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QUALITY ASSURANCE ORIENTED TRAINING MANAGEMENT IN NORTHWESTERN COLLEGES

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LIST OF PUBLISHED SCIENTIFIC REPORTS

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Introduction

1. Reason for choosing the topic

1.1. Along with the development of modern technological and technological revolution, globalization, knowledge-based economy will create many opportunities to grow and maintain the growth rate. High economic efficiency, efficient use of resources, more employment, better settlement of social relations, improvement of human life; the development of each country, each territory, each organization depends on the quality of human resources. For decades, the Party has affirmed: "the development of education and training is one of the important driving forces for industrialization and modernization, which is a condition for the promotion of human resources, a fundamental factor for social development, rapid and sustainable economic growth...". 29-NQ/TW resolution of the Party also pointed out "Transform education and training development from focusing on quantity to quality and effectiveness, and meet quantitative requirements at the same time".

Training is the key task of training institutions in general and is one of the most important tasks that determine the quality of human resources. Beside that, only innovating the training management can improve the quality of training, because through training management, the implementation of training objectives, national policies and guidelines, improving efficiency in investing in education and training and improving the quality of education and training, etc. can be deployed and implemented effectively.

1.2. Training quality assurance is a level of training quality management, the quality assurance oriented training management will affect the management mechanism so that it will be correctedly implemented at all stages during the course of training, each training activity is administered by five steps: standard definition; development of implementation process; fostering personnel to implement the process; organize the implementation process; monitor, measure and evaluate the implementation of the process. Results of the previous loop are learned from the experience, adjusting the activities in the next loop, as such, the implementation of training management in the direction of quality assurance will ensure and improve the quality of training of training facilities, including colleges.

1.3. The Northwestern region covers six provinces: Hoa Binh, Son La, Dien Bien, Lai Chau, Lao Cai and Yen Bai, with an area of 5.64 million hectares and a population of 3.5 million. It is a strategic area in security - national defence,but the socio-economy of the Northwestern region still is one of three poorest region in the country, with high poverty rate.

In the recent years, Northwestern colleges have made great efforts in training and management of training, contributing to the local socio-economic development. But the management of these schools is doing so traditionally and empirically, so there are also

limitations on team development management; exploiting and using facilities, equipment and teaching aids for teaching and learning; Practice and intership of students; Developing some career skills for students; Self-assessing and using the results of self-assessment in improving the quality of training ... For the success of Northwestern region in poverty reduction, sustainable socio-economic development, it needs this regional colleges strengthens management to train qualified human resources and increasingly improve the quality of training.

The Northwest region meet difficulty in socio-economic, but have multi-ethnic, diverse cultural identity. But until now there isn't any deep research work or research thesis about training quality management in Northwestern colleges. In order to let multi-disciplinary colleges there ensure and improve the quality of training , required separated and specific to these regional colleges study.

Therefore, the author chose the topic: **"Quality assurance oriented training management in Northwestern colleges"** to research in the framework of Doctoral dissertation specialized education management.

2. Research purpose

Based on the theoretical study of training management in colleges towards quality assurance; The status of training and management training in the Northwestern colleges; Propose quality management training measures at the Northwestern colleges to improve the quality of training.

3. Research subject and object

3.1. Research subject: Training activities in colleges.

3.2. Research object: Management training at colleges in the direction of quality assurance at the Northwestern colleges.

4. Scientific theories

Training management in the Northwestern colleges has seen a lot of innovations in the past few years, initially meeting the local human resource needs.However with the requirement of inovating in education and training, the training management in the Northwestern colleges still exposed limitations in team development management; facilities, equipment for training, training management; information management of students after graduation; self-assessing and using the results of self-assessment in developing plans to ensure and improve the quality of training, etc.

If we propose and use synchronously management measures such as: inputs, processes, outputs, contextual arrangements for quality assurance based on CIPO model, it will contribute to ensure and improve the quality of training in the Northwestern Colleges.

5. Research tasks

- Studying the theoretical basis for training management towards quality assurance in colleges.

- Surveying and evaluating the status of quality assurance training and management in Northwestern colleges.

- Proposing quality-oriented management training measures at Northwestern region colleges. Assaying and testing a number of measures to demonstrate the feasibility and effectiveness of the proposed measures.

6. Limitations and scope of the study

6.1. Limitation on the research content

Arguments of training, training management; training status, training management status at college level.

6.2. Limitation on space

6.2.1. Limitation onresearch subject

- Management subject: the Principal.

- Co-coordinator: vice-principals; Functional rooms; Departments.

6.2.2 Limitation on the research area

Thesis research selects in 4 colleges: Dien Bien college of economics - technics; Son La College, Lai Chau community college, Lao Cai community college. Test a proposal for quality assurance-based training at Lao Cai community college.

