MODEL OF QUALITY ASSURANCE MANAGEMENT IN GENERAL EDUCATION: A CASE STUDY IN NGHE AN PROVINCE, VIETNAM

MODELO DE GESTÃO DA GARANTIA DA QUALIDADE NA EDUCAÇÃO GERAL: UM ESTUDO DE CASO NA PROVÍNCIA DE NGHE AN, VIETNÃ

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Abstract: Quality assurance in general educational institutions is of great significance in improving the comprehensive education quality in order to meet the requirements of fundamental and comprehensive innovation in education and training. In this study, on the basis of theoretical and practical research, we propose to build a model and a process to implement the quality assurance model in general educational institutions in Vietnam, thereby contributing to create a breakthrough in management innovation, school administration to build prestige and brand, towards building a qualified culture in the education and training industry. This is the first study on quality assurance in Vietnamese high schools, and is carried out in Nghe An province, a central province of Vietnam.

Keywords: General education, Education quality, Quality assurance, Quality assurance in general education, Model of educational quality assurance management CIPOF.

Resumo: A garantia de qualidade em instituições educacionais gerais é de grande importância para melhorar a qualidade da educação abrangente, a fim de atender aos requisitos de inovação fundamental e abrangente em educação e treinamento. Neste estudo, com base em pesquisas teóricas e práticas, propomos construir um modelo e um processo para implementar o modelo de garantia de qualidade em instituições educacionais gerais no Vietnã, contribuindo assim para criar um avanço na inovação de gestão, administração escolar para construir prestígio e marca, no sentido de construir uma cultura qualificada na área da educação e formação. Este é o primeiro estudo sobre garantia de qualidade em escolas secundárias vietnamitas e é realizado na província de Nghe An, uma província central do Vietnã.

Palavras-chave: Educação geral, Qualidade da educação, Garantia da Qualidade, Garantia de qualidade na educação geral, Modelo de gestão da garantia da qualidade educacional CIPOF.

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1. Introduction

In order to improve the education quality comprehensively, the role of the managers must be emphasized, associated with the autonomy, explanation responsibility of the educational institutions and student-centered (Bîrzea et al., 2005). Mobilizing responsible participation and high supervision of managers at all levels, teachers, staff, learners and local communities, demonstrating the dialectical relationship of the three key factors of educational development: school, family and society through the process of building output standards of the general education program with the participation of students and parents, thereby committing to the minimum level of educational quality of the school with the participation of students and parents; Publicly publishing the education quality for students, parents, authorities and society to know and monitor(Cheong Cheng, 2003).

Quality assurance in higher education is one of the issues to be concerned by countries, NGOs, regional and international organizations and networks in past decades (Spence, 2000). In Vietnam, the issue of education quality assurance in general and quality assurance in higher education in particular has been mentioned since the transition years between the 20th century and 21st century, and is particularly more interested for more than 15 years(Ryan, 2011). There have been many models of higher education quality assurance implemented in our country, such as quality accreditation, quality assessment, quality audit, or quality control(Kahveci et al., 2012). However, the activities of quality assurance, quality accreditation and construction of national standard schools in general education in Vietnam have not been paid due attention and have not been implemented synchronously(Tu & Development, 2023). Consciousness of cadres, teachers and students in terms of quality assurance and education quality accreditation activities are still insufficient; the education quality assurance system inside educational institutions has not been flexible to operate effectively and smoothly; Setting standards to ensure the quality of general education has not been given due attention; has not yet built a model of quality assurance of modern general education, which is close to regional and international quality standards and is suitable to Vietnam's reality; The capacity of the team in charge of accreditation and education quality assurance is still inadequate compared to the requirements, tasks and unprofessionalism, etc(Baharun et al., 2021). This can be explained that the accreditation and education Quality assurance in general education is still a relatively new activity for educational institutions; the science of quality management and Quality assurance in general education has not been sufficiently researched with Vietnam's reality; awareness and consensus in the implementation of

quality assurance activities of managers at all levels, managers and members of the industry and educational institutions are not high; personnel for quality assurance activities of educational institutions are limited in capacity and experience; quality culture has not yet become a key factor in the quality assurance activities of general educational institutions; Investment resources for this activity are still limited. Therefore, the development and implementation of a model of Quality assurance in general education is necessary and of profound practical significance. In this study, our research questions the followings:

- How is the proposed model for educational quality assurance in high schools?
- How is the process of implementing internal quality assurance in high schools?

