Original Research Article

Managing Applied Arts Training at Colleges According to Assurance Direction

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Abstract: Quality assurance in training applied arts plays an important role in building a sustainable and developed arts education system. It helps colleges determine and maintain the necessary criteria for training programs, thereby improving the quality of education and meeting the increasing needs of society and the labor market. This article presents an overview of managing vocational trainning quality and applied arts training quality - quality assuarance direction at colleges based on some current popular training quality management models and reseach works of foreign countries and Vietnam relating to vocational training management models in vocational school to serve as a theoretical basis to survey the reality and propose solutions quality managing on applied arts training with a assuarance direction at colleges to meet the socail and labor market needs. The research results have shown that there are still many shortcomings in the management of training in applied arts in the direction of quality assurance in colleges today that need to be resolved. Proposing solutions to help colleges improve the quality of training in applied arts in the direction of quality assurance.

Keywords: Training Management, Quality Assurance, Applied Arts.

INTRODUCTION

In the cause of national renewal, the Communist Party of Vietnam always attaches importance to the position and role of culture. The Resolution of the 5th Central Conference, Session VIII (1998) "On building and developing an advanced Vietnamese culture imbued with national identity" affirms that culture is the spiritual foundation of society, both a goal and a driving force for socio-economic development. The Resolution identifies the need to orient our country's literature and arts to reflect the vivid, truthful and profound reality of the people's cause in the revolution and resistance war, in building socialism and defending the Fatherland; ensuring freedom of creation while promoting the civic responsibility and social responsibility of artists and cultural workers; taking care of the material and spiritual life, creating favorable working conditions for artists and writers; improving all aspects of the team of cultural leaders and managers at all levels; using and arranging the existing team of cadres reasonably. The Resolution also emphasizes the need to develop a plan and implement a training program for a new generation of cadres (leaders, managers, experts) with sufficient qualities and capacity to undertake work in the coming years; consolidate and perfect the system of faculties, schools training cadres of culture, arts, information, journalism, research institutes in terms of organization, teaching staff, programs, and textbooks; increase conditions and technical means for teaching and learning; organize training well, etc.

Fine arts are a large field, one of the important professions, contributing to the development of the country and the nation and is also affected by changes in technology, economy, culture, society, especially in the market economy, globalization and the 4.0 industrial revolution. Fine arts training in Vietnam is increasingly diverse according to the law of supply and demand of society, especially in the field of applied arts, such as: Graphic design, Fashion design, Industrial design, Interior decoration, Multimedia art design (Ministry of Education and Training, 2022). Currently, in Vietnam, there are over 80 institutions training in fine arts, with an average of about 10,000 training targets for fine arts-related majors each year (of which more than 80% are applied arts) allowed by the Ministry of Education and Training for training

institutions to enroll. In recent years, Vietnamese applied arts have had positive developments in both quantity and quality, demonstrated through many competitions, exhibitions, and professional seminars organized. Step by step enhancing the role of creative design and grasping new technology trends is a direction that not only creates economic efficiency but also contributes to preserving culture, bringing many values to the community.

However, this abundant source of creative human resources has not been fully utilized. In addition, with the continuous development of information technology, the training of fine arts resources is revealing weaknesses that need to be discussed and solutions proposed to overcome. Fine arts training in Vietnam is increasingly developing according to the law of supply and demand of society, especially in the field of applied arts, such as: Graphic design, Fashion design, Industrial design, Interior decoration, Multimedia art design. Currently in Vietnam, there are over 30 training institutions in the field of applied arts. In recent years, Vietnam's applied arts have made positive developments in both quantity and quality, demonstrated through many competitions, exhibitions, scientific seminars, and professional seminars organized. However, applied arts training in Vietnam still has many shortcomings in terms of management, programs, teaching methods, facilities, etc.

To overcome the above limitations, difficulties and challenges, training institutions need to know how to choose and creatively apply quality management models and systems such as ISO, TQM, etc., especially applying UNESCO's CIPO model in training management to build quality assurance frameworks in training from input, process, output, as a basis for testing, evaluating and constantly improving the training process towards quality assurance to meet the requirements of current vocational education innovation.