6.2.3. Limitation on research and test subject

- Limit on research subject

Managerial officers, lecturers, graduated students and employers of graduated students of four Northwestern colleges mentioned above.

- Limit on research subject and test subject

+ Research subject: Lecturers specialized in teaching of faculties: economics, culture - tourism; agroforestry; and legal studies - Lao Cai Community College; the leaders and employees of the employer unit participating in the management and guidance of intership students.

+ Test subject

The last year students in accounting, tourism and travel management, agroforestry, office administration; Lecturers participating in the practical training of Lao Cai Community College.

6.3. Limitation on time

Research time is from 2012 to the beginning of 2017.

7. Methodology and research methodology

7.1. Methodology:

7.1.1. System Accessing

7.1.2. Practical Accessing

7.1.3. Process Accessing through CIPO model

7.1.4. Quality Assurance Accessing

7.1.5. Standard Accessing (Output standard)

7.1.6. Supply-Demand Accessing

7.2. Research Methods:

7.2.1 Theoretical research methods group

7.2.2. Practical research methods group

7.2.3. Data processing in mathematical statistics methods group.

8. Protective Arguments

8.1. Training management towards quality assurance in colleges use CIPO model beside the similarities with training in general management, also has its own characteristics. The specification of the CIPO-based quality management framework for quality assurance in colleges is essential to be instrumental in implementing quality assurance management training at colleges. On the basis of theory and practice, it is possible to identify quality management training measures to ensure and improve the quality of training at Northwestern colleges.

8.2. In the context of vocational education now, Northwest region colleges always strive to perform well the training and training management, but there are also limitations to overcome to improve the quality of training and meet the labor market requirements.

8.3. In addition to promoting strengths, if Northwestern Colleges implement synchronized input management measures, process management, output management, management and regulation of the context proposed in this thesis will ensure and improve the quality of training in the Northwestern colleges.

9. New contributions of the thesis

9.1. Systematizing and enriching theories for quality assurance management at colleges. Applying the CIPO model, developing the training management guideline for quality assurance in colleges.

9.2. Clarifying the status of quality assurance training and management in Northwestern colleges, judging the training management status in Northwestern colleges according to components of the CIPO model.

9.3. Proposing and confirming the necessity, feasibility and relevance of 08 training management measures in Northwestern colleges towards quality assurance.

9.4. The dissertation is a reference for leaders at all levels in the management of training at colleges, is a reference for leaders of units under the university to help them

understand their responsibilities and tasks in advising and deploying the performance of tasks of the organization.

10. Structure of the thesis

In addition to the introduction, conclusions and recommendations, list of references, appendix, table of contents, the main content of the thesis consists of 3 chapters.:

Chapter 1. Theoretical foundation for quality assurance oriented training management in colleges

Chapter 2. Current status quo of training and training management in Northwestern colleges

Chapter 3. Measures of quality assurance oriented training management in Northwestern colleges

Chapter 1
THEORETICAL FOUNDATION FOR QUALITY ASSURANCE ORIENTED TRAINING MANAGEMENT IN COLLEGES

1.1. Study overview on training management towards quality assurance

Management training in the direction of quality assurance has many studies. Total research on training management in the direction of quality assurance divided in two directions:

1.1.1. Studies on training, management training include various studies of following authors: John E. Kerrigan & Jeff S. Luke, David A. DeCenzo-Stephen P. Robins, Bikas C.Sanyal, Micheala Martin, Susan D'Antoni, C. Janmes, Heffeman James, Arthur Levin, Đặng Quốc Bảo, Nguyễn Kiên Cường, Trần Thị Bích Liễu, Đặng Xuân Hải, Ngô Tấn Lực, Nguyễn Thị Mỹ Lộc, Lê Viết Khuyến, Lâm Quang Thiệp, Võ Văn Thắng, Phạm Thị Thanh Hải and so on.

1.1.2. Research studies on training management towards quality assurance include various studies of following authors: Cave et al, Johnes & Taylor, Sanjaya Mishra, Phạm Thành Nghị, Nguyễn Đức Chính, Trần Khánh Đức, Vũ Xuân Hồng, Nguyễn Văn Hùng and so on.

* Through the research at domestic and abroad, the thesis has clarified the content of the issues of management training, quality management, quality management education, training ...; Quality assurance models in applied management at professional colleges, colleges and universities, including the CIPO model.

The use of the CIPO model in quality assurance of training has been studied and proven feasible in some specific field models, such as universities (distance learning) , Buddhist institute of Vietnam, vocational training colleges, fostering cadre youth Ho Chi Minh academy...

