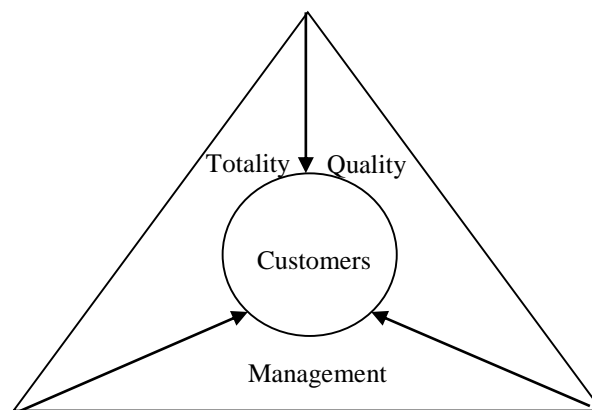
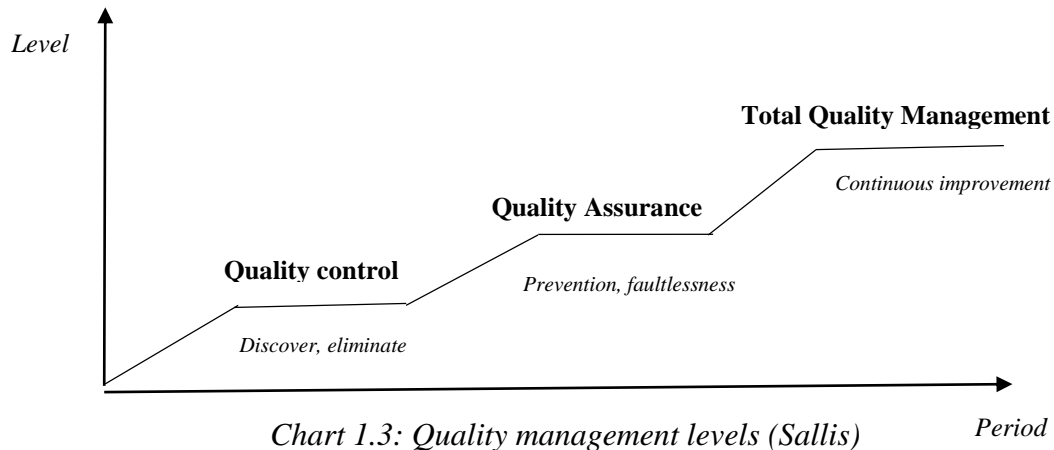


Chart 1.2: TQM Model (as per Business Edge)

1.3. Argument Basis on Total Quality Management

1.3.1 Quality Management levels

The management development process is transformed from the centralized administrative model to the decentralized form, the quality management is developed through 3 levels (see Chart 1.3).



The relationship among the three levels is very flexible, dynamic, interactive and selective to be applied in quality management at vocational colleges depending upon actual conditions.

1.3.2. TQM importance

TQM application not only enhances the product & service quality but also improves the activity efficiency and saves expenditure for the total system thanks to the principle “perform right initially”.

1.3.3. TQM philosophy

Quality management as per TQM model is founded upon the following philosophy:

- (1) The management model acts overall on the whole process;
- (2) Quality responsibility belongs to the organizational highest leader
- (3) Product quality depends on human quality;
- (4) Quality must be the main concern of everyone;
- (5) Directing towards prevention, avoiding repeating mistakes during the production-service process;
- (6) Strictly performing the principle of being right initially.

TQM philosophy orients the setting up of objectives, content & methods, and leads to 5 fundamental elements:

- (1) Information or feedback, communication;
- (2) Organizational culture;
- (3) Management participation of everyone and self-management
- (4) Customer-oriented (quality to the customers’ satisfaction);

Continuous improvement (see Chart 1.4)

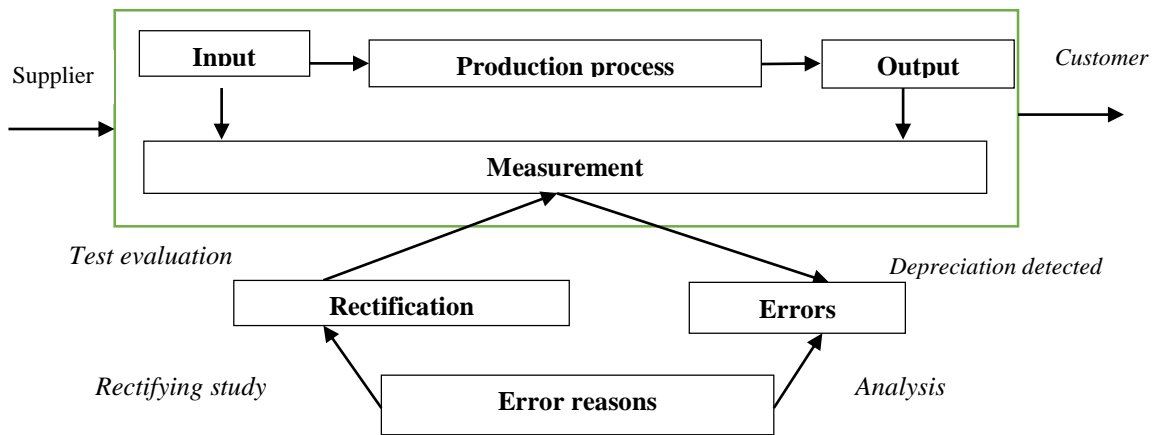


Chart 1.4: Quality management model as per TQM philosophy

1.3.4. TQM Principles

TQM principles include:

- (1) Customer focus
- (2) Process orientation
- (3) Continuous study and improvement
- (4) Authorization and group work;
- (5) Management via events;
- (6) Strategic leadership & planning

1.3.5. TQM basic characteristics

TQM basic characteristics include:

- (1) Quality supremacy
- (2) Customer orientation
- (3) Human being is a crucial element in management
- (4) Communication and process control is guaranteed through TQM tools and operations.

1.3.6. TQM basic functions

TQM basic functions include:

- (1) Customer orientation
- (2) Planning
- (3) Process management
- (4) Continuous process improvement
- (5) Member coordination (via qualified group work)

1.3.7. TQM content

TQM content includes:

- (1) Realization
- (2) Commitment
- (3) Organization
- (4) Management
- (5) Planning

- (6) Designing
- (7) TQM Modelling
- (8) Statistic control
- (9) Qualified group organization
- (10) Group cooperation
- (11) Training and workshop
- (12) Realization planning

1.3.8. Quality management model of the service organization as per TQM approach

The quality management model of the production-service organization as per TQM approach covers the whole service process (input, processing, and output).

The quality responsibility must belong to the highest leader of the organization, expressed through the strategy, commitments and quality policy. The model is oriented towards three objectives: satisfying the social demand (for the existence and sustainable development of the organization), profit (increasing income and investment through the initial correct performance, prevention of economic losses) and human being (members).

The understanding and attachment of the members to the commitments to quality objectives is formed and realized through quality groups, which is the foundation for a quality culture environment.

The prevention and avoidance of error repetition during the production-service process is enabled thanks to the utilization of TQM tools and management procedures, where Deming cycle (P-D-C-A) is the main one that helps to check & detect the errors & oversights for a continuous improvement of the operational process and systematic process (see Chart 1.6).