LITERATURE REVIEW

Management: According to Nguyen Quoc Chi and Nguyen Thi My Loc (2010), management is the oriented, purposeful impact of the management subject on the management object in an organization, to make the organization operate and achieve the organization's goals. According to Pham Van Thuan and AnLong Dangnguyen (2021a&2021b), Management is a professional activity that helps orient the organization's activities to achieve the set goals. According to Ho Duc Hiep & *et al.*, (2022), management is the activity of the management subject who wants the activities to take place according to the right purpose and plan, to achieve higher results than the set requirements.

Training: According to author Nguyen Minh Duong (1996): "Training is a purposeful, organized process of forming and developing a system of knowledge, skills, techniques, attitudes... to perfect the personality of each individual to create conditions for them to be able to enter the profession productively and effectively". According to Luong Ngoc Vinh (2022), training is the process of the school's impact on learners through training plans that have been developed and approved by competent authorities.

Training management: According to Pham Van Thuan and AnLong Dangnguyen (2020&2022), training management is a goal-oriented activity of school management entities to achieve the goals of educational and training institutions. Thus, training management can be understood as the impact of the management subject on the management object in the training process through the management functions and by appropriate management tools and methods to achieve the common goal of the training process, helping learners to have the ability to perform according to the prescribed standards, and at the same time be able to find a job or create their job after completing the course or to improve their professional qualifications.

Applied fine arts: is an all-encompassing, rich, diverse and long-standing art form. Originating from the needs of life, through the creative labor process, all products made by humans cannot lack aesthetics, need to have new, good, beautiful, convenient designs, adaptable to the times; attractive, appealing to satisfy their aesthetic needs and their own needs. Unlike academic fine arts, applied fine arts not only create works of art but also ensure convenience and efficiency in use. Applied arts not only include decorative products, but also designs that meet practical needs, from household appliances, fashion, packaging, to interior decoration, software user interface (UI), advertising, and many other fields.

Quality assurance: According to Vietnam standard TCVN 5814, quality assurance (quality assurance) is all the planned and systematic activities carried out within the quality system and demonstrated as necessary to create adequate confidence that an entity (object) will fully satisfy quality requirements. According to ISO, quality assurance is that part of quality management focused on providing confidence that quality requirements will be fulfilled. Quality assurance serves two purposes: internally to build trust in the organization and externally to the organization, quality assurance will build trust with customers and other stakeholders about the quality of the products and services that the organization provides. The main characteristics of quality assurance are: first, quality assurance focuses on the process to affirm to internal and external stakeholders that the school has processes to create high quality output products; second, quality assurance focuses on the functions of accountability and quality improvement; third, quality assurance is a continuous and consistent process based on evaluation criteria and feedback.

Quality assurance in vocational education is understood a system of policies, processes, and tools for all areas and management contents of vocational education to maintain, improve, and enhance the quality of vocational education and achieve the set goals (Ministry of Education and Training, 2017). Quality assurance in vocational education includes two main components: One is internal quality assurance, which is implemented through the overall systems, resources, and information that vocational education uses to establish, maintain, and improve quality as well as prevent and handle errors that appear before and during the training process, including: building, operating, evaluating, and improving the quality assurance system; Self-inspection: This is the self-assessment activity of vocational education itself based on the system of criteria and standards for vocational education quality assessment issued by the Ministry of Labor, War Invalids and Social Affairs to determine the level of meeting the objectives of vocational education. Second, external quality assurance is the activity of assessing the quality of vocational education, the activity of periodic and unscheduled inspection and supervision by competent authorities.

Basic activities of training management in colleges: Training management in colleges is essentially the management of the vocational training process according to a scientific order and process, suitable to actual conditions and must cover the functions of management including the functions of planning, organizing, directing and inspecting, evaluating training results. The main contents of training management include training goal management; training program management; training method management; teacher management, learner management, facilities, equipment and finance management. In the process of training management, it is necessary to regularly grasp, update and manage information in all stages of the training process to ensure effective training management activities. In the process of organizing training activities, the above management contents are directly affected by internal factors and also affected by external factors such as economic, political, legal, cultural and social factors, management mechanisms, training needs of society, of learners... and have a close relationship, interacting with each other to promote training activities to develop according to the goals set by training institutions (General Department of Vocational Training and ILO, 2011).

