

THE IMPORTANCE AND FACTORS AFFECTING THE ACCREDITATION OF VOCATIONAL EDUCATION QUALITY IN VOCATIONAL COLLEGES

A IMPORTÂNCIA E OS FATORES QUE AFETAM A ACREDITAÇÃO DA QUALIDADE DA EDUCAÇÃO PROFISSIONAL NAS FACULDADES PROFISSIONAIS

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ABSTRACT

The development of education and vocational training is the cause and responsibility of the whole society, an essential content of the national human resource development strategy and planning; in which vocational colleges hold important positions and roles. In recent years, the network of vocational colleges has grown rapidly and widely throughout the country, the force of teachers and administrators as well as the number of trainees participating in vocational training has grown tremendously. With this development, accreditation of vocational education is a necessary requirement and plays an important role. A study of the State's legal documents, the requirements of practice, and survey results on vocational education quality accreditation show that this activity plays an important role in developing vocational education. On the basis of survey and evaluation, combined with the regulations of the State, this study identifies the importance and the factors affecting the accreditation of vocational education quality in colleges, thereby recommending solutions to improve the quality of this activity in the future.

Keywords: Accreditation. Vocational education. Colleges. Importance. Impact factors.

RESUMO

O desenvolvimento da educação e formação profissional é causa e responsabilidade de toda a sociedade, conteúdo essencial da estratégia e planejamento nacional de desenvolvimento dos recursos humanos; em que as faculdades vocacionais ocupam cargos e papéis importantes. Nos últimos anos, a rede de escolas profissionais cresceu rápida e amplamente em todo o país, a força de professores e administradores, bem como o número de estagiários que participam do treinamento profissional, cresceu tremendamente. Com este desenvolvimento, a acreditação do ensino profissional é um requisito necessário e desempenha um papel importante. Um estudo dos documentos legais do Estado, os requisitos da prática e os resultados da pesquisa sobre a acreditação da qualidade da educação profissional mostram que essa atividade desempenha um papel importante no desenvolvimento da educação profissional. Com base na pesquisa e avaliação, combinada com as regulamentações do Estado, este estudo identifica a importância e os fatores que afetam o credenciamento da qualidade do ensino profissional nas faculdades, recomendando soluções para melhorar a qualidade dessa atividade no futuro.

Palavras-chave: Acreditação. Educação profissional. Faculdades. Importância. Fatores de impacto.

Introduction

The Vocational Training Development Strategy for the 2011-2020 period (issued together with the Prime Minister's Decision No. 630/QD-TTg dated May 29, 2012) clearly states: "By 2020, vocational training will meet the needs of the labor market in terms of quantity, quality, occupational structure, and training level; the training quality of a number of occupations reaches the level of developed countries in the ASEAN region and in the world; forming a skilled workforce, contributing to improving the national competitiveness; universalize jobs for workers, contribute to the transformation of labor structure, increase income, reduce poverty firmly, and ensure social security" (Government, 2012).

In recent years, the network of vocational colleges has grown rapidly and widely throughout the country, and the force of teachers and administrators as well as the number of trainees participating in vocational training has grown significantly (General Department of Vocational Training, 2019). However, the scale of vocational training increased rapidly but not in proportion to the conditions for quality assurance, leading to a rather wide gap between training and the reality of using trained workers (Ministry of Labour, Invalids and Social Affairs, 2020). The opening of the labor market in the process of international integration creates fierce competition between direct technical workers of Vietnam and technical workers from other countries in the global and international labor markets. the domestic labor market. There has been a situation where some enterprises have had to import highly qualified technical workers directly from other countries. Thus, the risk that Vietnam's direct technical workers cannot compete with foreign workers in Vietnam exists. The main reason is due to the conditions for quality assurance including teachers and administrators, facilities and equipment, curriculum, services for learners, etc. there are many disadvantages. Therefore, the Ministry of Labour, Invalids and Social Affairs considers improving the quality of vocational training a fundamental goal in the process of innovation and development in 2010-2020.

Accreditation is an effective tool to control training quality assurance. Vocational education quality accreditation aims to evaluate and determine the level of achievement of vocational training objectives, programs, and contents for vocational training institutions (Bateman & Coles, 2017). On the one hand, it help vocational training institutions to self-assess and improve their training programs. quality assurance conditions; on the other hand, helping the State management agency in charge of vocational training to evaluate, thereby announcing to the society about the current status of the quality of the vocational training institution so that learners and society know the current status of training quality and monitor it. Accreditation results are also the basis to help management agencies at all levels have appropriate policies to develop vocational training.

Since 2012, the accreditation of vocational education quality has achieved certain results, improving human resource training quality. Although the vocational education quality accreditation toolkit has been revised every year to be more suitable to actual conditions, however, there are still many limitations and inadequacies, sometimes still in form. In addition, the awareness of managers, lecturers, and staff about vocational education quality accreditation is still limited; the construction, operation, evaluation, and improvement of the quality assurance system still face many difficulties; self-assessment of vocational education quality in colleges is still uneven and professional; accrediting the quality of vocational education in colleges is still very formal; capacity, qualifications, and quantity of the team of inspectors are lacking in quantity and limited in quality. In that context, it is necessary to re-evaluate the importance and identify the factors affecting the accreditation of vocational education quality in colleges. The actual survey will help have accurate data to come up with solutions to help vocational colleges take appropriate adjustment measures to further improve the quality of training in the coming time.