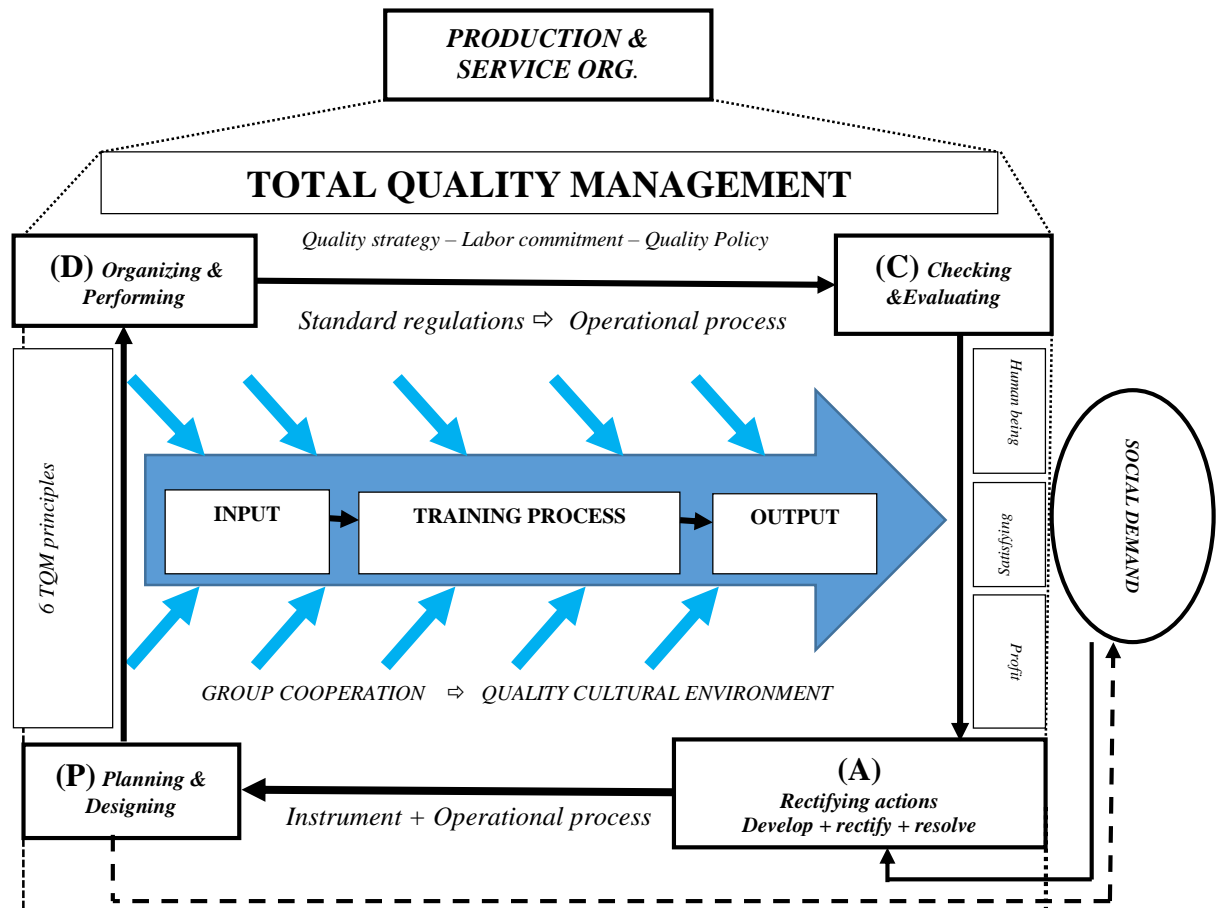


Chart 1.6: Quality management model of the production-service organization as per TQM approach

1.3.9 TQM instruments and operational process

Seven tools for the quality control include: (1) Checklist; (2) Column chart; (3) Pareto chart; (4) Graphs; (5) Control chart; (6) Causal chart; (7) Diffusion chart.

Seven tools for the management and planning of creative process & project management include: (1) Analogical chart; (2) Relation chart; (3) Bar chart; (4) Matrix chart; (5) Arrow chart; (6) Process programming chart; (7) Matrix data analysis chart.

Operational process includes: (1) Development methods for quality functions; (2) 6 sigma method; (3) 5S regulation; (4) Quality group; (5) Kaizen method; (6) Continuous reforming process (P-D-C-A); (7) Quality culture.

1.3.10. Requirements and measures for TQM realization

The development of TQM model has to meet the basic requirements via specific measures and programs as follows (see Table 1.2).

Table 1.2 Basic requirements and measures for TQM realization

<i>TQM basic requirements</i>	<i>Measures and programs for TQM realization</i>
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<p><i>1. Organizational customer insight:</i></p> <ul style="list-style-type: none"> - Who are they? - Current demand? - Future demand? - Ability to meet organizational changing demands 	<ul style="list-style-type: none"> + Customer survey + Functional analysis + Quality expenditure analysis + Quality functional development
<p><i>2. Competitor insight</i></p>	<ul style="list-style-type: none"> + Customer survey + Competitor analysis + General evaluation
<p><i>3. Identify and specify non-quality expenses</i></p>	<ul style="list-style-type: none"> + Quality expenditure analysis + Efficiency analysis of every organizational section
<p><i>4. Self-estimate of crucial customer parameters</i></p>	<ul style="list-style-type: none"> + Customer survey + Competitor analysis + General evaluation
<p><i>5. Understanding employees taking part in the organizational common objectives</i></p>	<ul style="list-style-type: none"> + Functional analysis + Education & Training + Efficiency information
<p><i>6. Leader's determination to continuously improve the quality in the whole organization</i></p>	<ul style="list-style-type: none"> + Quality expenditure analysis + Role & functional analysis + Education & training + Information
<p><i>7. Job identification of every section to meet the demand of internal & external customers</i></p>	<ul style="list-style-type: none"> + Functional analysis + Organizational common objective + Sectional individual objectives
<p><i>8. Assisting the employees to get the determination through the interaction with the continuous quality improvement program</i></p>	<ul style="list-style-type: none"> + Information + Education & Training + Solving quality group + Error elimination + Statistic control + Quality consciousness
<p><i>9. Gradual replacement of checking & rectifying measures with prevention measures</i></p>	<ul style="list-style-type: none"> + Quality expenditure analysis + Functional analysis + Rectifying systems + Quality Management systems
<p><i>10. Non-acceptance of unqualified products- services for internal and external customers</i></p>	<ul style="list-style-type: none"> + Quality expenditure analysis + Functional analysis + Education & Training + Information

<i>11. Careful planning before realizing the solutions</i>	+ Quality improvement group
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1.3.11. Organizational role for TQM model realization

The success of TQM model realization is determined by two factors: leadership role and group work.

1.4. Training quality management in various trades establishments of vocational colleges as per TQM approach

1.4.1 Vocational colleges under a socio-service view

Vocational colleges is a form of training in the trades education system. From the analysis of the activity nature of vocational colleges as a service in the market mechanism, the application as well as the demands & forecasts of certain elements affecting the quality management in TQM approach for vocational colleges education can be seen (see Chart 1.13).

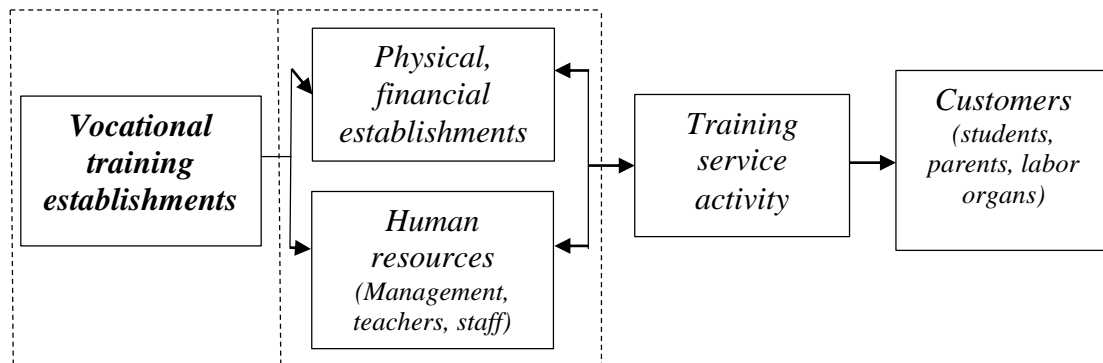


Chart 1.13: Model of the service system of vocational training establishments

1.4.2. Quality training management at vocational colleges in TQM approach

The appropriateness and feasibility of the training quality management model for vocational colleges via TQM approach are expressed through the application of the TQM philosophy and principle in such colleges. For example: customer focus, process orientation, continuous reform and study, decentralization and group work, event management, strategic leadership and planning.