RESEARCH RESULTS AND DISCUSSION
Overview of Training Management Models towards Quality Assurance

Through the conceptual study, we can understand that training management towards quality assurance is the process of systematically organizing and implementing management measures for the entire training process of the management subject affecting the management object to ensure that the training programs meet the set quality standards, and at the same time continuously improve to improve efficiency and meet the needs of learners, the requirements of employers, and the State's goals of vocational education innovation.
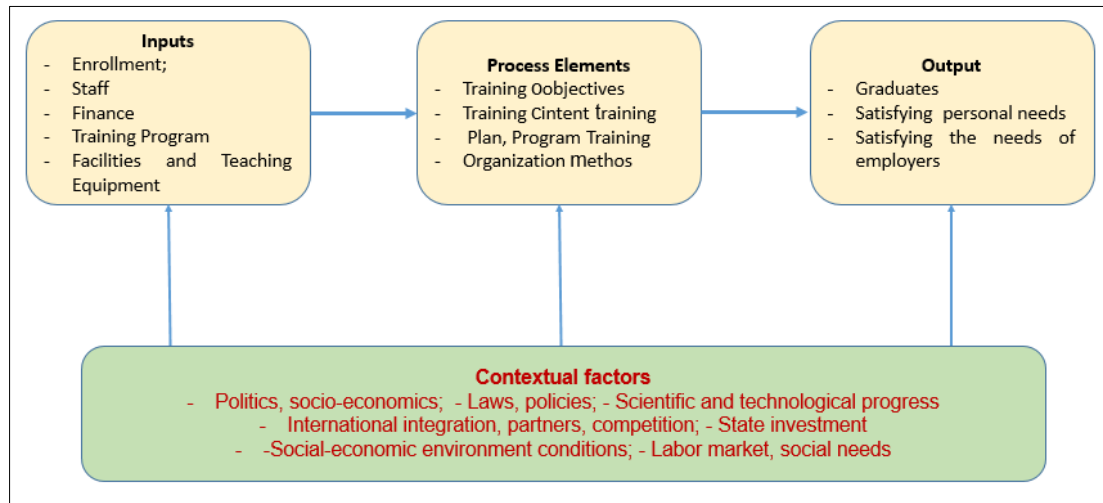
For training quality management activities to be effective, each training institution needs to choose and design for its institution a quality management system, a suitable training model, including basic elements of organizational structure, regulations that the organization complies with, process-based activities and other resources to orient and control training quality. Training management towards quality assurance in colleges can apply the strengths of quality management systems such as ISO, TQM, CIPO.

ISO quality management model: ISO is an international standard for quality management systems. In education, the ISO model is applied to ensure that training institutions implement processes consistently, meeting the needs and expectations of learners and stakeholders. The strength of this system is to operate and strictly control the quality of operating processes by the requirements, rules, frameworks, and standards prescribed for the quality management system, which is extremely important in aiming at quality goals and policies, and is a tool for leaders in operating and controlling all activities of the unit, while helping cadres, teachers, and employees clearly understand their responsibilities, authorities, and work procedures, improve work quality, perform work according to unified regulations, minimize errors, overlaps, and risks, thereby continuously improving training quality (Anh, 2023). The highlight throughout the ISO standards set is the issues related to people. If we do not create conditions for everyone to be aware of the role and importance of training quality that directly affects their interests and does not create conditions for them to develop their full potential, the Quality System will not achieve the expected results (Anh, 2023). However, with all operating processes being standardized, it will sometimes limit creative thinking and work improvement of the leadership, management and teaching team.

The TQM (Total Quality Management) model is a comprehensive quality management model that focuses on improving all aspects of the organization, from management to the quality of teaching and learning. TQM emphasizes the comprehensive management of training activities, by mobilizing all members of the training institution to participate proactively, do it right from the beginning, the personnel are decentralized, specifically authorized and controlled, improving the quality of training right from the input to the output of the training process through quality management tools such as DCA (Plan, Do, Check, Action), statistical tools, etc. However, TQM is more concerned with the internal operation of the organization, not paying much attention to the impact of the external context and TQM does not have specific criteria and standards like the ISO standards, making it difficult for managers in the process of directing, operating, and controlling vocational training activities towards quality assurance. CIPO model: With the view that training quality

management is a process, UNESCO has introduced the CIPO model, stating 4 groups of elements that make up the quality of a school (abbreviated as CIPO) including: Context, input, process, output described in Diagram 1.

The CIPO model has the nature of controlling the training process due to all the contextual factors (Context) affecting the training process, including: Input factors; Process factors; Output factors (Output/Outcome). Therefore, training management according to CIPO is management in the direction of meeting social needs. The trend of using CIPO in training management is increasingly being of interest in and sought for application by training institutions. Vocational training management is placed in a more comprehensive "movement" environment, not just a matter of feedback from graduates, from employers or quality assurance of organizations or training institutions.