However, at present, there are no research studies on training management towards quality assurance and applying the CIPO model for mountainous areas such as the Northwestern region. Therefore, the thesis will focus on theoritically clarifying the training management towards quality assurance based on CIPO model at colleges; Using the results of research confirmed training management in the direction of quality assurance in improving the quality of training in the Northwestern colleges.

1.2. Quality training and quality training assurance

1.2.1. Quality and training quality

1.2.1.1. Quality: Quality is the suitability with the objective

1.2.1.2. Training quality

The training quality is the suitability of the ability of graduated students with the standards of the training program.

1.2.2. Training Quality Assurance

1.2.2.1. Quality management

Quality management are general management activities that develop policies, objectives and responsibilities implemented through measures such as quality policy, quality planning, quality control, quality assurance and quality improvement within the framework of the allowed quality system.

1.2.2.2. Training Quality Assurance

Within training quality assurance, a system of planned measures and activities that are carried out inside and outside the college is proved to be sufficiently adequate to give reasonable confidence that activities and training products (graduated students) will satisfy all the requirements of training quality according to output standard.

Ensuring the quality of training includes internal quality assurance and external quality assurance of college.

Within this thesis, the author considers only the internal quality assurance of colleges.

b) The levels of quality management

1.3. Training and training's elements

1.3.1. Training definition

Training is a systematic and methodological process of transferring experiences, knowledges, skills, job skills and expertises; At the same time, foster the necessary moral qualities and prepare the mind for the learner to enter into independent working life and contribute to build and protect the country.

1.4. Quality assuarance oriented training management

1.4.1. Management definition

Management is a system of intended, organized, and objective impacts of the subjectivity of the subject matter of the management to the object of management to achieve the goals set in the continuously changing conditions of environment.

1.4.2. Training management

Training management is a system of purposeful, organized and objective impacts of the subject matter of management to the object of management in order to control, guide the educational process, the activities of staff, teachers, staff and students, mobilize various resources to achieve the objective (standard of output) of training institutions and in accordance with objective rules in ever-changing conditions of environment.

1.4.3. Quality assuarance oriented training management

1.4.3.1. The definition of quality assuarance oriented training management

Quality assuarance oriented training management is a system of intended, organized, and objective impacts of the subject matter of management on the management mechanism to prevent errors before, during and after the process performing all training activities to meet the training standards of the training institution and in accordance with objective rules in the ever-changing conditions of the environment.

1.4.3.2. Internal quality assuarance oriented training management

When conducting internal quality assuarance oriented training management, each training activity is managed in five management activities: 1) Standardization; 2) development of implementation process; 3) fostering personnel to implement the process; 4) organize the implementation process; 5) monitoring, measuring and evaluating process implementation. The above tasks are institutionalized into management documents.

1.4.3.3. Some requirements when implementing internal quality assuarance oriented training management

1.5. Apply the CIPO model to quality assuarance oriented training management at colleges

1.5.1. Introduction of the CIPO model

I: input

O: outcome

P: process

C: context

1.5.2. The need of applying the CIPO model to quality assuarance oriented training management at colleges

1.5.2. Applying the CIPO model in quality assuarance oriented training management at colleges

1.5.4. Content of management training at colleges in the direction of quality assurance

1.5.4.1. Input management

a) Managing survey activities to meet labor market needs

b) Managing construction activities and adjusting output standards to meet the requirements of the labor market

c) Managing the development and adjustment of the responsive training program to meet the output standard

d) Managing enrollment in the direction of quality assurance

e) Management of activities to prepare resources for training to meet the output standard

* Managing the preparation of manpower

* Management of facilities preparation equipment facilities, learning materials,

* Managing financial preparation activities to meet the training requirements of the training program

1.5.4.2. Managing the training process

a) Management of teaching, practicing, intership to meet the output standard

b) Manage extra-curricular activities and support services for student-oriented student learning toward the output standard

c) Management of scientific research activities to meet the output standard

d) Management of collaborative training to meet the output standard

e) Management of inspection and evaluation activities to meet the output standard

1.5.4.3. Managing output

a) Managing the recognition of training results and allocations to meet the output standard

b) Management of collection and processing of output information to meet the output standard

c) Administering self assessment and using self assessment to meet quality assurance requirements

1.5.4.4. Content of managing and regulating contextual factors in the direction of quality assurance.

Contextual factors in college-level management in the direction of quality assurance are factors of: management, leadership of the school; Training environment; The relationship between school and society; Socio-cultural-social conditions in the locality; Policy mechanism and legal corridor; The development of science and technology.

1.6. International experiences in assuring the quality of colleges, universities and lessons for our country

1.6.1. Experience in the quality assurance of higher education in several countries such as: USA, UK, Australia, Japan, India, Korea, Thailand, Europe and Asia and ensure the quality of global university education.