1.4.3. Some influential factors for TQM training quality management of vocational colleges

1.4.3.1 Internal influential factors include: management ability and leadership, conscious background – working style habit, conditions to serve the training quality guaranteeing model.

1.4.3.2 External influential factors include: state policy for training quality management at vocational vocational colleges, mechanism of training quality management at vocational vocational colleges.

1.4. Some international experience of TQM quality training management

Introducing some training quality management models of the processing approach: European traditional model – Input management & training process, British traditional

mode – Output management, EFQM model, and SEAMEO model – evaluation of factors influencing vocational colleges. Recommendations of experience lessons to be applied to vocational colleges in Viet Nam are also made.

Selecting a suitable model and its application in vocational colleges in Ho Chi Minh City.

The training process is only sustainable when it provides the quality and efficiency satisfying the social demands. With the view “The training quality of vocational colleges coincides with the objective of satisfying the social demands“, TQM model application in the training quality management at vocational colleges is one of the feasible solutions to be studied.

TQM training quality management at vocational colleges enables us to orient and propose the strategic objectives of vocational colleges suitable with the country new period of development.

CONCLUSION OF CHAPTER I

In Chapter I, the thesis has mentioned the following content: General view of the study of training quality management, Systematization of basic concepts and related concepts, Argument basis of quality management and TQM, Content of quality management for vocational colleges as per TQM approach, Model & content of TQM training quality management at vocational colleges, Study of quality management experience in some regional & global countries, with the recommendation of lessons to be applied in the quality management at vocational colleges in Viet Nam.

The approach and application of TQM training quality management requires detecting the concordant points between TQM modeling and the training quality management conducted at vocational colleges. At the same time, an efficient application of TQM training quality management can only be feasible when there is an agreement between the development policy and the current management mechanism of vocational colleges, and when conditions are provided for its development.

The application of TQM in training quality management can open the prospect of helping vocational colleges to exist and develop its quality trademark, to reach the final objective of providing graduates qualifying the labor organization and social demands. It is a practical action to develop the policy of renewing basically and comprehensively the education & training to meet the demand of industrialization & modernization under the condition of a market economy with socialist orientation and global integration.

CHAPTER 2 – THE REALITY OF TRAINING QUALITY MANAGEMENT IN VOCATIONAL COLLEGES IN HO CHI MINH CITY

2.1. Human resources market in Ho Chi Minh City

The thesis identifies the reality of labor utilization and demand, where there is a fluctuation of human resources of vocational highschool level in Ho Chi Minh city. For example, the demand of education levels is as follows: above university 5.75%, university 16.27%, college 14.62%, highschool 18.08%, skilled technicians 9.15%, simple technicians 9.01%, untrained workers 27.12%.

The labor market in Ho Chi Minh City can be assessed as follows:

+ The labor quality in terms of skills, especially highly skillful labor, has not yet met the utilization demand;

+ Labor wages are not yet in accordance with the labor value and the average living standard. The consequent situation is that of both labor surplus and scarcity in the enterprises.

+ Labor forces in non-official economic zone, individual labor, and self-made labor take more than 40% of the human resources.

+ There is a section of unemployment and unstable employment.

+ The labor transfer often takes a high proportion of 25% to 30% of the total human resources, consequently, the labor supply fluctuates continuously.

2.2. Overview of vocational colleges in Ho Chi Minh City

2.2.1. Vocational highschool network

By the year 2012, there are in Ho Chi Minh City 71 vocational colleges and establishments, where 51 belong to the central government (not including vocational colleges of the Ministry of National Defence and Ministry of Public Security), 43 to Ho Chi Minh City including 2 universities, 8 colleges and 33 vocational colleges (2 public and 31 non-public).

Characteristics of the vocational highschool network in Ho Chi Minh City: the distribution of vocational highschool establishments is relatively reasonable in terms of specialization yet uneven with a great number of universities and colleges participating in vocational highschool training (54.25%).

2.2.2. Training scope and specialty

2.2.2.1. Training scope and enrolment of vocational colleges (See Table 2.2)

Table 2.2: Vocational education scope during 2000-2012

<i>Schoolyear</i>	<i>Regular training</i>		<i>In-service training</i>	<i>Short-term training</i>	<i>Total</i>
	<i>Total</i>	<i>V.college</i>			
2000 - 2001	11 118	7 494	2 391	10 560	24 069
2004 - 2005	26 375	23 529	1 990	14 316	42 681
2008 - 2009	50 644	49 625	7 364	8 899	66 907

2009 - 2010	54 060	53 151	5 212	11 886	71 158
2010 - 2011	77 196	63 576	4 140	11 704	156 616
2011 - 2012	103 009	63 836	2 469	10 702	180 016

(Source: Department of Education & Training in Ho Chi Minh City)

2.2.2.2 Specialty training

Statistics for specialty training in vocational colleges and its distribution in various economic fields shows as follows: agriculture-forestry-fishery 2.53%, industry-construction 39.4% and service 58.07% (see Chart 2.2).

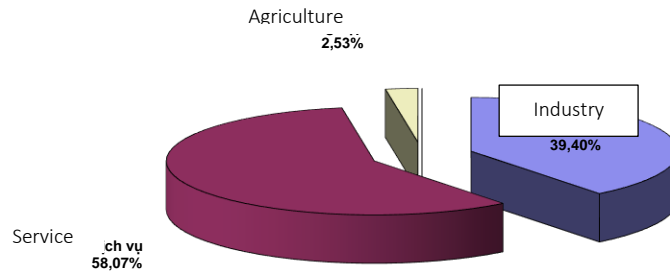


Chart 2.2: Structure of specialty training in HCM City

(Source: Center of Labor Forecasting & Study and Center of Labor Market of HCM City)

The data show an uneven attraction of specialty training where some find hard in getting enrolment (land geodesy, mapping geodesy ...), some get so much enrolment that many colleges have enrolled beyond the allowed training quota (general nursing, middle pharmacy). Such a situation creates a structural imbalance in the specialty training, colleges, and even in the training scope of each establishment. The service sector in Ho Chi Minh City has a higher demand than the average proportion of the whole country.

2.3 Reality of the training quality in vocational colleges of HCM City

2.3.1 Input quality

The thesis specifies and evaluates the reality of the input quality including teaching staff, students, objectives, content and training program associated with other organizations & enterprises, facilities and equipment in vocational colleges in HCM City.

2.3.2 Training quality

The thesis specifies the reality of the training quality of vocational colleges in HCM City including teaching planning, methodology & student learning process, training process & learning evaluation. Analyzing and evaluating strength, weakness & reasons.

2.3.3 Output quality

Evaluating the training results and vocational highschool efforts in providing the opportunity for graduates to get jobs in the present difficult situation of meeting the human resources demand of HCM City.