Literature Review

Vocational Education and Characteristics of Vocational Education Activities

On July 1, 2015, the Law on Vocational Education came into effect. The Law on Vocational Education restructured Vietnam's national education system, comprehensively changing the structure of the vocational education system. The new vocational education system includes Primary level; intermediate and college degrees. Therefore, there is no longer a distinction between professional education and vocational training. However, in September 2016, the Government issued a Resolution assigning the Ministry of Labor, War Invalids and Social Affairs to be the central state management agency in the field of vocational education.

Currently, the transfer of professional schools from the Ministry of Education and Training to the Ministry of Labor, War Invalids, and Social Affairs is still ongoing. Therefore, two systems of professional education and vocational training in fact still exist and are managed by the two ministries of Education and Training as well as the Ministry of Labour, Invalids and Social Affairs.

Law on Vocational Training No. 76/2006/QH11, considers vocational training as a teaching and learning activity aimed at equipping apprentices with the necessary professional knowledge, skills, and attitudes to be able to find a job or create self-employment. after completing the course.

Law on Vocational Education No. 74/2014/QH13 defines: "Vocational education is a level of education of the national education system aimed at training elementary, intermediate, college and training programs". Other occupations for employees, meeting the demand for direct human resources in production, business, and services, are carried out in two forms: formal and continuing training. Vocational training is a teaching and learning activity aimed at equipping learners with the necessary professional knowledge, skills, and attitudes to be able to find a job or create self-employment after completing a course or to improve their skills and career level.

Quality of Education

The quality of education has always been the top concern of society. In addition to the pressure of an increasing number of learners leading to a decrease in quality, the pressure of a competitive labor market makes employers always demand higher and higher quality educational outputs to increase their productivity and reduce costs for training and retraining. The quality of training is also always an issue for the government and agencies, which make education policies, do educational research, and perform state management tasks on education and training.

In essence, the concept of quality is a relative concept. For each object, the concept of quality is also very different and so we often ask the question “Whose quality is it”. In each position, people perceive quality in different aspects. Pupils, students, employers, teaching staff, lecturers, government and regulatory agencies, regulatory agencies, researchers, etc. all have their own definitions for the concept (Thang, 2019, Vu, 2022).

There are several definitions of “quality” that are widely used in quality management such as: “Quality is the degree of conformity of a product to consumer requirements” (European Quality Control Organization - EOQC); “Quality is the degree to which requirements are met by a set of inherent characteristics, where requirements are understood as stated, implied or mandatory needs or expectations” (ISO 9000-2000); “Quality is the fulfillment of objectives” (British Quality Management Standards). Under this definition, training institutions are allowed to operate to achieve the objectives set out in their mission objectives. It is worth noting here that it is this concept that has diversified the types of education, training, and vocational training organizations in order to better satisfy the lifelong learning needs of all subjects, all members of the community society.

Quality is always the most important issue of all training institutions in general and vocational training in particular, striving to improve the quality of training is always considered the most important task of any training institution. which training institutions (Chung, 2018). Despite its importance, the quality of training is still a difficult concept to define, define, and measure, and one person’s

understanding is different from another's. The quality of training has a range of conflicting definitions and a lot of debate around this issue has taken place in different forums, the cause of which is the lack of a unified understanding of the nature of the problem.

Quality Assurance in Training

To ensure the quality of the education, training, and vocational training system, it is necessary to develop a system of viewpoints, guidelines, policies, action objectives, tools, processes, procedures, etc. It is important that through the operation of that system in practice it is possible to ensure that the goals and missions are being achieved, that the standards are being maintained and gradually enhanced. Thus quality assurance refers to the approach and measures used to improve the quality of training. With its role, quality assurance benefits both the nation as well as the community involved in education, training, and vocational training activities.

Quality assurance has become a widely used tool to evaluate and improve the quality of education and training, as well as provide government and investors in the education and training industry, learners, and employers important information about training quality Stakeholder requirements: 1. Government 2. Employers 3. Society 4. Learners. Training program Community Service Research Achieving set goals Quality Requirements are converted into training goals of each specific training institution in particular and relatively comprehensive information about the quality of the whole system education and training system in general.

Quality assurance activities include the following main forms: Quality Assessment; Quality Audit; Accreditation. Of these three forms, accreditation is the most widely and effectively used in countries in the region and around the world when serving the purpose of developing and building capacity for a training institution and for the whole organization. system. Accreditation is the process used in education, training, and vocational training systems that have been and are developing. In the Asia-Pacific region, quality assurance activities have been carried

out in countries and territories such as Cambodia, China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Mongolia, the Philippines, Vietnam, and Thailand.

Accreditation of Vocational Education Quality

There are many ways to define the term quality assurance, but two factors are always mentioned: assessment and accreditation. Accreditation is an independent and systematic review and evaluation to determine whether quality-related activities and results have met established requirements and that these requirements are being implemented. effectively and appropriately to achieve the goal.

According to the Vietnamese Dictionary, accreditation is a test to determine the value and assess quality. The term quality accreditation has been used in Vietnam since 1997 in the Technical Education Project Technical Assistance Program of the Ministry of Education and Training and the Asian Development Bank. This term in the English version of the project is written as “accreditation”, in some other documents it is written as “quality accreditation”. In the Vietnamese version of the project, the term “accreditation” is translated as quality accreditation

According to the provisions of the 2006 Law on Vocational Training, “Vocational training quality accreditation aims to evaluate and determine the level of implementation of vocational training objectives, programs, and contents for vocational training institutions” (Clause 1, Article 73 of the Law on Vocational Training). The Law on Vocational Education (2014) affirms: “Accreditation of vocational education is to ensure and improve the quality of vocational education; certify the satisfaction of vocational education objectives in each given period of the vocational education institution or vocational education program” (Clause 1, Article 65).