2. Theoretical framework and literature review

2.1. *Quality assurance in education*

According to UNESCO, quality assurance is a very broad term that refers to a process of continuously assessment (including evaluation, monitor, assurance, maintenance and improvement) the quality of a higher education system, educational institutions and training programs (Seto & Wells, 2007).

According to Wilger (1997), quality assurance is a complex process by which a university ensures that the quality of educational process is maintained to the standards it has set itself. Through training quality assurance activities, the university can satisfy itself, students, and other subjects outside the university (Wilger & Improvement, 1997).

Quality assurance is a holistic approach covering all the processes in a higher education institution, in order to serve the students and other stakeholders in expected quality standards. The success of a quality assurance system depends on the support of the management(Elassy, 2015). Hence, quality assurance should also cover the strategic management, process management and measuring-monitoring system which interact with each other for enabling the institutions to improve its processes(Kahveci et al., 2012). The most common activities that quality assurance processes cover include teaching and learning, researching, serving to society, student support services, and governance and management of the institution (Loukkola & Zhang, 2010). Similarly, according to (Martin, 2018), the popularity of quality assurance processes and tools ranked was teaching and learning, governance and management, research,

graduate employability, international cooperation, community outreach, and income generation(Baharun et al., 2021).

When mentioning to quality assurance, people often refer to the two concepts of internal quality assurance – (IQA) and external quality assurance (EQA). IQA refers to policies and mechanisms of each educational institution or training program to ensure that the institution or training program meets the objectives and standards applicable to higher education in general or for each career field in particular(Spence, 2000). EQA refers to the activities of an entity outside the school, which may be the quality accreditation body to evaluate school activities or training programs to determine whether the school or its training programs meets pre-agreed standards. Experts also said that IQA and EQA should not be considered as opposites or in conflict with each other. On the contrary, they always exist together. EQA should support and encourage IQA(Wilger & Improvement, 1997).

Harvey defines quality assurance is the process of providing necessary input resources, ensuring effective control, and improving the process for the purpose of improving output quality to meet regulatory standards and perform public accountability(Harvey, 1998). This ideology emphasizes the issue of improving product value and developing learners' potential through effective transformation (teaching and learning), effective monitoring and management in the school system.

Thus we can see that the main features of quality assurance are: firstly, quality assurance focuses on the process, thereby confirming to both internal and external subjects that the school has processes to produce high-quality output; secondly, quality assurance focuses on the accountability function and quality improvement; Thirdly, quality assurance is a continuous and consistent process based on evaluation criteria and feedback.

Quality assurance in education is the continuous improvement of methods of implementing various aspects of educational programs and activities in an educational institution to meet the desires of educational stakeholders. This view is based on Deming's continuous improvement cycle principle(Ayeni & Ibukun, 2013). This process allows school management to give educational programs strategically; monitor the process of implementation systematically, check and evaluate to the quality of input resources, teaching-learning process and student learning outcomes according to prescribed standards. An IQA system should be included the PDCA cycle (Deming Cycle): plan, do, check, action as follows:
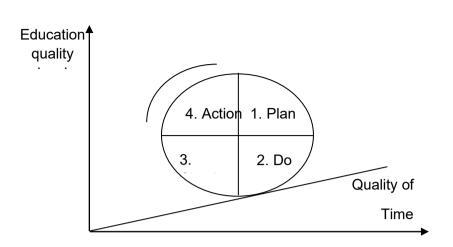
Fig 1. Deming Cycle (Moen & Norman, 2009)

2.2. Stakeholders in general education

IQA is an integrated process with the participation of decision makers from all areas of the organization. Participation of Stakeholders has become an essential part of any educational institutions's planning and improvement program. There are a number of theories regarding who can be considered a stakeholder in an academic institution. According to Freeman (Freeman & Mcvea, 2006) (Wilger & Improvement, 1997), it can be any individual or group of people who can influence the process of achieving the goals of a certain organization – in This case is an academic institution. In his work, Watson states that not all groups considered stakeholders are actually stakeholders, because their role and influence to an organization is very low or does not exist (Watson & Watson, 2012). In the sector of general education, teachers, support staffs, students, and alumni are all stakeholders(Freeman & Mcvea, 2006). They are expected to contribute to a more comprehensive and effective quality assurance system(Ulewicz, 2009). Participation of Stakeholders often requests to notify to stakeholders about the school's policy and future plan, as well as attracting their feedback on both, especially the latter(Law, 2010).

2.3. Some models of educational quality assurance management

Up to now, there have been many quality management models built and implemented in many countries and in all fields, including education. In which, there is a typical model of Total

Quality Management (TQM), European Foundation Quality Management (EFQM) model, International Standard Organization ISO 9000 model.