Table 2.10: Classification of student learning results

<i>Schoolyear</i>	<i>Student total</i>	<i>Classification</i>				
		<i>Excellent</i>	<i>Very good</i>	<i>Good, Fair</i>	<i>Average</i>	<i>Poor</i>
2005-2006	28 182	265 0,94%	1 926 6,83%	7 533 26,73%	14 786 52,47%	3 672 13,03%
2006- 2007	25 200	219 0,87%	1 814 7,20%	6 738 26,73%	13 301 52,79%	3 128 12,41%
2007-2008	34 048	105 0,31%	1 696 4,98%	14 065 41,31%	11 651 34,22%	6 531 19,18%
2008-2009	47 483	532 1,12%	2 986 6,29%	25 893 54,53%	12 157 25,60%	5 915 12,46%
2009-2010	44 918	140 0,31%	2 620 5,83%	27 273 60,72%	10 111 22,51%	4 774 10,63%
2010-2011	55 379	206 0,37%	4 480 8,09%	34 574 62,43%	11 584 20,92%	4 535 8,18%
2011-2012	58 662	337 0,57%	3 791 6,46%	36 571 62,34%	13 717 23,38%	4 246 7,24%

(Source: Department of Education & Training of HCM City)

2.4 Reality of the training quality management in vocational colleges in HCM City

2.4.1 Survey of the training quality management

2.4.1.1 Survey objectives: focusing on 3 issues: Personnel management, Training process management, Reality of constructing a model for the training quality management at school level.

2.4.1.2 Survey content

- Personnel management: focusing on the following objects: teachers, management staff and students.

- Training process management: Management of objectives, content, training program, teaching methodology, training environment, activities of teachers & management staff, student activities.

- Constructing a model for the TQM training quality management at school level: quality management of the training process, quality management of the improvement activities, constructing a quality cultural environment.

2.4.1.3 Survey means: questionnaire and seminars.

2.4.2 Survey result

2.4.2.1 Personnel management

a. Teachers and management staff: for professional enrichment: 22.1% trained abroad & 87.7% domestically. Content evaluation: 72.1% consents to the extreme usefulness of professional enrichment workshops, 18% to the little usefulness, the rest has no idea. Already arranged and utilized teachers & management staff of university background to

the management board. A part of the management staff in departments, sections, groups have been upgraded to meet the required demand as per the regulations.

b. Students: Quality management of students through input-process-output is a complicated endeavour as it is related to many fields beyond the scope and ability of vocational colleges. The training efficiency (right in the first year of some important reliable colleges) shows a concerning reduction of student enrolment. Especially for the input of junior highschool graduates, the rate of school abandonment is about 30-40%. On the contrary, the efficiency rate for senior highschool graduates or ungraduates is 80-90%. In order to safeguard the efficiency, vocational colleges tend to enrol senior highschool graduates, a fact that negatively affects the distribution policy.

Some colleges have made efforts to maintain the student enrolment through several activities such as improvements of learning environment, organizing such events as vocational guidance, day for trades and jobs for the youth, clubs, groups of interest to attract the students, renewals of syllabus & teaching methodology ...

2.4.2.2 Management of training process

a. Training objectives, contents & programs: Vocational colleges are all concerned with renewing the training activities through the management of objectives, contents & programs. For example, founding and publishing the output standard according to the specialty objectives, compiling, rectifying & complementing the program (through the association with enterprises), establishing the Professional Inspection Section to check if the teaching is performed according to the objectives, contents & programs.

b. Teaching methodology: Generally, the combination of traditional teaching methods with new methodology (brainstorming, thinking-pairing-sharing, case study, group activities, role playing ...) has helped increasing the number of students of average fair level & above, reducing the number of poor students.

c. Training facility investment: the majority of teachers & management staff of public colleges assumes that the facility investment has not yet met the training requirements, which only takes about 20%-30% of the total annual expenditure. Non-public colleges nearly do not utilize the income to improve the facilities.

d. Teachers activities: Generally the teaching quality has not met the requirements. Scientific research has not yet been properly concerned.

e. Student learning & training activities: the quality management of the student learning & training activities belongs mainly to the management skill of Department Heads & Specialty Chiefs in the process of governing the teachers' activities, as well as the relationship between school leaders and the labor utilizing organizations (enabling the students to practise at the manufacturing-business establishments).

g. Management staff activities: The Department of Education & Training has organized domestic workshops for professional enhancement as well as provided conditions for the

school management staff to contact and learn from foreign educational experiences (Singapore, South Korea, China ...)

2.4.2.3 Building a quality management model at the school level:

Building a quality management model at the school level is a self-initiative as the Department of Education & Training has not had a policy guiding the colleges for a proper model. However, some colleges have been handling a project of standardizing the training according to ISO. The founding and application of TQM training quality management model has newly been piloted at Nam Sai Gon Technical & Professional College.

2.5 Reality of the TQM training quality management at Nam Sai Gon Technical & Professional College

In the TQM approach, Nam Sai Gon Technical & Professional College has developed the following activities:

2.5.1. Customer focus: an evaluation is made according to the customer types: internal customers including teachers, staff, employees; external customers including students, parents, labor utilizing organizations, state governing organs & local unions.

2.5.2. Process orientation: management along the process (Input-Process-Output) with 77 detailed operational procedures.

2.5.3. Continuous improvement & learning: the school applies the Deming cycle, sector information collection, & improvement proposals.

2.5.4. Decentralization and group work: the school decentralizes the power vertically, horizontally, and is concerned with the cooperation of various sectors after the decentralization.

2.5.5. Factual management: The top & sector leaders manage uniformly through the informatic technological instruments.

2.5.6. Strategic leadership and planning: The school determines to initially build the school trademark as the top vocational colleges in Ho Chi Minh City in terms of training quality.

2.6. Evaluating the factors affecting the training quality management

Evaluating the internal affecting factors (management & leadership skill, conscious level, conditions to effect the quality management) and the external affecting factors (State policy of training quality management at vocational colleges, social orientation policy of trade education, encouragement of building a relationship between the school and enterprises, physical & spiritual investment for the management staff and teachers, uniform standardization of the output quality of various trainings ...). Generally, these factors have not yet provided conditions for vocational colleges to enhance the quality & quality management as per TQM.

2.7. General evaluation

2.7.1. Strength

The increasing competitive pressure of the market mechanism has positively affected the thinking renovation of the school management staff: focus investment resources on the training quality (law of value) such as renewing objectives, contents, programs, teaching methodology & technology, intensifying conditions for teaching & learning, being sensitive to catch & satisfy the social labor demand (law of supply & demand), creating advantages to attract students (law of competition). Through the training quality management measures, the training quality and efficiency have been positively transformed.

2.7.2. Limitations

The training quality management has not had a concrete, uniform & efficient model, which in turn reflects the unchanging of the training management style, the unconcern to improvements & quality management for the sake of quality improvements, the non-existence of a quality culture environment of the school. Therefore, the training quality of vocational colleges in HCM City has not yet met the labor market.

2.7.3. Causes

Lacking a quality policy and the commitment of the school leaders, lacking training & skill enhancement for management staff, teachers, employees in the quality orientation. The quality control is still superficial and imperfectly modeled. TQM training quality management requires the consistency and resources mobilization where human resources play a vital role.

CONCLUSION OF CHAPTER 2

For conclusion, Chapter 2 has introduced the main characteristics of the human resources market of HCM City, the supply ability of vocational colleges; it has evaluated the reality of the quality and training quality management of vocational colleges in HCM City, specifically that of Nam Sai Gon Technical & Professional College in the TQM approach.

Generally, the vocational colleges has considerably supplied middle labor forces to various economic-social sectors; however, the training quality management of the colleges has not been paid with sufficient attention, with no specific quality management model being defined, especially in the condition of the increasingly intensive global integration of all sectors including the education. The fact that Nam Sai Gon Technical & Professional College has piloted the development of TQM training quality management model on the basis of the application of scientific researches on quality management is a positive renovation, especially in the situation where the vocational colleges of HCM City and of the whole country have not yet met the demand for qualified human resources on the labor market.