Thus, accrediting vocational/vocational education institutions is an activity of evaluating and accrediting vocational training institutions and vocational training programs that meet quality standards and standards, creating trust (Jibladze, 2016; Hien, 2016). Quality accreditation has a number of important functions, including encouraging all efforts of the State, and all economic sectors interested in vocational

training and vocational training institutions towards training effectiveness. the best quality and most effective (Van, 2022).

First, the quality accreditation process requires vocational training institutions to self-assess their goals, operating activities, and achieved results of each vocational training institution and program (IIEP, 2010a & 2010b). Next is the assessment of the state management agency on vocational training by accreditors and experts. Finally, there will be recommendations from the accrediting agency to gradually overcome the shortcomings and improve the quality of vocational training (INQAAHE, 2013). Because quality accreditation is conducted regularly, through quality accreditation, vocational training institutions are incentivized to strive towards self-improvement to enhance the quality of vocational training.

Accreditation of vocational education only refers to the conditions of a vocational institution or a vocational training program without going into details of the products that the vocational training institution provides, so accreditation cannot provide quality assurance for individual graduates or for individual training courses, but it can contribute significantly to strengthening the content and quality of vocational training courses.

Methodology

Method of analysis and synthesis: This method is used to analyze, synthesize, and systematize scientific information collected from documents related to the research problem, viewpoints, and theories on assurance. quality assurance of education and training in the context of educational innovation. From there, draw conclusions related to the research problem. This research method aims to understand theoretical issues related to education and training quality assurance activities in the context of educational innovation to build the theory of the topic and collect Scientific information on the history of education quality assurance research and training in the context of educational innovation.

The method collects documents and documents related to the research problem. The specific documents herein are the guidelines of the Communist Party

of Vietnam; The State's policies and laws are reflected in the legal documents and Decrees of the Government; circulars of the Ministry of Education and Training; Ministry of Labor, War Invalids and Social Affairs; guidelines from the relevant parties.

To clarify the importance and determine the influencing factors of the accreditation of vocational education quality in colleges, the survey contents in this topic include:

- + Personal information about the survey participants (Table 1).
- + Perceptions of survey subjects about the importance, position, role, objectives, content, and impact factors of the accreditation of vocational education quality in colleges.
- + Survey to collect opinions of administrators, teachers, and staff about the level of implementation and results achieved of vocational education quality accreditation activities in colleges, including the following contents:

First, the importance of accrediting the quality of vocational education in vocational colleges;

Second, determine the factors affecting the accreditation of vocational education quality in vocational colleges.

Table 1 – Detailed information about the subjects participating in the survey

Variables	Characteristic	Frequency (people)	Percent (%)
Gender	Female	111	55.22
	Male	90	44.78
Age	25-30 years old	56	27.86
	31-40 years old	62	30.85
	41-50 years old	47	23.38
	51-62 years old	36	17.91
Degree	Bachelor	68	33.83
	Master	72	35.82
	Doctor	37	18.41
	Associate Professor and Professor	24	11.94
Working years	Less than 5 years	55	27.36
	5-10 years	64	31.84
	11-20 years	63	31.34
	21-30 years	19	9.45
Working position	Managers	17	8.46
	Lecture	145	72.14
	Staff	39	19.40

(Source of the author's survey, n=201)

Data processing method: The author uses SPSS and Excel software to process survey information about the quality of vocational education accreditation activities in colleges.

Survey subjects: Management staff, lecturers, staff at vocational colleges, and experts in the field of quality assurance, the number of people is 201 (n=201).

In order to facilitate the evaluation and analysis of data reasonably and scientifically, the information collected from the status survey is conventionally based on the average value of the Likert 4 scale with the distance value. = (Maximum

– Minimum)/n = (5-1)/5 = 0.8, so the average values in the scale are conventional according to Table 2.

Table 2. Table of scale conventions

Medium score	$1.00 \leq \bar{X} \leq 1.80$	$1.81 \leq \bar{X} \leq 2.60$	$2.61 \leq \bar{X} \leq 3.40$	$3.41 \leq \bar{X} \leq 4.20$	$4.21 \leq \bar{X} \leq 5.0$
Convention point	1	2	3	4	5
Convention point	Not important	Less important	Rather important	Important	Very important
Level of achievement	Least	Weak	Medium	Rather	Good

Processing survey data: Use the formula to calculate the average score:

$$\bar{X} = \frac{\sum_{i=1}^k X_i K_i}{n}$$

In there, \bar{X} : Medium score. X_i : Score at level i . K_i : Number of participants rated at X_i level. n : Number of people participating in the assessment.

Results and Discussion

Accreditation of Vocational Education Quality According to the Law on Vocational Education

The Law on Vocational Education was approved by the 13th National Assembly at its 8th Session and took effect from July 1, 2015. The Law on Vocational Education has 8 chapters and 79 articles, which abolished the regulations on professional secondary schools, colleges, and general technical-vocational centers in the Law on Education No. 38/2005/QH11 and the Law on Education University No. 08/2012/QH13.