Total Quality Management Model

TQM is a management model formed from Japan for the purpose of quality control, developed by American doctorate named Arman Feigenbaum in the late 40s of the twentieth century. Accordingly, Total Quality Management is understood as "an effective system for uniting the efforts in quality implementation, quality maintenance and quality improvement of different parts of an organization in order to produce and perform services in the most economical way, satisfying consumers"(Cooper & Cooper, 2013). Since then, the strengthening of quality control activities in Japan has gradually formed the TQM management method.

European Foundation Quality Management Model

The EFQM is a European quality award, developed on the basis of the Malcolm Baldrige Prize of the United States of America, initiated by the European Commission and 14 European multinational organizations in 1988, and officially launched in 1991, aimed to stimulate and support organizations in Europe to implement innovative activities that create customer and employee satisfaction as well as social impact, increase business performance (Cooper & Cooper, 2013). EFQM is a multi-dimensional quality management model based on the principle of self-assessment and the European quality award program. According to this organization, quality management should focus on activities at all levels. In which, quality management is a process of continuous improvement to improve performance. This is an approach towards meeting stakeholder's expectations. EFQM is a model used in all types of organizations, all industries with different sizes and structures. The most basic feature of the EFQM model is the effectiveness in management related to the organization's self-assessment ability. Accordingly, the organization will understand the strengths to promote and the weaknesses to take appropriate improvement measures(Paraschivescu, 2017).

ISO (International Organization for Standardization) is the world's largest developer of voluntary international standards(Wilson & Campbell, 2016). In which the central standard is ISO 9001, which has been revised through many versions:

ISO 9001:1987 version: Quality management - Model for quality assurance in design/deployment, production, installation and technical service.

ISO 9001:1994 version: Quality management - Model for quality assurance in design, implementation, production, installation and technical service.

ISO 9001:2000 version: Quality management - Requirements.

ISO 9001:2008 version: Quality management - Requirements.

ISO 9001:2015 version: Quality management - Requirements. This is the current version of ISO 9001.

Quality management according to ISO focuses on development and implementation of international or national standards in order to improve quality and meet the requirements of the organization as well as the demand of customers in the best way.

Quality management principles are used to guide the quality improvement of an organization. ISO 9000 and TQM actually both apply a total quality management approach towards satisfying customer needs. ISO 9001:2015 also provides 7 quality principles (Moghaddam, 2008), including: Customer focus; Leadership; Engagement of people; Process approach; Improvement; Evidence-based decision making; Relationship management.

It can be seen that the issue of quality and quality assurance management has been considered and approached from many angles with different philosophies of quality management, but the quality management models are all aimed to improve the capacity of organization, enhance customer's demand satisfaction ability.

3. Research design and methods

This study uses a qualitative approach, that is, an approach in which data processing is not in connection with mathematical and statistical calculations but emphasizes interpretive studies (A.J. Onwuegbuzie, 2017). This study is in connection with document overview.

Document overview is an activity that involves the method of collecting references, reading, taking notes, and collecting research document from different data without field research. The data collection technique in this study used document analysis. The document analysis in this study included research journals, document overview journals, and conference reports. Researchers collect data by reading, organizing topics, and recording important information about references. The process of performing this research includes (1) exploring general ideas about the research topic, (2) searching documents relating to the research topic, (3) emphasizing the focus of the research topic and arranging the relevant document, (4) reviewing document through content analysis, (5) synthesizing and gaining new perspectives on a topic, (6) newly contributing on a topic.