CHAPTER 3 – SOLUTIONS FOR THE TRAINING QUALITY MANAGEMENT AT VOCATIONAL COLLEGES IN HO CHI MINH CITY

3.1. Orientation of the vocational highschool development in HCM City

3.1.1. Objectives and scope of vocational education development

Resolution No. 29/NQ-TW has directed ... “forming the vocational education system of various procedures and standards for trade skill training in the applied & practical direction ...“ The education development strategy for 2011-2020 has specified the common objective of trade education (including vocational colleges): to enhance the training quality, satisfy the human resources demand for eco-social development. The general planning of eco-social development for the Eastern region of South Viet Nam to the year of 2020 has defined: the Eastern region of South Viet Nam (including HCM City) plays the role of a human resources educational & training center, especially for highly qualified human resources.

According to the planning of Viet Nam human resources development for 2011-2020, the college development scale to the year 2020 takes up to 27% of the total trained human resources. That reflects the labor market demand for training human resources of vocational college level, & at the same time requires vocational colleges to develop strongly quantitatively and highly qualitatively.

3.1.2. Orientation for guaranteeing the educational & training quality

Resolution 29/NQ-TW has pointed out “To transfer the educational & training development from the quantitative interest to the qualitative & efficient emphasis, at the same time satisfying the quantity demand“. It has also specified the duty of “Perfecting the educational quality control system. Periodically inspecting the quality of educational & training establishments and educational programs, publicizing the inspection results“ [18]

3.1.3. Proposing a model for training quality management at vocational colleges in the TQM approach

On the basis of the arguments and the reality evaluation, a model for training quality management at vocational colleges in HCM City in the TQM approach is proposed (see Chart 3.1).

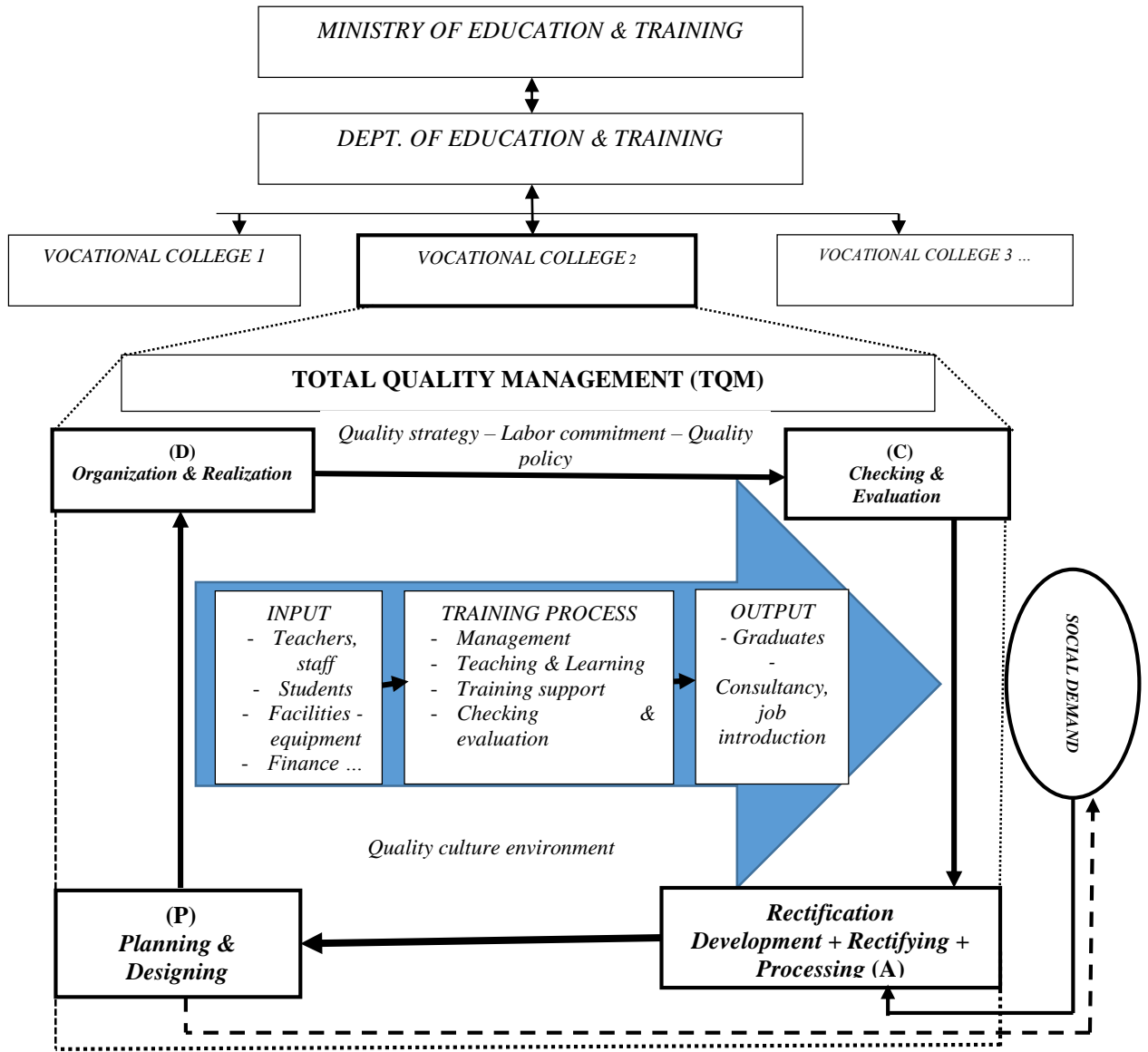


Chart 3.1: Model of training quality management at vocational highschools in TQM approach

3.2. Principles for solution proposal

Including the principles respecting legality, scientism, synchronicity, practicality, feasibility.

3.3. Some solutions for training quality management at vocational colleges in TQM approach

From the view of the training establishment, the thesis focuses on proposing 3 main solutions to solve the present weakness and positively affect the actual training quality management at vocational vocational colleges. Some solutions synthetized from 6 TQM principles, for example: training process quality management, reforming management, and quality cultural construction in vocational vocational colleges. Such solutions are combined with other factors such as: personnel management, intensifying the relation between vocational colleges and labor utilization establishments.

3.3.1. Training process quality management at vocational colleges

The training process quality management at vocational colleges is built upon the application of Deming cycle (P-D-C-A) as per TQM. The specific solutions include:

3.3.1.1. Input quality management

a) Objective: quality management of the teaching staff, students (enrolment input), management staff, employees, content, training program, facilities, equipment, which is in accordance with the member ability as per the specific process and standard.

b) Content: constructing the quality management standard for the activities of teachers, staff, employees...; leadership and managing efficiency, facility & equipment utilization, finance ...

c) Realization: Specifying the responsibility assignment for functional offices acting as consultants to the schoolmaster on planning, organizing the performance, checking, evaluating, proposing rectifications, complementing, changing, according to the assigned fields.

3.3.1.2. Teaching process quality management

a) Objectives: Teaching process quality management includes the quality of teacher's activities, teaching plans, student education, teaching methodology, teaching process, and process evaluation as per specific standards.

b) Content: Constructing specific standards for the quality management of teachers' activities, teaching plan realization, training methodology, student education ...

c) Realization: Specific responsibility assignments for the functional offices acting as consultant to the principal on the assigned sectors.

3.3.1.3. Output quality management

a) Objectives: Output quality management includes knowledge, skill (professional and behavioral), labor attitude of graduates according to specific process and formats.

b) Content: Constructing the procedure and standard for such activities as vocational guidance and job introduction for graduates, graduate evaluation, job evaluation for graduates, information processing & evaluating the job information collection for graduates.

c) Realization: Specific responsibility assignments for the functional offices acting as consultant to the principal on the assigned sectors.