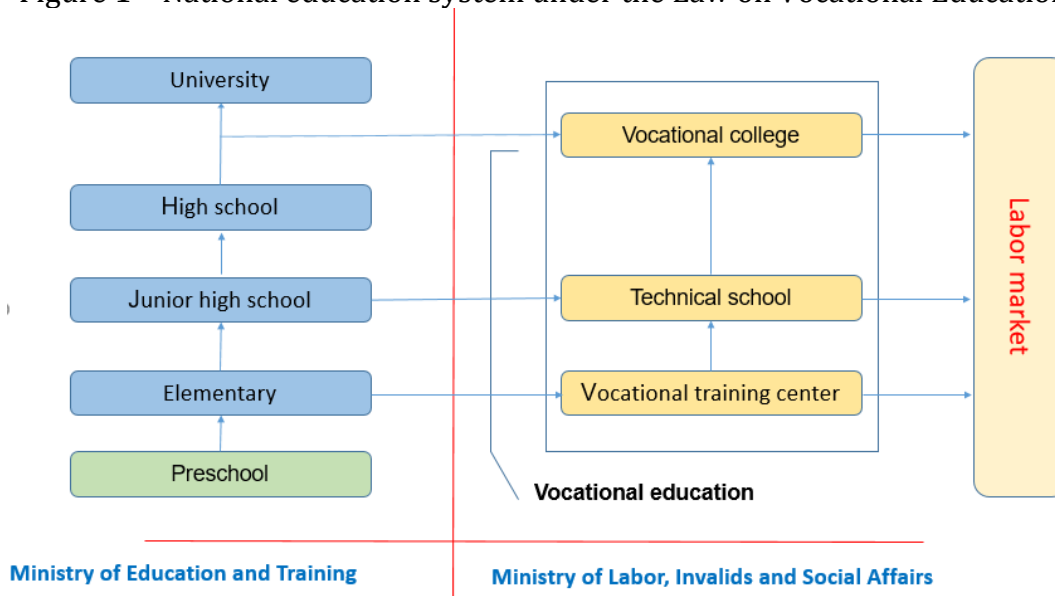
According to the provisions of the Education Law (2005), vocational education only includes professional secondary education and vocational training.

In vocational training, there are elementary, intermediate, and college levels. Thus, the Vietnamese education system has 02 intermediate degrees, and 02 college degrees, and is administered by two different state management agencies.

To overcome the above shortcomings, the Law on Vocational Education restructured Vietnam's national education system, comprehensively changing the structure of the vocational education system. The new vocational education system includes 03 levels: elementary, intermediate, and college. Accordingly, vocational education institutions include vocational education centers (which are the unification of technical, general, vocational guidance centers, and vocational training centers); intermediate schools (which is the unification of professional intermediate schools and vocational intermediate schools); college (which is the unification of professional college and vocational college), essentially separating the college level from higher education. Higher education only includes bachelor's, master's, and doctoral degrees.

The state management of vocational education at the central level will be undertaken by the Ministry of Labor, War Invalids, and Social Affairs. It can be said that the Law on Vocational Education has strongly institutionalized the policy of fundamental and comprehensive renovation of education in general and vocational education in particular in the spirit of the Resolution of the 8th Conference, the Central Executive Committee of the Communist Party of Vietnam. The Central Committee of the XI course, solving many practical inadequacies, created a new face of the vocational education system in Vietnam.

Figure 1 – National education system under the Law on Vocational Education



Along with the renovation of the vocational training system in general, the regulations on accreditation of vocational education in the Law on Vocational Education (from Article 65 to Article 70, Chapter VI) have also changed compared to the previous one. Law on Vocational Training (from Articles 73 to Article 78, Chapter VIII).

On July 16, 2015, the General Department of Vocational Training issued Official Letter No. 1285/TCDN-PCTT on the completion of guiding documents on the Law on Vocational Education and Decree No. 48/2015/ND-CP dated May 15, 2015. Implementing the above guidance, the Department of Vocational Education Accreditation has completed the draft Joint Circulars of the Ministry of Labour, Invalids and Social Affairs, and the Ministry of Education and Training to guide the content of state management in the field of vocational training. in the near future.

The Necessity of Accrediting Vocational Education Colleges

The quality of vocational training institutions is a matter of great concern to the whole society. Today, the trend of globalization and international economic integration is affecting all areas of human life, bringing both opportunities and challenges for each country. In particular, the competition between countries is

becoming more and more fierce. The competitive advantage will belong to the country that has the most human resources trained from high-quality training institutions.

Vocational training institutions annually provide a significant proportion of the nation's trained workforce. Therefore, the quality of vocational training attracts the attention of managers, businesses, parents, learners, and the whole society. Currently, in Vietnam, there is a situation where students graduating from high schools and junior high schools do not want to go to vocational schools. The situation of students flocking to universities may have psychological reasons, but there are also reasons that the quality and reputation of vocational institutions are still limited in the assessment of society. Meanwhile, businesses of all economic sectors face many difficulties in finding human resources for their units, etc. Complaints from businesses and employers about the lack of vocational skills of students and graduates of vocational schools are caused by the fact that the quality of vocational training has not met the requirements. of production.

In recent times, vocational training institutions and state management agencies in vocational training have paid attention to the quality of vocational training. Many vocational training institutions have organized the rebuilding of vocational training programs in association with the requirements of enterprises and requirements for the socio-economic development of the locality. The physical and technical foundations of vocational training institutions have also been enhanced and partly renewed. The teaching staff and teachers are re-trained and fostered to improve their qualifications, etc.