1.6.2. Lessons for our country

Through the experience of countries in the quality assurance of higher education and interstate organizations in Europe and Asia, we see:

- Quality assurance is applied universally, is a common trend and is appropriate for different economic, cultural, political and social backgrounds.

- Each country and territory has different quality assurance approaches, but together, every education and training establishment must actively build up a suitable quality assurance system of the establishment. Education and training and self-assessment of their activities - internal quality assurance - this is the most important condition of quality assurance. The external quality assertion of the results of the education and training institutions has been achieved, the support of education and training institutions to improve the quality assurance system and improve the quality.

CONCLUSION OF CHAPTER 1

Chapter 1 of the dissertation reflects the results of the study on the overview and the theoretical basis for management training towards quality assurance in college with the following main contents:

There have been many researches at home and abroad that offer a variety of views, theories, quality models, quality management, quality management, training, training management, quality assurance and training. However, there have been no studies of in-depth training in quality assurance in Northwestern colleges .

Quality assurance oriented management of training is a system of management measures that impact on all steps of training activities, in order to create graduates that meet the standards of the curriculum. In quality assurance management training, each training management activity is carried out in five steps: 1) defining standards; 2) development of process procedures; 3) fostering personnel to implement the process; 4) organize the implementation process; 5) monitoring, measurement and evaluation.

The content of training management at colleges towards quality assurance based on CIPO model is shown through input management, process management, output management as follows:

Input management includes management of activities: labor market surveys; Build and adjust output standards; Develop and adjust training programs; Admissions; Prepare resources for training (human, material, financial).

- Management of the training process includes the management of activities: teaching, practice, practice; After-hours activities and training support services; scientific research; Collaborative training; check.

- Output management includes management of activities: recognition of training results, award of diplomas; Collect and process output information; Self-assess and use self-assessment results.

- Management regulates the contextual elements of: management, leadership of the school; Training environment; The relationship between school and society; Socio-cultural-social conditions in the locality; Policy mechanism and legal corridor; The development of science and technology.

These results provide the basis for the dissertation to carry out the contents of the thesis research in Chapters 2 and 3 of the thesis.

Chapter 2
CURRENT STATUS OF TRAINING, TRAINING MANAGEMENT IN NORTHWESTERN COLLEGES

2.1. Present the Northwestern colleges

2.2. Organizing the current status survey

2.2.1. Purpose of the status survey

Surveying, synthesizing, analyzing the real situation of training and management of training in Northwestern colleges on the basis of the current situation of proposing training management measures at Northwestern college In the direction of quality assurance.

2.2.2. Survey content

2.2.2.1. The status of college education in the Northwestern region colleges

The author examines the level of performance of tertiary education in the Northwestern colleges with the following contents: a) status of inputs; b) process status; c) status quo.

2.2.2.2. Current status of college education management in Northwestern colleges: a) status of management of input activities; b) status of management of process activities; c) current status of management activities; d) the actual state of the influence of context elements.

2.2.3. Survey method: *Observation methods, expert methods, questionnaire survey methods.*

2.2.4. Evaluation criteria and evaluation scale

Graded and assessed on a scale of 4 as follows:

a) Scoring ladder

No.	Score	Determination level
1	4	Good / very fit / very responsive
2	3	Pretty / quite fit / quite responsive
3	2	Medium / fit / basic meet
4	1	Inadequate / Inappropriate / Unmet

b) Rating scale

No.	Average score	Rating level
1	3,25 - 4	Good / very fit / very responsive
2	2,5 - 3,24	Pretty / quite fit / quite responsive
3	1,75 - 2,49	Medium / fit / basic meet
4	Under 1,75	Inadequate / Inappropriate / Unmet

2.2.5. Survey sample and survey area

2.2.5.1.Survey the status of college training in Northwestern colleges

College	Leaders	Managers	Lecturers	Total
Dien Bien College of Economics - Engineering	2	29	35	**66**
Son La College	2	35	45	**82**
Lao Cai Community College	2	24	25	**51**
Lai Chau Community College	2	12	16	**30**
Total	**8**	**100**	**121**	**229**

2.2.5.2. Survey the status of college training in Northwestern colleges

College	Leaders	Managers, Head of Department	Total
Dien Bien College of Economics - Engineering	2	33	**35**
Son La College	2	44	**46**
Lao Cai Community College	2	30	**32**
Lai Chau Community College	2	18	**20**
Total	**8**	**125**	**133**