The thesis proposes the quality management standards for training process management that has been applied at Nam Sai Gon Technical & Professional College (see Table 3.1).

Table 3.1: Summary of the standards for the training quality management at Nam Sai Gon Technical & Professional College as per TQM approach

<i>Sector</i>	<i>Measure</i>	<i>Standard</i>
<i>a. Input quality management</i>	<i>a.1. Quality Management of the teaching staff</i>	a.1.1. Teaching staff qualifying the requirement for quantity & specialty structure a.1.2. Teaching staff of qualified background & skill a.1.3. Teaching staff of qualified morality, health, political ideology
	<i>a.2. Quality management of students (input)</i>	a.2.1. Effective promotion and vocational coordination a.2.2. Fair & objective enrolment
	<i>a.3. Quality management of cadre & staff</i>	a.3.1. Efficient cadre management a.3.2. Efficient employee management
	<i>a.4. Quality management of objective, content, program</i>	a.4.1. Management of the training objective qualifying the social demand a.4.2. Management of the suitable training content a.4.3. Management of the appropriate training program
	<i>a.5. Quality management of the directive & governing principles</i>	<i>a.5.1.</i> School leader's commitment to educational quality and the real educational quality <i>a.5.2.</i> Equipped with regulations for the school organization and activity <i>a.5.3.</i> Equipped with democratic regulations and the 3-point publicity <i>a.5.4.</i> Equiped with internal regulations for cadre, teachers and students <i>a.5.5.</i> Appropriateness of the training fields to the regional & local development plans for human resources
	<i>a.6. Quality management of the physical facilities & equipment for training</i>	<i>a.6.1.</i> Appropriateness of the physical facilities to the development scope & training process. <i>a.6.2.</i> The school library model qualifying the informative requirement <i>a.6.3.</i> The equipment system qualifying the requirements for teaching, learning, practice, experiments, scientific research & governing management <i>a.6.4.</i> The system of functional offices, classes, laboratories, practising rooms qualifying the requirements of quantity, area, specifications and efficiency. <i>a.6.5.</i> Facilities for physical training qualifying the physical educative requirement <i>a.6.6.</i> Equipped with reformative measures for facility enhancement to serve the training program <i>a.6.7.</i> Ensuring the pedagogical environment for training

a. Input quality management	<p><i>a.7. Quality management of the school financial activities</i></p>	<p><i>a.7.1.</i> Equipped with financial plans and safe financial management <i>a.7.2.</i> Performing the financial development with the mechanism enabling cadre & teachers' participation in financial control and survey <i>a.7.3.</i> Equipped with legal financial sources to serve the training program & scientific research <i>a.7.4.</i> Equipped with a strategy for increasing legal income</p>
b. Quality management of the teaching & learning process	<p><i>b.1. Quality management of the teachers' activities</i></p>	<p><i>b.1.1.</i> Providing conditions for teachers to well perform their duties. <i>b.1.2.</i> Reasonable work assignments for teachers. <i>b.1.3</i> Ensuring the legal right & interest for teachers. <i>b.1.4.</i> Periodical evaluation of teachers' ability and providing conditions for their background enhancement <i>b.1.5.</i> Teachers' enhancement workshop for specialty group work. <i>b.1.6.</i> Providing conditions for excellent teachers to improve their income. <i>b.1.7.</i> Providing opportunities for teachers to work in the cultural quality environment.</p>
	<p><i>b.2. Quality management of teaching planning realization</i></p>	<p><i>b.2.1.</i> Fulfilling the teaching planning for the assigned specialty. <i>b.2.2.</i> Fulfilling the detailed plans for teaching sessions, subjects. <i>b.2.3.</i> Training planning, detailed outline of periodical check.</p>
	<p><i>b.3. Quality management of training methodology</i></p>	<p><i>b.3.1.</i> Efficiently renewing the teaching methodology oriented towards self-study, research, and group work skills of students <i>b.3.2.</i> Utilizing various teaching methods and apply information technology in teaching. <i>b.3.3.</i> Organizing annual sessions of review, evaluation & experience exchange of teaching methodology renewals.</p>
	<p><i>b.4. Quality management of the student teaching & training</i></p>	<p><i>b.4.1.</i> Students can get consultancy from the teacher-in-charge. <i>b.4.2.</i> Students can learn, practise and get living skill drills. <i>b.4.3.</i> Students get well informed of the necessary regulations. <i>b.4.4.</i> Students get trained in self-study and creativeness in learning. <i>b.4.5.</i> Students are provided with conditions for learning & participating in the applied scientific research. <i>b.4.6.</i> Students are enabled to train the political ideology, morality, way of life. <i>b.4.7.</i> Students are ensured with the entitled regime and supported services.</p>

<i>b. Quality management of the teaching & learning process</i>	<i>b.5. Quality management of the training process & learning evaluation</i>	<p><i>b.5.1.</i> Logical structures in realizing the training program.</p> <p><i>b.5.2.</i> Qualified & efficient performance of training & training management.</p> <p><i>b.5.3.</i> Periodical review of evaluation and reform of the organization & management structures for the training program realization.</p> <p><i>b.5.4.</i> Activities of practice, viewing, experiment are effectively organized.</p> <p><i>b.5.5.</i> Periodical schoolyear-end annual review for quality enhancement of training activities.</p> <p><i>b.5.6.</i> Efficient check of student evaluations.</p>
<i>c. Output quality management</i>	<i>c.1. Quality management of consultancy and job introduction for graduates</i>	<p><i>c.1.1.</i> Establishing the consultancy and job introduction section.</p> <p><i>c.1.2.</i> Labor market information collection.</p> <p><i>c.1.3.</i> Promoting consultancy and job introduction activities.</p> <p><i>c.1.4.</i> Checking & evaluating consultancy and job introduction activities.</p> <p><i>c.1.5.</i> Improving consultancy and job introduction activities.</p>
	<i>c.2. Quality management of graduate evaluation</i>	<p><i>c.2.1.</i> Applying the Evaluation Code for graduates.</p> <p><i>c.2.2.</i> Utilizing correctly and scientifically the Evaluation Code for graduates.</p> <p><i>c.2.3.</i> Checking & evaluating graduates.</p> <p><i>c.2.4.</i> Rectifying, complementing the Output Code according to practical requirements.</p>
	<i>c.3. Quality management of the job situation of graduates</i>	<p><i>c.3.1.</i> Constructing a data base of alumni residing or working in HCM City.</p> <p><i>c.3.2.</i> Having plans to evaluate the job situation of students residing or working in HCM City.</p> <p><i>c.3.3.</i> Organizing an annual conference of Alumni Liason Committee.</p> <p><i>c.3.4.</i> Processing the information and qualitatively evaluating the information collection of the jobs of graduates residing or working in HCM City.</p> <p><i>c.3.5.</i> Rectifying, complementing the school development plan and the training plan annually.</p>

3.3.2. Management of reforming activities

3.3.2.1. Constructing a causal chart for criteria realization

a. Objective: Constructing a causal chart on the basis of 10 criteria of quality inspection in order to evaluate and provide fully the conditions for the formation of the training quality management of vocational colleges to meet the school requirement for quality inspection.

b. Content: Defining and analyzing the main factors affecting the training quality throughout the process. Detecting related subordinate factors during the performance

where the operational process of training quality management for vocational colleges can be built.

c. Realization: Inviting consultants to drill the methods and operations of the school total reforming activities, focusing on the training and supporting fields. Establishing research groups, buiding a causal model according to the quality inspection criteria. Review the general model and sub-models.