Inputs
- Enrollment;
- Staff
- Finance
- Training Program
- Facilities and Teaching Equipment

Process Elements
- Training Oobjectives
- Training Cintent training
- Plan, Program Training
- Organization Methos

Output
- Graduates
- Satisfying personal needs
- Satisfying the needs of employers

Contextual factors
- Politics, socio-economics; - Laws, policies; - Scientific and technological progress
- International integration, partners, competition; - State investment
- -Social-economic environment conditions; - Labor market, social needs

Diagram 1: CIPO model on training management

The EFQM (European Foundation for Quality Management) quality management model is a popular quality management model in Europe, focusing on comprehensive improvement in organizations, including educational institutions. This is an effective toolkit based on the design of the total quality management model (TQM) and the PDCA cycle. Le Thi Thanh Hue (2019) commented that EFQM helps organizations grasp the strengths to promote and weaknesses to improve accordingly, thereby helping product/service providers, including educational institutions, better understand internal issues, monitor and make reasonable adjustments during the operation process. The quality assurance process according to the EFQM assessment criteria covers most important aspects with 7 specific criteria (described in Diagram 2) to help leaders of educational institutions proactively control the quality of each aspect and the overall quality.

Goals, vision and strategy

Organizational Culture and Leadership

Direction

Stakeholder Assessment

Organization

Connecting with stakeholders

Results

Implementation

Outcomes of Strategy and Operational Processes

Outcomes of Strategy and Operational Processes

Creating lasting value

Diagram 2: Structure of the EFQM model version 2020 (EFQM, 2019)

According to the author, each quality management model has its outstanding strengths and each training institution chooses and designs a quality management system and a suitable training model. Training management in the direction of quality assurance needs to pay attention to the implementation of basic functions of quality management such as planning (Plan), organizing implementation (Do), checking (Check), improving actions (Action) in each activity of the training management process, at the same time having training management measures that adapt to changes and impacts of the social context on the training institution to achieve the set goals.

Training Management Models in the Direction of Quality Assurance in Colleges Today
Vocational Training Management Model Towards Quality Assurance in Vocational Training Institutions Abroad:
In the context of strong digital transformation and increasingly deep globalization, training high-quality human resources is not only an urgent task but also the key for each country to affirm its position and competitiveness in the region and the world. To create high-quality human resources to meet the requirements of economic and social development depends on many factors, in which the role of education and training is of particular importance. Therefore, to fulfill the mission, training institutions of each country in the training management process need to be flexible, adaptable, innovative in teaching and learning, ensuring that graduates have knowledge and skills to meet the requirements of the labor market in the world of work (ILO and OECD, 2018).

In France, the applied arts training model is well organized and professional, aiming to meet the increasing needs of the creative industry. France has a diverse network of art and design schools, from public to private schools, offering training programs from Bachelor to Master's level lasting from 3 to 5 years. Training programs in France are designed in depth, combining theory and practice, helping students develop creative skills and thinking, including professional skills, soft skills, teamwork and critical thinking, helping students prepare well for a career in the creative industry. Training programs often include subjects in art history, design techniques and other specialized subjects based on the training program frameworks established by the French Ministry of National Education and the Ministry of Culture. Training institutions are periodically evaluated by the Council for Evaluation of Research, Education and Training (HCERES), an independent body that evaluates and accredits the quality of educational and research institutions in France, examining aspects such as training programs, facilities, teaching staff and student learning outcomes to ensure that training programs meet national and international standards.

In Germany, the vocational education system is very developed and highly appreciated because it meets the human resource needs and provides highly qualified human resources for the economy. The vocational education system is divided into three main systems: the traditional vocational training system (Dual vocational training), the secondary vocational system and the vocational training system in universities. Vocational education and training begins at the age of 14-15. And Germany's "dual" vocational training model is considered the world's leading effective training model because it is implemented under the close cooperation of the state, companies and social organizations, in which enterprises play a key role in the training cycle. The dual vocational training program includes 70% of training time at enterprises and 30% of training time at vocational schools; specialized subjects account for 60% and general subjects account for 40%. The content of the training program is regulated by the Ministry of Education and the economic community (industry and professional associations, etc.). Companies decide on the scale and the major of the training. Regarding the management mechanism of the vocational training system in Germany: The State Government is responsible for managing vocational schools, while the Federal Government is responsible for managing vocational training at the company. Training costs are usually paid by the State Government for the part of studying at school according to the program. Students receive scholarships paid by the State Government (= 42% of ordinary workers) and both acquire practical skills and receive production practice remuneration paid by the company. Usually, companies spend an average of 2-3% of their total salary fund on initial training (Tu, 2021). The applied arts training model in Germany is also organized according to a dual training model, ensuring strictness and professionalism, to meet the increasing needs of the creative industry.