2.3. The status of college education in the Northwestern region colleges

2.3.1. The status quo of college-level higher education in the Northwestern Colleges

$(1 \leq X \leq 4)$

No.	Contents	Rate of Implementation Level (%)				Average	Rank
		4	3	2	1		
1	Level of labor market survey	10,31	42,79	40,35	6,55	2,53	4
2	Level of performance of construction and adjustment of the training output standard	28,75	34,06	21,76	15,43	2,76	2
3	The suitability of the training program against the demand for the unit and the results of the market survey	27,73	34,83	24,56	12,88	2,77	1
4	The level of relevance of the quality of the entrance students to the requirements of the training program	17,90	32,49	31,79	17,82	2,50	5
5	Degree of responsiveness to resources for training	22,99	35,07	33,20	8,74	2,72	3
	Average	**21,54**	**35,85**	**30,33**	**12,28**	**2,66**	

2.3.2. The status of college-level education in Northwestern colleges

$(1 \leq X \leq 4)$

No.	Contents	Rate of Implementation Level (%)				Average	Rank
		4	3	2	1		
1	To carry out teaching activities	27,11	35,41	26,56	10,92	2,79	3
2	The level of performance of extra-curricular activities meets the curriculum requirements of the curriculum	23,36	40,07	29,91	6,66	2,80	2
3	The level of scientific research implementation that meets the curriculum requirements	29,33	36,68	32,90	1,09	2,94	1
4	The level of implementation of collaborative activities in training meets quality assurance requirements	8,30	52,58	26,29	12,84	2,56	5
5	The performance of the assessment and evaluation reflects the results of the training	22,27	40,65	26,53	10,55	2,75	4
	Average	**22,07**	**41,08**	**28,44**	**8,41**	**2,77**	

2.3.3. Output status: degree of satisfaction of the college admission requirements for graduate students in Northwestern Colleges

$(1 \leq X \leq 4)$

No.	Contents	Rate of Implementation Level (%)				Average	Rank
		4	3	2	1		
1	Knowledge goals	25,62	47,31	19,51	7,57	2,91	2
A	Basic knowledge, core by discipline	38,43	53,71	5,24	2,62	3,28	
B	Additional knowledge	33,19	49,34	10,04	7,42	3,08	
C	Advanced knowledge	5,24	38,86	43,23	12,66	2,37	
2	Skill goals	8,84	35,15	40,28	15,72	2,37	3
A	Job skills	13,54	38,86	35,37	12,23	2,54	
B	Foreign language skills	7,42	24,02	44,10	24,45	2,14	
C	Computer skills	9,17	42,36	38,86	9,61	2,51	
D	Soft skills	5,24	35,37	42,79	16,59	2,29	
3	Attitude	55,02	30,90	13,43	0,66	3,40	1
A	Consciousness, civic responsibility	83,84	13,54	2,62	0,00	3,81	
B	Labor discipline	69,43	24,89	4,80	0,87	3,63	
C	Professional ethics	58,52	37,55	3,93	0,00	3,55	
D	Awareness of learning enhances professional competence	8,30	47,60	42,36	1,75	2,62	
	Average	**29,83**	**37,79**	**24,41**	**7,98**	**2,89**	

2.4. Current status of training management towards quality assurance in Northwestern colleges

2.4.1. Situation of input management in Northwestern colleges

$1 \leq X \leq 4$

No.	Contents	Rate of necessity		Rate of Implementation	
		Average	Rank	Average	Rank
QL1	Manage labor market survey activities	3,9	5	2,52	5
QL2	Manage construction activities and adjust output standards	3,96	2	3,17	1
QL3	Managing the development and development of training programs	3,97	1	2,96	2
QL4	Managing enrollment	3,93	4	2,78	3
QL5	Manage the preparation of resources (human, material, financial resources) for training	3,95	3	2,62	4
	Average	**3,95**		**2,81**	

2.4.2. The current state of management of training in Northwestern colleges

$1 \leq X \leq 4$

No.	Contents	Rate of necessity		Rate of Implementation	
		Average	Rank	Average	Rank
QL6	Management of teaching and learning activities by credit	3,98	1	2,93	**1**
QL7	Management of extra-curricular activities and support services for student-based learning	3,97	2	2,59	4
QL8	Managing scientific research activities	3,93	3	2,60	3
QL9	Training cooperation	3,96	3	2,51	5
QL10	Management control activities - evaluation	3,96	4	2,90	**2**
	Average	**3,96**		**2,71**	

2.4.3. Current status of output management

$1 \leq X \leq 4$

No.	Contents	Rate of necessity		Rate of Implementation	
		Average	Rank	Average	Rank
QL11	Managing the recognition of training results, granting degrees	**3,97**	**1**	**3,35**	**1**
QL12	Management of feedback surveys and job tracking	**3,91**	2	**2,62**	2
QL13	Manage self-assessment and use self-evaluation results to improve the quality of training	**3,91**	2	**2,55**	3
	Average	**3,93**		**2,84**	