3.3.2.2. Constructing the operational process of the criteria according to the causal model

a. Objective: Build the operational process to unify the school activities and to orient them towards the quality objective. Thanks to the process application, the performer can understand clearly how to handle work to ensure the quality and efficiency on one hand, and the school leaders can manage thoroughly and orderly on the other hand.

b. Content: The training quality management of vocational colleges is the backbone of 10 vertebrae (10 criteria of quality inspection for vocational vocational colleges). Each vertebra is composed of bony elements (criteria) corresponding to the operational process. From the causal chart, Nam Sai Gon Technical & Professional College has built 59 criterion and 77 operational processes. The combination of standards, criterion and operational processes is its formation of the training quality management of vocational colleges. The management procedure includes (1) Objective, (2) Scope of application, (3) Legal foundation, (4) Content (including the order of performing steps, flow chart, assignment, time, work description, letter formats), (5) List of forms or proofs (including form codes, titles, origins). With reference to the TQM training quality management standards, the correspondent criteria include:

- Standard 1: Objective management for vocational colleges (without specific criteria) corresponds to item a.5.1.

- Standard 2: School organization and management corresponds to items a.4.1, a.5.2, a.5.4, a.5.5, a.6.1, a.6.2, including the criteria of (1) School organization, (2) Form model of the school management, (3) Party & Union organization, (4) Output regulations for the training specialties, (5) Checking and evaluating the school activity, (6) Ensuring a healthy educational environment, (7) Realizing the democratic procedures, (8) Performing the reporting system.

- Standard 3: Management of the training program corresponds to item a.4.3, including the criteria of (1) Defining the training program foundation, (2) Designing the training program, (3) Approving the training program, (4) Developing the training program, (5) Evaluating the training program, (6) Reforming the training program.

- Standard 4: Management of the training activity corresponds to items a.2.1, a.2.2, b.1.1, b.1.2, b.2.1, b.2.2, b.2.3, b.3.1, b.3.2, b.3.3, b.5.1 – b.5.6, including the criteria of (1) Enrolment, (2) Training organization, (3) Constructing the subject teaching plan, (4) Renovation of teaching methodology, (5) Renovation of methods for examining &

evaluating learning results, (6) Organizing checking, graduation exams, (7) Organizing extra-curriculum activities, (8) Organizing practice & labor production, (9) Diversifying training procedures, (10) Archives of data base.

- Standard 5: Management of personnel organization corresponds to items a.1.1 – a.1.3, a.3.1, a.3.2, b.1.4, b.1.5, including the criteria of (1) Satisfying leader standard, (2) Building teaching team, (3) Teaching assignment, (4) Developing teaching team, (5) Evaluating teachers' achievement, (6) Evaluating teachers' quality, (7) Building employee team, (8) Improving physical & spiritual living.

- Standard 6: Management of students corresponds to items b.4.1-b.4.7 including the criteria of (1) Publicizing training information, (2) Ensuring the realization of regimes & policies, (3) Managing learning, (4) Performing rewarding & disciplinary measures, (5) Providing living facilities, (6) Student supporting activities, (7) Receiving comments on the training quality.

- Standard 7: Management of scientific research and international cooperation corresponds to item b.1.1, including the criteria of (1) Planning the scientific research, (2) Managing scientific research subjects, (3) Evaluating scientific research results, (4) Applying scientific research results, (5) International cooperation.

- Standard 8: Management of library, equipment & physical facility corresponds to items a.6.1-a.6.7, including the criteria of (1) Managing the library, (2) Managing classrooms & auditoriums, (3) Managing the practising zone, (4) Managing the equipment, tools, learning materials, (5) Managing computer rooms, (6) Managing training projects, (7) Managing the dormitory, (7) General planning.

- Standard 9: Finance management corresponds to items a.7.1-a.7.4, including the criteria of (1) Finance planning, (2) Allocation and expense management, (3) Surveillance and evaluation, (4) Annual financial balance.

- Standard 10: Management of the school-society relationship corresponds to items c.1.1-c.1.5, including the criteria of (1) Coordinating social professional organizations, (2) Relations with the cultural, sports & gymnastics establishments, (3) Local coordination.

Beside the main objective, the operational process also helps the school to make an annual self-evaluation thanks to the complete and clear archives of proofs.

c. *Realization*: the direction of working groups is based on the causal sub-charts to build the operational process., approve and enact the procedures, operate & evaluate the process efficiency, rectify & complement the process to improve the training quality and training supporting activities of the school.

3.3.3. Constructing the quality culture environment

3.3.3.1. *Improve the member understanding of the meaning of to-do work, trying to do correctly initially and at any time.*

a. Objective: Constructing the quality cultural environment helps the members' consensus in quality bias, understanding and actively performing as planned for the interest of external & internal customers.

b. Content: The school leader's commitment is extensively developed: during the performance, combining individual interest & honor with the section & school interest and reliability, building the quality standard for each member. The members perform correctly initially, every time & everywhere. Section heads (office /department) build and drill the members in operational procedures according to the agreed standard.

c. Realization: School leader, offices/departments and members understand, thoroughly grasp the operational procedures & quality standards, and all commit to ensure the quality; the school leader enacts the quality policy, operational procedures and regulations of quality culture.

3.3.3.2. Orienting all members to actively & voluntarily realize the objectives of the school development plan, participate in the construction and performance of quality management for the customers interest

a. Objective: forming the voluntariness of all members; constructing and perfecting TQM quality management.

b. Content: Building the activeness and voluntariness of the members in building the quality plan, knowing how to work in groups, identifying the quality standard for every work, building the quality management procedure, coordination among sections, mapping the development, management, checking, evaluating and regulating according to environmental elements.

c. Realization: making yearly, monthly plans for the school quality management, building action plans, directing, mobilizing & motivating the members to concensusly participate in building the quality culture; checking the reality, evaluating, surveying the achievements and proposing the process for quality enhancement.

3.3.3.3. *Organizing the emulation for improving and enhancing the assignment quality, oriating towards an overall improvement of the school*

a. Objective: evaluating the working quality of every section and member. Developing achievements and rectifying punctually any misleading during the process. Motivating all school members for quality orientation as a basis for cadre assignment.

b. Content: applying and developing the emulative evaluation standards in teachers, cadre & staff according to 4 sectors; Democracy-Discipline-Proficiency-Responsibility. Mobilizing and multiplying initiatives for work quality improvement in the direction of improving the overall quality of the school training activity.

c. Realization: organizing the emulative examination from section to school level monthly. Setting examples of Good person – Good work, and publicly praising, rewarding & planning the multiplication of initiatives for quality improvements.

3.4. Relations of the solutions for training quality management in vocational colleges

The thesis proposes 3 main solutions answering the questions for the training quality management in vocational colleges in 3 aspects:

- Realizing what (objective & content)?
- Realizing how (methods)?
- Who realizes (subject)?

3.5. Conditions to realize the model of quality management in vocational colleges in Ho Chi Minh City

3.5.1. Policy and mechanism

+ Training quality control must be based on the formation and application of the training quality management model at vocational colleges.

+ Along with the year-end report, the Department of Education & Training directs and controls the obligated quality inspection (self-evaluation) of the colleges in order to put this activity in order, to avoid the present optional and non-effective situation.

3.5.2. Development plan

+ Vocational colleges establish the Inspection-Legal-Quality Management section.

+ The inspection content of the vocational colleges must base upon 10 standards of quality control processed through the training quality management.

+ Unifying the Three-common point report form: school year-end report is combined with self-evaluation report and annual emulation report. The report content expresses the management outcome along the course instead of the functional approach.