However, in order for the quality of vocational training to be increasingly guaranteed and improved, it is necessary to improve and develop the vocational education quality accreditation system further (Duchiep, et al., 2022). Therefore, vocational education quality accreditation is an indispensable activity in the state management of vocational education, which becomes even more important when Vietnam joins international economic integration. While the quality of human resources is the most important competitive weapon, one of the weakest stages of

education in general and of vocational education in particular in our country is the low quality of training.

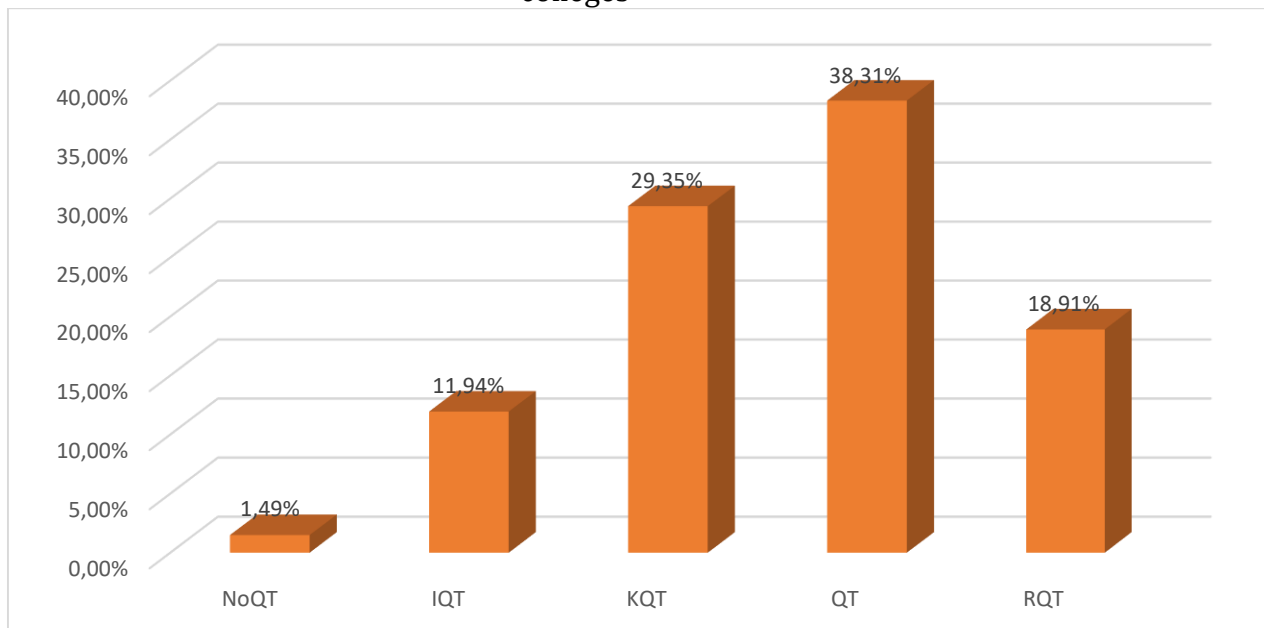
The main reason is due to the input factors and guaranteed conditions in the training process such as technical facilities, equipment for practice, lack of practice, and not meeting the needs of teaching and learning. ; a number of program contents and teaching materials for a number of occupations being used in vocational training institutions are outdated and have not been updated in time; teachers are lacking in quantity, weak in professional qualifications, some teachers are not up to standard, etc. At the same time, another important reason is the quality management of vocational education by teaching institutions. There is no standard for vocational training to both bind and promote vocational training institutions to step by step improve the quality of training in the existing conditions, by specific and objective measures.

Assessing the Importance of Quality Accreditation of Vocational Education Colleges

In order to properly assess the importance of accreditation of vocational education in colleges, the author conducted a survey of 201 people, with assessment levels specified into 05 levels: Very important (RQT), important (QT), fairly important (KQT), less important (IQT), and not important (NoQT). The specific results are shown in Figure 2.

The survey results in Figure 2 show that: The level of evaluation focuses on “Important” with 38.31% of the reviewers; followed by “Fairly Important” with 29.35% of the reviewers; level “Very Important” with 18.91% of the reviewers. This result shows that the number of people who rate “Very Important” and “Important” dominates. However, up to 11.94% of people rated it as “less important” and 1.49% rated it as “Not important”. From this result, it has been shown that many people still do not fully understand the importance of accrediting the quality of vocational education in colleges.

Figure 2 – Assessing the importance of vocational education accreditation in colleges



(Source of the author's survey, n=201)

To further test the accuracy of the evaluation process, the author tried to conduct a survey with each specific object (table 1). At the same time, in order to determine the factors affecting the accreditation of vocational education quality in colleges, the author has conducted a survey of each specific object. The results are shown in Table 3.