2.4.4. The degree of influence of contextual factors on training management towards quality assurance

$1 \leq X \leq 4$

No.	Contents	Rate of influence (%)				Average	Rank
		4	3	2	1		
1	Elements of policy mechanism and legal corridor	42,1	43,2	14,1	0,6	3,27	5
2	The development of science and technology	24,8	42,9	30,8	1,5	2,91	6
3	Socio-cultural-social conditions in the locality	38,1	57,4	3,8	0,8	3,33	4
4	Element of management, leadership of the school	58,4	35,1	6,3	0,3	3,52	1
5	Elements of the training environment	44,5	47,7	7,8	0,0	3,37	2
6	The relationship between the school and the employers	42,1	51,9	6,0	0,0	3,36	3

2.5. A general assessment of the current situation of training management in Northwestern colleges towards quality assurance on:

Strength; Weaknesses and Causes; Opportunities and Challenges of Quality Assurance Training Management in Northwestern Colleges.

CONCLUSION OF CHAPTER 2

Chapter 2 of this thesis has reflected the results of survey, analysis and evaluation of training situation and management of training in Northwestern colleges. Over the past years, the Northwestern College has made significant contributions to the training of human resources. At present, colleges are constantly striving to improve the management of training to ensure gradual improvement of training quality, to meet the requirements of local socio-economic development in the period of industrialization, modernization and international integration, especially college-level human resources.

Survey of collegial training status for 11 contents, including 5 inputs, 5 process and outputs. Survey results show that the level of achievement is quite good, the quality of training of the Northwestern College is being accepted by the labor market. However, some indicators of professional skills of the team, facilities for practice, practice, outputs have many drawbacks.

Results surveying the perceptions of school leaders, departmental and departmental leaders on the necessary level and level of management of college-level management for 13

management activities: 5 management activities inputs, 5 process management activities and 3 output management activities show that: awareness of the necessary management of training activities is very necessary, the level of management of training activities are quite good. But in the management of training towards quality asurance in Northwestern colleges, there are certain weakpoints on management: teamwork, exploitation and use of facilities; practice; off-hour activities; output information; self-worth and use self-assessment results.

The results of this study provide a practical basis for studying and proposing training management measures in Northwestern colleges towards quality assurance in Chapter 3.

Chapter 3

QUALITY ASSURANCE ORIENTED MEASURES OF TRAINING MANAGEMENT IN NORTHWESTERN COLLEGES

3.1.Proposed Principles: Ensure scientific and practical; Inheritance; systematic; Effectiveness and feasibility; To promote the positive, active, passionate and creative of lecturers and students.

3.2. Quality assurance-guided quality management training in Northwestern colleges

3.2.1. Measure group on input management

3.2.1.1. Measure 1: Organizing training courses to improve the capacity of the team to meet quality assurance requirements

- Organizing training and fostering to raise the awareness of quality assurance, training management towards quality assurance for all school leaders, leaders of departments, faculties, disciplines, lecturers, technicians, staff in the school

- Organizing training and fostering to improve the professional capacity of the staff of the school, including the improvement of knowledge, professional skills, ethics, lifestyle ... The ability to use science, Technology in training and management training of officers.

- Organizing training and fostering to raise the leading and managerial capacity of school leaders, leaders of departments, departments and centers to meet quality assurance requirements.

3.2.1.2. Measure 2: organize the exploitation and use of facilities, equipment, learning materials for training, management training to meet the output standard

- Exploiting and efficiently use the school's facilities, equipment, learning materials and technologies in service of training, management and training.

- Enhancing cooperation in order to efficiently exploit and use material foundations, equipment, learning materials and technologies ... and the actual professional environment of the units in charge of production and business. Training, management training to increase the professional capacity of graduates.

- Organizing the procurement, construction of additional facilities, equipment, learning materials, technology for schools for training, management training.

- Organizing cooperation, share resources for training and management training with other training institutions.

3.2.2. Measure group on process management

3.2.2.1. Measure 3: manage student learning activities to meet the learning outcomes

- Organizing the implementation of training programs, regulations and training plans of the school to students.

- Organizing the management of student learning planning.

- Organizing the management of the implementation of student learning plans.

3.2.2.2. Measure 4: direct professional apprenticeship to enhance the professional capacity of students to meet the learning outcomes

- Effective use of manpower and material resources; Practice hands-on instruction before organizing student internship.

- Organizing for students to practice careers at various employers with different careers that may vary over time.

- Organizing the exploitation and use of skilled manpower of labor units guiding vocational internship for students.

3.2.2.3. Measure 5: Organize activities outside of class time to meet the output requirements

- Organizing civic responsibility activities, social responsibility for students.

- Organization of professional capacity building activities; Fostering soft skills, improving the spiritual life for students.

- Organizing activities to promote national pride; respect, preserve and promote national identity, eliminating bad practices.