3.5.3. Securing factors

+ Legal conditions for vocational education management are to be complemented and perfected from the model level (CIMO) to the establishment level (CIPO).

+ Proposing the Ministry to enact and perfect the legal frame for quality standards of each specialty, for equipment standards according to the sectional training program, improve the training quality of teachers graduated from technical pedagogical universities, promulgate the periodical professional rewarding regime for teachers and the mechanism for training association between vocational colleges and labor intensive organizations, training experience exchange with foreign organizations.

+ Organizing seminars of quality management at school level.

+ Budget for vocational colleges should not be too deviated from that of college systems.

3.6. Exploring the necessity and feasibility of the training quality management model of vocational colleges in HCM City

1. Scope: number of interviewees: 34, in which School Management Board: 16, office /department managing cadre: 15, teachers: 03

2. Statistical method.

3. Survey content: as expressed in the questionnaire.

4. Survey results (see Table 3.3)

Table 3.3: Survey results of the necessity and feasibility of the TQM training quality management model for vocational highschool

<i>Content</i>	<i>Survey results</i>			
	<i>Average</i>	<i>Order</i>	<i>Tolerance</i>	<i>Standard deviation</i>
I. Applicability of the management model at school level as per the quality management model	1.7941	8	0.47148	0.68664
II. Necessity of the training quality management model	1.6765	1	0,4528	0.69699
III. Feasibility of the composite factors				
1. Input factors	1.7353	5	0.56417	0.75111
1.1. <i>Quality management of teachers</i>	1.7353	5	0.50357	0.70962
1.2. <i>Quality management of students</i>	1.8529	12	0.61408	0.78363
1.3. <i>Quality management of facilities</i>	1.6765	1	0.52852	0.72699
1.4. <i>Quality management of management & staff</i>	2.0294	17	0.45365	0.67354
1.5. <i>Quality management of training conditions</i>	1.8529	12	0.37166	0.60964
2. Training process factors	1.8235	11	0.45276	0.67288
2.1. <i>Quality management of the training objective</i>	1.7059	4	0.33512	0.57889
2.2. <i>Quality management of the training content & program</i>	1.6765	1	0.46791	0.68404
2.3. <i>Quality management of the teaching planning</i>	1.7353	5	0.44296	0.66555
2.4. <i>Quality management of training methodology</i>	1.9118	15	0.50713	0.71213
2.5. <i>Quality management of the result control & evaluation</i>	1.7941	8	0.41087	0.64099
3. Output factors	2	16	0.78788	0.88763
3.1. <i>Quality management of the output</i>	1.8824	14	0.47059	0.68599
III. Quality culture formation	1.7941	8	0.47148	0.68664

The average value of $\leq 2/4$ shows the necessity and feasibility of almost all solutions, composite factors (input, process, output) and the quality cultural environment.

3.7. Experiments of some training quality management solutions for vocational colleges

3.7.1. Experimental content

On the basis of the arguments and the reality of training quality management of vocational colleges in HCM City, Nam Sai Gon Technical & Professional College has been chosen to experiment the following contents:

- a) Building the standard system for training quality management process
- b) Building & applying the management process for improvements
- c) Building the quality cultural environment

3.7.2. Experiment results

a. Having built the standard system for training quality management process

- Building 63 standards, including 26 for input quality management, 26 for teaching & learning process quality management, 14 for output quality management.

- Planning and developing the feedback collection, from management cadre, teachers, staff of the standard system & objectives: helping all members to understand the quality of their assigned work with specific destination, founding the basis to check & evaluate the quality of everyone's operational results, developing the members' creativeness to determine the most efficient operational process to destination, collecting the feedback for standard improvements after application.

b. Building and applying the management process for improvements

- Building the management process system for improvements including 9 causal charts, 77 operational processes qualifying the criteria of 10 quality control standards. This is an "open" system for the improvement is continuous in order to meet the customers' diversified & changing requirements. Therefore, the development is given directly to the management of offices, departments and the doers.

- The application of the operational process has been done and got initial results as follows: agreement on the work processing steps; clear & specific assignments without overlap or responsibility blame; clear knowledge of responsibility & work content of all members for an active coordination...; discovering & proposing operational improvements more effectively.

c. Building a quality cultural environment

- Promulgating some documents for building a quality cultural environment of Nam Sai Gon Technical & Professional College: identifying the school perspective, mission & value; the principal's commitment to realize the TQM model for training quality management; building and applying the regulations for the school quality cultural environment; extending the cooperation with social organizations & alumni to attract outside resources to support the school in training and quality management training ...

- Forming a quality cultural environment to motivate improvements, and applying the standards & operational process systems have helped the school members to continuously enhance their perception and professional ability, share the experience, conglutinate in unity for the quality management and improvement. Hence the school training efficiency is enhanced, qualifying the customers' requirements and the social demand for human resources.

CONCLUSION OF CHAPTER 3

On the basis of the arguments for TQM training quality management, the evaluation of the training quality management reality at vocational colleges, the development orientation for the trade education & vocational colleges, and the orientation of quality management, the thesis has proposed a model for quality management and some main solutions for quality management at vocational colleges in HCM City in TQM approach.

The training quality management model for vocational colleges is built according to 6 TQM principles. The basic solutions are presented in the order of quality management of training process, quality management of the improvements and the formation of a quality cultural environment for vocational colleges in TQM approach. These are essential solutions for any organization wishing to develop the quality management in TQM approach. It has been examined and got the consensus on the necessity and feasibility of the above 3 solutions. It has also been experimented at Nam Sai Gon Technical & Professional College and got initial results such as: building the training quality management standard in the process approach, forming 59 criteria, 77 operational procedures; developing a quality cultural environment including promulgating the quality strategy, the leader's commitments, the quality cultural environment regulations, 5S procedure performance... Generally the members have gradually applied effectively the above solutions, contributed to introduce the TQM training quality management into order, enhanced the training quality and constructed the identifying trade mark for Nam Sai Gon Technical & Professional College.

CONCLUSION & RECOMMENDATIONS

1. CONCLUSION

(1) Argumentatively, the thesis has clarified some issues of: overview of domestic and foreign researches, systematization of quality & quality management concepts, application of various quality management fields from production to service (including education & training), feasibility of TQM application in training quality management in vocational colleges, experience of some countries in educational quality management, and the lesson of applying TQM in the quality management of vocational colleges in Viet Nam.

(2) For reality survey, through the statistics of HCM City for employment, training quality and training management quality of vocational colleges, it can be seen that despite the progress in the development of vocational college system in HCM City, the direction and investment for the quality and training quality management of leaders of all levels (from the Department to the school) have not been paid attention to, and a model of training quality management for vocational colleges has not been defined feasibly &

effectively in accordance with the country developing tendency and the increasing global integration.

(3) For solutions: to develop the quality management, the vocational colleges need a synchronous system of solutions. In this thesis some solutions are proposed and experimented mainly on the basis of the arguments and analysis of the present limitations of quality management in vocational colleges of HCM City, in order to build and develop a model of training quality management. That's a cluster of 3 solutions: quality management of the training process, management of improvements, and construction of a cultural quality environment. These solutions are interrelated.

2. RECOMMENDATIONS

2.1 For the management level of vocational vocational colleges

To be determined, consistently direct, educate and provide conditions for the school members to unite & abide by the proposed procedures; To assign clearly the jobs for related sections, strongly decentralize to the middle management, build criteria for job quality evaluation. To mobilize the emulation and elect monthly emulative rewards' To establish the quality management section. To perform annual self-evaluation according to the quality control regulations, along with continuous collection of ideas from potential customers.

2.2 For the management of state level

To form a system securing the educational quality. To promulgate policies & state governing mechanism standardizing the quality securing conditions, to manage the training quality in vocational establishments.