In Denmark, the "flexible" training model is structured simply and flexibly, the apprenticeship period only lasts a maximum of 80 weeks and is built according to the European Qualifications Reference Framework. The structure of a vocational education program includes a basic program with a total duration of 20 weeks of study at school and a main program that is built alternatingly between school and workplace training, usually lasting from 3-3.5 years or can be shorter or longer for certain programs. Learners must have a training agreement with a company that is authorized to train. At the end of each program, learners must complete a test to assess their abilities. In addition, in case they want to be trained in a real workplace rather than in a classroom, learners can register to study at a business and register for the "New Vocational Internship" program. In Denmark, quality in vocational education ensures the correspondence between national vocational education goals and local vocational education programmes, and ensures the quality of individual providers. The three-tier structure (National Advisory Council, Local Training Committees and vocational education providers) plays an important role in all aspects of quality in vocational education. The Danish Ministry of Education has identified nine common principles/measures related to policy on quality issues, including: Stakeholder involvement; National common guidelines; Monitoring outcomes using indicators; Quality rules; Ministerial approval, monitoring, inspection; Commissioning and

adjustment; Transparency and openness; Evaluation by the Danish Evaluation Institute and International cooperation and surveys. These nine measures are described within the framework of the CQAF10 model, based on the quality circle (Office of the General Department of Vocational Education, 2024).

Singapore is a country in Southeast Asia that has been successful with its human resource development policy in vocational training. The Singaporean government always provides policies and budgets to encourage vocational training; the development and arrangement of the vocational education system is linked to the national economic development situation, with close relations with domestic and foreign enterprises; special attention is paid to perfecting the vocational education program framework, enhancing cooperation between schools and enterprises and investing in modern technical facilities, developing a team of teachers in vocational education. Singapore has built a rich and diverse vocational training system, including levels from basic to advanced. Vocational training schools (Institute of Technical Education - ITE) provide study programs related to engineering, technology, and management, suitable for the needs of the labor market. The training program is flexible, focusing on combining theory and practice (studying at school and working at partner companies at the same time). (Nguyen Van Lam, 2020)

Research Works and Articles on Training Management Models towards Quality Assurance in Vocational Training Institutions in Vietnam:
To innovate the management of vocational training processes to improve the quality of human resources after training with the doctoral thesis Training management of vocational colleges according to the quality assurance approach, Nguyen Van Hung (2016) stated that ensuring the training quality of vocational colleges is always an important activity, deciding the implementation of training goals, to create quality products, best meeting the labor market. Quality assurance is an effective training management method for vocational training institutions. To manage training of colleges to ensure quality, the management entity needs to: Propose a set of standards, criteria, indicators and scales/assessments on ensuring training quality of vocational colleges according to the process "Context - Input - Training activities - Output"; Establish a system to ensure the quality of internal training programs of vocational colleges; Establish a self-assessment process for training management of vocational colleges according to the quality assurance approach; Establish a management mechanism that balances centralization and decentralization in training management according to the quality assurance approach of vocational colleges; Improve the training management capacity of vocational colleges according to the quality assurance approach in a synchronous manner.

With the research article on Vocational training management towards quality assurance to meet the requirements of educational innovation in current vocational training institutions, Nguyen Xuan Tao (2022) stated that vocational training management towards quality assurance needs to pay attention to the implementation of basic functions of quality management such as planning (Plan), organizing implementation (Do), checking (Check), and improving actions (Action) in each activity of the vocational training management process towards quality assurance. To meet the requirements of human resources, leaders of vocational training institutions, based on the resources they are managing, plan training strategies to ensure good organization of the vocational training process associated with inspection, evaluation, and continuous improvement to continuously improve the quality of training, and at the same time have measures to manage vocational training to adapt to changes and impacts of the social context on vocational training institutions to achieve the set goals and learners after training meet the requirements of the labor market.