3.2.3. Measure group on output management

3.2.3.1. Measure 6: organize feedback surveys and monitor student work closely with the output

- Organizing the collection and processing of graduate student information about the ouput standard, training programs and training process, issues that need to be addressed about output standard and training programs.

- Organizing the collection and processing of alumni self-assessment information about your ability to meet the leadership requirements for each time frame after graduation.

- Organizing the collection and processing of information by managers of employer units assessing the ability of students to meet task performance requirements in each time frame after graduation.

3.2.3.2. Measure 7: organize self-assessment and use self-evaluation results to improve and improve the quality of training

- Organizing self-recognition, description, clarification of the reality of the school.

- Organizing, analyze, explain, compare, contrast and make judgments, point out strengths, points of existence and remedies.

- Organizing the development and implementation of plans to improve training management measures, improve the quality of training.

3.2.4. Measure group on impact, adjusting context

Measure 8: Organizing and developing the mission, vision, core values of the school

- The organization builds mission, vision, core values that create value and make the difference of the school on a legal basis.

- Direct the mission, vision, core values of the school to students, school officials.

- Directly propagate widely the mission, vision, core values of the school to the stakeholders.

3.3. Relationship between measures

3.4. Trials and tests

3.4.1. Validation and feasibility of quality assurance management training in Northwestern colleges

3.4.1.1. Purpose of testing

3.4.1.2. Content of testing

Validation of the necessity and feasibility of: group of input management measures; Group process management measures; Group management measures; Measure impact, adjust context factors.

3.4.1.3. Testing method: Method of questionnaire survey and expert method.

3.4.1.3. Trial criteria and evaluation scale

In the assay, the criteria is scored on a scale of 4, 4: necessary, 3 necessary, 2 essential: 1 unnecessary and Exam 4: very feasible, 3: feasible, 2: less feasible, 1: not feasible.

B) Rating scale

In the thesis, all the criteria tested with the questionnaire were graded on a scale of 4 with the rating scale as follows:

No.	Avarage	Rating
1	3,25 - 4	Very necessary / very feasible
2	2,5 - 3,24	Quite necessary / quite feasible
3	1,75 - 2,49	Less necessary / less feasible
4	Under 1,75	Not necessary / not feasible

3.5.1.4. Test procedure

3.4.1.5. Results of the trial on the necessity and feasibility of training management measures at Northwestern colleges towards quality assurance

$1 \leq X \leq 4$

No.	Contents	Necessary level		Feasibility level	
		Average	Rank	Average	Rank
1	Measure group on input management	3,97	1	3,40	1
2	Measure group on process management	3,96	2	3,38	2
3	Measure group on output management	3,96	2	3,28	3
	Average	**3,96**		**3,35**	
	Correlation	**0,75**			

As such, the results above suggest that the measures proposed in the thesis are very necessary and feasible, consistent with the Northwestern College of Colleges in quality assurance and training quality improvement.

3.4.2. Testing a proposed measure

From section 3.4.2.1. To 3.4.2.7. Include the content: test purposes; Hypothesis testing; Testing and evaluation; Test content; implementation process; Evaluation criteria; Rating scale.

3.4.2.8. Test results

a) Evaluating the increase in knowledge of the student before the test and after the test the measure of the organization of the student internship

$1 \leq X \leq 4$

No.	**Contents**	**Average before the test**	**Average after the test**	**Increase**
	(1)	**(2)**	**(3)**	**(3) - (2)**
A	Basic knowledge, core by discipline	2,83	3,00	0,17
B	Additional knowledge	2,54	2,60	0,06
C	Advanced knowledge	2,09	2,23	0,14
	Average	**2,49**	**2,61**	**0,12**

b) Assess the level of skill enhancement of the student before the test and after the test measure the organization of the student internship

$1 \leq X \leq 4$

No.	**Contents**	**Average before the test**	**Average after the test**	**Increase**
	(1)	**(2)**	**(3)**	**(3) - (2)**
A	Career Skills	2,00	2,60	0,60
B	Foreign language skills	1,89	2,00	0,11
C	Computer skills	2,23	2,40	0,17
D	Soft skills	2,14	2,54	0,40
	Average	**2,06**	**2,39**	**0,32**

c) Evaluating the level of increase in student attitudes before the test and after the student career test measures

$1 \leq X \leq 4$

No.	Contents	Average before the test	Average after the test	Increase
	(1)	**(2)**	**(3)**	**(3) - (2)**
A	Consciousness, civic responsibility	3,17	3,26	0,09
B	Labor discipline	2,66	3,03	0,37
C	Professional ethics	2,91	3,11	0,20
D	Awareness of learning enhances capacity	2,11	2,54	0,43
	Average	**2,71**	**2,99**	**0,27**

The test results suggest that the proposed measure is highly feasible.