Table 3 – Assessment of the importance of vocational education quality accreditation in colleges by specific subjects

Characteristic	Frequency (people)	Percent (%)	Degree evaluation					\bar{X}
			1	2	3	4	5	
Female	111	55.22	28	39	30	12	2	3.71
Male	90	44.78	10	38	29	12	1	3.49
25-30 years old	56	27.86	10	20	17	8	1	3.54
31-40 years old	62	30.85	11	25	15	10	1	3.56
41-50 years old	47	23.38	10	18	13	5	1	3.66
51-62 years old	36	17.91	7	14	14	1	0	3.75
Bachelor	68	33.83	12	26	18	11	1	3.54
Master	72	35.82	15	26	18	11	2	3.57
Doctor	37	18.41	6	15	16	0	0	3.73
Associate Professor and Professor	24	11.94	5	10	7	2	0	3.75
Less than 5 years	55	27.36	8	22	17	7	1	3.53
5-10 years	64	31.84	14	24	19	6	1	3.69
11-20 years	63	31.34	11	24	20	7	1	3.59
21-30 years	19	9.45	5	7	3	4	0	3.68
Managers	17	8.46	3	9	4	1	0	3.82
Lecture	145	72.14	28	52	42	20	3	3.57
Staff	39	19.40	7	16	13	3	0	3.69

(Source of the author's survey, n=201)

The survey results in Table 3 show that: All \bar{X} s are in the range of $3.41 \leq \bar{X} \leq 4.20$, reaching the level of “Important”, none of the survey respondents rated as “Not important”, “Less important” and “Rather important”. However, when looking at the survey results in detail, it was found that in most of the survey subjects, there were people who rated “not important”, “less important” and “quite important”. The results of this survey show that the awareness of some survey subjects is still limited, not properly appreciating the role and importance of vocational education quality accreditation in colleges. This is also the first cause that affects the accreditation of education quality in vocational colleges. This requires vocational colleges to take measures to raise awareness of managers, teachers, and employees.

Factors Affecting Educational Quality Accreditation Activities in Vocational Colleges

From the theoretical basis and previous studies, the authors build a research model consisting of seven factors affecting educational quality accreditation activities at vocational colleges, including:

First, awareness of managers, lecturers, and staff about the accreditation of vocational education quality;

Second, build, operate, evaluate, and improve the quality assurance system;

Third, self-assessment of vocational education quality in colleges;

Fourth, activities of accrediting the educational quality of colleges;

Fifth, the capacity, qualifications, and number of the team of inspectors;

Sixth, the State’s regulations on accrediting the education quality of colleges;

Seventh, the training program at vocational colleges.

The test results of Cronbach’s Alpha scale show that all seven independent variables have high reliability (Table 4).

Table 4 – Test scale of Cronbach’s Alpha

Order	Content (scale)	Number of variables accepted	Cronbach’s Alpha
1	Awareness of managers, lecturers, and staff about the accreditation of vocational education quality	6	0.789
2	Build, operate, evaluate, and improve the quality assurance system	5	0.734
3	Self-assessment of the quality of college vocational education	4	0.756
4	Activities of accrediting the educational quality of colleges	5	0.786
5	The capacity, qualifications, and number of the team of inspectors	6	0.759
6	The State’s regulations on accrediting the education quality of colleges	5	0.757
7	The training program at vocational colleges	6	0.769

(Source of the author’s survey, n=201)

After assessing the reliability of the scale using Cronbach’s Alpha coefficient, 37 variables of the scale of factors affecting educational quality accreditation at vocational colleges were included in the factor analysis. Through EFA analysis, we have identified 7 factors affecting educational quality accreditation activities at vocational colleges. To determine the specific impact of each factor, the author conducted a survey of 201 people (n=201). Specific regulations 1. Weak, 2. Poor, 3. Medium, 4. Rather, 5. Good. The results are shown in detail in Table 5.

Table 5 – Evaluation of factors affecting educational quality accreditation activities at vocational colleges

Oder	Survey content	Frequency (people)	Degree evaluation					\bar{X}
			1	2	3	4	5	
1	Awareness of managers, lecturers, and staff about the accreditation of vocational education quality	201	5	16	47	101	32	3.69
2	Build, operate, evaluate, and improve the quality assurance system	201	7	17	47	99	31	3.65
3	Self-assessment of the quality of college vocational education	201	8	18	49	96	30	3.61
4	Activities of accrediting the educational quality of colleges	201	9	19	49	94	30	3.58

5	The capacity, qualifications, and number of the team of inspectors	201	12	20	50	93	26	3.50
6	The State's regulations on accrediting the education quality of colleges	201	10	20	51	92	28	3.54
7	The training program at vocational colleges	201	12	22	52	90	25	3.47
Total		201	9.00	18.86	49.29	95.00	28.86	3.58

(Source of the author's survey, n=201)

The survey results in Table 5 show that: The survey results in Table 3 show that: All \bar{X} s are in the range of $3.41 \leq \bar{X} \leq 4.20$, reaching the "important" level, there is no \bar{X} of surveyed subjects. which are rated as "not important", "least important" and "fairly important". However, when looking at the survey results in detail, it was found that in most of the survey subjects, there were people who rated "Weak", "Poor" and "Medium". Among them, factor 7 "The training program at vocational colleges" is the lowest rated with $\bar{X} = 3.47$, and factor 5 "The capacity, qualifications, and a number of the team of inspectors" is second lowest with $\bar{X} = 3.50$, which is at the lower end of the "Rather" rating. With the results of this survey, it is shown that the awareness of some survey subjects about the factors affecting educational quality accreditation activities at vocational colleges is still incomplete, the effects of which have not been clearly identified. impact on the accrediting activities of

education quality in vocational colleges. This is also the reason why the accreditation of education quality in vocational colleges has not yet achieved good results.