With the research paper Research on internal quality assurance models in the world and recommendations for Vietnam, Pham Thi Huong, Nguyen Vu Phuong, Nguyen Huu Cuong (2021) stated that effective internal quality assurance models are models that demonstrate the effectiveness of the model at two levels. Level 1: training programs need evidence of achievement and evidence of improvement based on analysis of learning outcomes of each training program. Learning outcomes are related to the capacity of students at the introductory stage of each undergraduate training program and services related to academic support and student support to help students succeed in the training process. The second level is the educational institution level.

Effectiveness is understood as the level of achievement of the mission, vision, and strategic plan of each school. With the work Educational Management - Some theoretical and practical issues, Nguyen Thi My Loc et al., (2015) stated that educational program management is a special pedagogical process (including many structural elements such as: Objectives, content, methods, forms, means of education; teachers with teaching and educational activities; learners with learning and training activities; testing and evaluating learning and educational outcomes) to achieve the proposed educational goals. Here, the management of the teaching and educational process does not follow the input, process, and output of the training management process, but mainly focuses on analyzing factors related to process management according to teaching and educational objectives, thereby clarifying the quality management of teaching and education in schools through testing and evaluating the results and training of learners.

Research Works and Articles on the Model of Training Management of Applied Art Majors towards Ensuring Quality in Current Colleges:

Innovation in training management of applied art majors to improve the quality of human resources to meet the increasing demands of the labor market and society, contributing to improving the quality of life and promoting the economic and cultural development of society has always been of interest to educational managers, professional managers, and labor-using enterprises and has been mentioned quite a lot in recent times. With the research paper Applied Fine Arts Training in the Context of Globalization and Industry 4.0 at the International Scientific Conference "Promoting Artistic Creativity and Applied Fine Arts Training to Promote International Integration" at Hanoi University of Architecture, Nguyen Xuan Tien (2023) stated that to improve the quality of training human resources in applied fine arts in Vietnam, meeting the requirements of socio-economic development and international integration, we need to innovate in educational thinking, specifically: training applied fine arts is closely linked to the practical development needs of society, the region and the world; it is necessary to build a training program, following the CDIO (Conceive - Design - Implement - Operate) application model (Idea - Design - Implementation - Operation) with the form of "Workshop in school", "Factory in school" or "Institute of applied research in school".

With the research paper on the Practical Training Model of Applied Fine Arts through the connection between universities and manufacturing enterprises, Dang Mai Anh (2023) stated that cooperation between universities and enterprises is considered an inevitable trend to improve the training quality of higher education institutions and support enterprises in policy making. In recent years, public and private schools have begun to pay attention to this model, however, the learning process of learners mainly focuses on subjects that are heavy on theory and little on practice. Content related to practice is only for assessment within the school, without the coordination or participation of any outside enterprises. To ensure comprehensive training, meet social trends and effectively train to provide society with quality human resources, training institutions need to innovate and strengthen sustainable ties with businesses in building training programs, improving equipment, creating job demand to receive output human resources with a working environment in the right profession, promoting basic training knowledge.

CONCLUSION

Managing applied art training to ensure quality is a comprehensive process, including building training programs, improving teaching quality, increasing investment in equipment and facilities, promoting connections with businesses, creating conditions for students to develop their talents and careers. Only when there is a combination of solid theory and creative practice can quality assurance in applied art training be highly effective and sustainable. Applied arts training in Vietnam has developed strongly in both quantity and quality in recent years, promptly responding to the economic and social development innovation process of the region and the whole country. However, there are still many shortcomings in management, programs, teaching methods, facilities, etc., especially not being able to access new technologies of the 4.0 industrial revolution promptly. To improve the quality of applied arts human resource training in Vietnam, meeting the requirements of socio-economic development and international integration, we need to innovate in educational thinking, specifically: training applied arts closely linked to the practical development needs of society, the region and the world. With the aim of not only improving the quality of human resources but also making an important contribution to the revival of ethics, social culture and economic, political, etc., sustainable development of the country. In addition to innovating the fundamental and comprehensive training work at each university, college, etc., we must innovate synchronously and thoroughly from the Central to the local level, from the Ministry of Education and Training in charge to each training institution in the spirit of an educational reform "Fundamental and comprehensive innovation of education and training, meeting the requirements of Industrialization - Modernization in the conditions of a socialist-oriented market economy and international integration" to build and comprehensively develop the culture of Vietnamese people to meet the needs of sustainable development of the country.

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