CONCLUSION OF CHAPTER 3

Based on reasoning in chapter 1; The status of training, management training in Chapter 2, Chapter 3 of the dissertation has proposed eight training management measures in the Northwestern region college quality assurance, including: 2 measures of input management; Three measures of process management; Two measures of output management; An impact measure, adjusting the context factor. The cognitive testing of the necessary level and feasibility of training management measures at Northwestern colleges in the direction of quality assurance for the subject is administered by the departmental level or more and assistant professor.

The results of the tests show that all proposed measures are very necessary and feasible; Between the necessary level and feasibility level are positively correlated; Both are relatively close, relatively consistent and upward.

The test section has chosen the measure: "direct career internship for students to enhance the professional capacity for students to meet the output standards" for testing within the framework of the dissertation. The test results show that the professional competence of the students after the test increased compared to the pre-test at all indicators, especially professional skills, soft skills, and a sense of academic ability. , Labor discipline is very high. It confirms that training management measures have been proposed to be feasible and effective and can be applied in practice management training at Northwestern college.

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSIONS

1.1. The rationale

- Quality assurance training is the consistent trend with the Northwestern colleges including a system of management measures that impact on all training activities, in order to create graduates that meet the standards of the curriculum. In quality assurance management training, each training activity is carried out in five steps: 1) defining standards; 2) development of process procedures; 3) fostering personnel to implement the process; 4) organize the implementation process; 5) monitoring, measurement and evaluation.

- The content of training management at colleges towards quality assurance based on CIPO model is shown through input management, process management, output management as follows:

Input management includes management of activities: labor market surveys; Build and adjust output standards; Develop and adjust training programs; Admissions; Prepare resources for training (human, material, financial).

Management of the training process includes the management of activities: teaching, practicing, internship; After-hours activities and training support services; scientific research; Collaborative training; check.

Output management includes management of activities: recognition of training results, award of diplomas; Collect and process output information; Self-assess and use self-assessment results.

Management regulates the contextual elements of: management, leadership of the school; Training environment; The relationship between school and society; Socio-cultural-social conditions in the locality; Policy mechanism and legal corridor; The development of science and technology.

1.2. Curent status of training and training management in Northwestern colleges

Survey of collegial training status for 11 contents, including 5 input contents, 5 process contents and the output result.

Survey the perceptions of college leaders, heads of departments on the necessary level and level of management of college-level management for 13 management activities: 5 management activities Inputs, 5 process management activities and 3 output management activities. Survey results show that: awareness of the necessary management of training activities is very necessary, the level of management of training activities are quite good. But in the management of training in the Northwestern region college, there are certain restrictions on management: teamwork, exploitation and use of facilities; Practice, practice; Off-hours activities; Output information; Self-worth and use self-assessment results.

1.3. For training management measures in Northwestern colleges

Proposing and affirming the necessity and feasibility of 8 training management measures on quality assurance oriented training management in colleges in the Northwestern region: Organize training and fostering to improve the capacity of the team to meet the quality assurance requirements; Organize the exploitation and use of facilities, equipment, learning materials for training, training management to meet the output standards; Manage learning activities of students to meet the output standards; Instruct vocational internship to improve the professional capacity of students to meet the required standards; Organize of extra-curricular activities to meet the output standards; Organize of feedback surveys and job tracking of students sticking to the output standards; The self-assessment and use of self-assessment results to ensure and improve the quality of training; Organize to build and propagate the mission, vision and core values of the college.

The thesis has tested the measure: "Direct vocational training to enhance the professional capacity of students to meet the output standards". The test results confirm the initial effectiveness of the proposed measure.

2. RECOMMENDATIONS

2.1. FOR MINISTRY OF LABOR - INVALIDS AND SOCIAL AFFAIRS

- Need to organize to research and regulate the common output standards for each training sector simultaneously with the list of training disciplines issued.

- Direct and develop policies to implement quality management training in Northwestern colleges in particular and colleges in the country in general.

2.2. FOR PROVINCIAL PEOPLE'S COMMITTEE

- Investing in building material foundations, regularly supplement investment in upgrading equipment and technologies in service of training and management of training schools.

- Providing financial support for the implementation of quality assurance systems at local colleges.

- Having specific policies to invest in training colleges in local areas according to the socio-economic development strategy of the province.

2.3. FOR LOCAL COLLEGES

- Organizing training and fostering to raise the capacity of school leaders, unit leaders and lecturers in the school to ensure the quality of training, the quality assurance system and the role it plays in the assurance, improving the quality of training, affirming prestige and trademark of each individual and the college.

- Organizing developing, implementing the quality assurance system, conducts the evaluation outside the college and training level.