Recommend Solutions

From the results of the current situation survey, combined with the guiding documents of the State, Ministries, and Sectors and referring to the research results of colleagues and researchers, the author recommends specific solutions such as::

First, raising awareness of managers, lecturers, and employees about the accreditation of vocational education quality.

Stepping up the propaganda and raising society's awareness about the accreditation and quality assurance of vocational education is the first and foremost job nowadays. Emphasizing the importance and practical benefits that the accreditation of vocational education quality and the accreditation of accredited schools brings to each school. Vocational colleges in general continue to raise awareness and awareness of implementing these activities.

Accordingly, each school needs to develop a development vision and a plan to meet accreditation standards with a longer strategy; thereby determining a roadmap and specific implementation solutions for each stage, ensuring efficiency and quality. From the general plan of the school, based on their roles and responsibilities for the quality accreditation and recognition of national standards, each officer, teacher, and employee develop a separate and general plan. accomplish the goals set by the educational institution.

“Accreditation must become an inherent need of each school” (Thang, 2019, p. 24), vocational colleges need to aim at building and forming a quality culture. Accordingly, each individual in the school, when performing work, must aim to ensure quality. Such education is effective and developed.

Second, to build, operate, evaluate, and improve the quality assurance system in a synchronous and scientific manner:

Currently, quality management in vocational education institutions is still largely based on the traditional management model and has not yet approached the modern management models. Most vocational education institutions have not built and applied a quality management system inside the school in a comprehensive and synchronous manner. Therefore, the control and quality assurance of training by vocational education institutions is still limited.

Facing that reality, the Ministry of Labor, War Invalids and Social Affairs issued Circular No. 28/2017/TT-BLĐTBXH stipulating the quality assurance system of vocational education institutions. This Circular stipulates the principles, requirements, and procedures for building, operating, evaluating, and improving the quality assurance system and self-assessment of the vocational education quality of vocational education institutions. The Ministry of Labor, War Invalids and Social Affairs has guided and requested vocational education institutions to implement internal quality assurance activities in a systematic, scientific, public, and transparent manner; continuously and continuously improving in order to achieve quality goals and quality inspection criteria and standards.

Vocational colleges must always pay attention to how to put a quality assurance system into operation, then, the University and its affiliated units have clearly defined annual quality goals; implement quality assurance processes and tools. Activities required to develop quality assurance processes and tools include building, selecting, modifying, and supplementing training programs and curricula; Admissions; examination, examination, consideration, and recognition of graduation; assessing the results of the study, practice, grant diplomas and certificates to learners; recruiting, planning, training, fostering, evaluating and classifying teachers and administrators; management, use, maintenance and maintenance of equipment; management workshop; surveying students after graduation; Survey of businesses and employers. Every year, depending on the actual situation and requirements, the school organizes to develop additional quality assurance processes and tools to improve management efficiency in order to continuously improve quality.

Third, self-assessment activities of college vocational education quality must be carried out regularly and continuously:

Pursuant to Article 13 of Circular 28/2017/TT-BLDTBXH stipulating the content and quality self-assessment cycle as follows: (1) Self-assessment of the quality of vocational education institutions is compulsory for students, colleges, intermediate schools, vocational education centers, and once a year. (2) Self-assessment of the quality of training programs at all levels of vocational education is carried out periodically once a year for national, regional, and international key vocational training programs; training programs meeting the standards of vocational education quality accreditation.

According to the above regulations, the self-assessment of the quality of vocational education institutions is compulsory for colleges, intermediate schools, vocational education centers, and once a year.

And the self-assessment of the quality of training programs at vocational education levels is carried out periodically once a year for national, regional, and international key vocational training programs; training programs meeting the standards of vocational education quality accreditation.

Self-assessment of vocational education quality must ensure the assessment of all activities of vocational education institutions and training programs at all branches and branches. This self-assessment must involve all relevant units and individuals of the vocational education institution. At the same time, the assessment will be carried out according to the current system of criteria and standards for vocational education quality accreditation and relevant guidelines.

In addition, the self-assessment must ensure honesty, objectivity, and sufficient valid evidence to prove the statement in the quality self-assessment. The results of the self-assessment of the quality must be made public within the vocational training institution. This result must be updated in the database of the management information system of the state management agency in charge of vocational education and stored together with all relevant evidence and documents.

Fourth, accrediting the quality of education in colleges must be considered a fundamental and important activity in order to improve the quality and position of vocational colleges.

For vocational education institutions, a well-built quality assurance system and quality training will affirm the school's brand, reputation, and competitive advantages in the context of globalization and international integration. With the goal of striving to 2025, vocational colleges want to strive to become high-quality colleges, building and operating a quality assurance system inside the school is a very important and necessary job. It is not only the concern of the State management agency and the University, but also the direct concern of each school official, lecturer, and employee.

The quality assurance system will help the school improve its management mechanisms, policies, processes, and tools in order to renew the school governance model towards publicity, transparency, and efficiency; at the same time emphasize the role of cooperation between the University and state management agencies; economic groups, enterprises, production, business, and service establishments in order to maintain and constantly improve the quality of training, meet the requirements of the labor market, contribute to enhancing the position of universities. vocational colleges in the national education system.

Understanding the importance of quality accreditation, especially in the era of technology and management in a changing context, the education quality assurance policy should emphasize: Each individual, unit, and department All departments are responsible for effectively implementing the unit's activities according to the "Plan - Do - Check - Act" (PDCA). The units will innovate to ensure the quality of training in a modern direction, meeting the requirements of the market and stakeholders. The contents that need to be improved to ensure training quality include input conditions, training process management, and output quality management in accordance with the national qualification framework; implementing solutions to improve the employability of students after graduation; announcing conditions for quality assurance and employment rate of graduates; science and technology products. Impacts from the social context and actual

operating situation of the unit are also updated and adjusted as soon as it is determined that these changes are necessary.

Facing the trend of applying technology in teaching, universities need to quickly improve teaching and assessment methods. Depending on their own characteristics, units use online or combined training methods to maintain teaching and learning activities, ensuring the interests and learning progress of learners. Through each iteration of the PDCA cycle, the necessary experiences and adjustments are not only applied to the unit but are also considered for field-wide adjustment.

Fifth, improve the capacity, qualifications, and number of the team of inspectors:

Developing a team of experts on quality assurance is very necessary, especially focusing on strengthening the capacity of the staff doing the state management of accrediting and ensuring the quality of vocational education strategy to develop and train a contingent of vocational education quality accreditors to ensure that they meet the prescribed qualifications and skills, and strengthen the training of staff and teachers of vocational education institutions to enhance the team of experts on quality assurance.

In fact, the number of trained, and licensed auditors is not too small, but the number of qualified auditors to participate and fulfill the tasks of external assessment teams is not too much.

Currently, the source of accreditors: The team of “educational doctors” in the future; has completed the training program waiting for the exam to be issued with a fairly strong card. The Department of Quality Management should pay attention to quickly deploying to supplement the force and ensure the progress and the general inspection plan in the whole industry. However, before implementation, there should be a preliminary review and assessment of the current auditor’s capacity.

Education quality accreditors must be able to fulfill dual goals: Both meeting the assessment requirements in accordance with the regulations of the standard sets and having the ability to recommend and orient the education quality. develop and improve the quality of vocational education institutions and accredited training

programs. Accordingly, the training and retraining program for accreditors needs to be adjusted and supplemented, especially in education administration knowledge and capacity (for educational institution quality assessors) and assessment level of achievement of output standards (for training program quality assessors).

The content of the test also needs to be more appropriate, combining the exams with training sessions; selecting many accreditors to meet the requirements of vocational education development in the new cycle.

Sixth, popularize the State's regulations on accrediting education quality in colleges:

Although there is a document regulating the quality assurance system inside the vocational education institution, at the same time, the General Department of Vocational Education and Training has organized many seminars, training and conducted communication activities. promoting the building and perfecting of the quality system inside the vocational education institution, but the inspection and supervision results show that there are still many colleges that have not paid attention and have not yet implemented the quality assurance system according to regulations specified or slower than required. Although the number of institutions conducting quality self-assessments every year has increased by about 20%, however, up to 50% of colleges have not yet implemented quality self-assessments according to regulations. For vocational education centers, this figure is up to 90%. The implementation of self-assessment and the preparation of annual quality self-assessment reports in many vocational education institutions are still formal and coping.

Therefore, it is necessary at this time to promote propaganda and raise society's awareness of the accreditation and quality assurance of vocational education; disseminate the State's regulations on accrediting education quality in colleges; mobilize the participation and promote the role of actors related to vocational education, especially learners and employers.

Seventh, renovating training programs at vocational colleges with the participation of stakeholders:

Stakeholder participation is one of the important contents in policy making and implementation. This participation not only ensures democracy, publicity, and transparency but also contributes to improving the quality of activities for many reasons such as:

Stakeholder engagement provides a wealth of useful information including information on causes and consequences, possible solutions to the problem, on positive and negative impacts of the system.

Provide more ideas, initiatives, and solutions by standing on many different perspectives and experiences. Evaluations and comments on feasibility, effectiveness, effectiveness, and appropriateness are of great practical value.

Create opportunities for stakeholders to have a voice, ensure fairness, and have the opportunity to present and protect their interests, thereby ensuring fairness for everyone.

Mobilize the support and contribution of stakeholders by realizing the potential of the stakeholders themselves and mobilizing their intellectual and resource contributions to the process of building and ensuring quality.

Strengthening the accountability of individuals and units in the school, the participation of stakeholders will promote the transparent governance process and contribute to minimizing the making of arbitrary policy decisions convenience, imposition, and corruption of policies.

Conclusion

The conditions to ensure the quality of vocational education are considered decisive factors for the development of the university. Autonomy in education, as an advanced governance mechanism, is the key to unleashing the strength of vocational education institutions in general and overcoming weaknesses in terms of quality assurance conditions. education in particular. The opportunity to increase the core quality assurance conditions (human resources, facilities, management apparatus) in the context of autonomy in education is great. The problem is that vocational

education institutions need to have a flexible and effective application of this mechanism, along with specific, feasible, and practical solutions.

The quality accreditation system plays a very important role, being a fundamental element to help maintain, improve, and improve the quality of all areas of each vocational education institution. The work of assurance and accreditation in vocational colleges should be concerned, especially in ensuring the quality of training programs from design to operation and evaluation. In addition to the internal monitoring and review system at the unit, vocational colleges should regularly implement improvement reviews as a form of consulting and quality monitoring. With the motto of constantly improving quality, the repeated implementation of the PDCA cycle for continuous quality improvement is the key to helping the school meet the needs of society.

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