4. Results and Discussion

4.1 Proposal of model of quality assurance management in general education

Quality assurance is both a condition and a goal of all activities in the school and is also a key factor affirming the position and prestige of the school in the context of international integration. In order to be effective in internal quality assurance activities, educational institutions need to develop a quality assurance process with a system of control and evaluation tools to continuously improve and enhance quality; At the same time, it is necessary to have coordination and information sharing among school members. From the theoretical and practical basis of quality management according to the approach of advanced educational quality assurance models, the authors propose to build an internal quality assurance system according to the CIPO model approach by supplementing stakeholder's feedback (Feedback – F) (Wilger & Improvement, 1997). With the view that education quality is a process, in 2000, UNESCO proposed the CIPO model (Context - Input - Process - Output/Outcome), which is a modern and effective management model. The CIPO model consists of four components: environmental context, input quality, process quality, and outcome quality. Feedback is the basis for managers to review, check and evaluate the school's activities in order to overcome the limitations and shortcomings, step by step improve the quality in each activity, as well as the effectiveness of the education quality management in the context of international integration in Vietnam today. Management according to CIPOF model is the management of activities with 5 elements: Input, process, Outcome, feedback collected from stakeholders and these elements are placed in a specific environmental context.
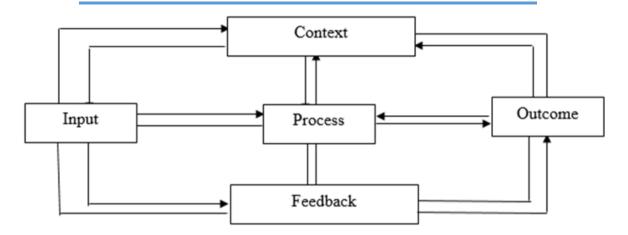
Fig 2. CIPOF Model

The above process-based Quality Management Model focuses on quality assessment of the impact factors to the environmental context, input, process, output/outcome and feedback from technician. Assessment of output factors is to consider to adjust plan, select resources such as: human resources, equipment, fundngs, content, implementation methods. Assessment of the management process to perform program goals and contents, helping to provide regular feedback in order to detect and promptly correct errors during operation. Evaluation of output is to review and evaluate products related to goals measurement set out, collect information and data from stakeholders to decide on the adjustment, modification or replacement of a training program or a new teaching content or method. Feedback reflects the effectiveness of quality management activities in an educational institution, the information collected through comments from stakeholders is the basis to help the school to review, adjust, improve, enhance the effectiveness of internal quality management and review strategic objectives of the educational institutions.

4.2 Model operating mechanism

In order to develop, implement, maintain and improve quality levels in general education, educational institutions need to establish an internal quality assurance system which enough is strong to carry out quality assurance activities, management and implementation of guidelines, plans, policies, regulations and legal documents in the activities of each educational institution. In order to operate the internal quality assurance model according to the CIPOF model approach proposed above, we outline 5 groups of components that create the operation process of the educational institutions, including: Contéxt, Input, Process, Outcome and Feedback.
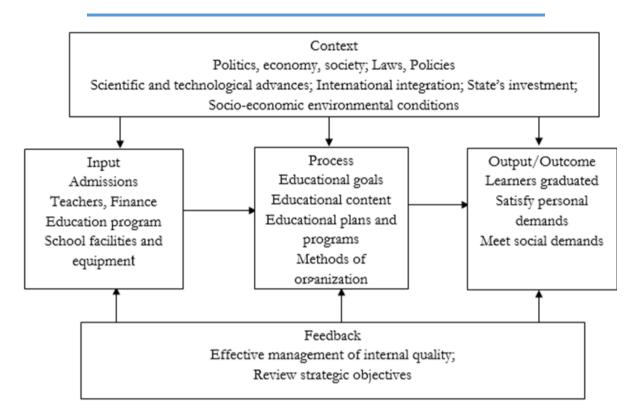
Fig 3. The content structure of CIPOF model

To manage quality-oriented training, it is necessary to manage input, manage the implementation process to manage output and information collected from comments. Along with the process-based management approach, the CIPOF model has been studied, considered additional components on the impact of feedback from stakeholders, this model controls the process with all impact factors from the policy, socio-economic, legal environment, scientific and technical progress, international integration, competitive partners, ... on the training process towards quality which meets the requirements of the training program, in accordance with the development orientation of each educational institution. Today, in the era of the industrial revolution 4.0 and the advances of modern science and technology, international integration, the training of qualified learners and meeting the needs of the employer requires educational institutions to build an internal quality assurance system according to the CIPOF model approach in school quality management is completely appropriate. In order to apply the CIPOF model to the actual situation in the educational context of Vietnamese high schools, educational institutions need to pay attention to the elements of the internal quality assurance system:

Context: Expressed through the political, economic, social, legal, institutional, and policy situations, these are the orientations for educational activities; apply Scientific and technological advances in teaching; International integration, competitive partners: these impacts help

educational institutions to have the conditions to compare, self-determine their position, value, and brand not only in the country but also in the region and the world; at the same time, establishing a bridge to take full advantage of the benefits in the process of association, training cooperation, training technology transfer, access to the world's advanced educational program.

Input Management: Management of enrollment: developing enrollment policies and schemes in accordance with social needs, forecasting enrollment capacity to help educational institutions to meet social needs according to the law of labor market supply and demand. Management of enrollment, propaganda, and career orientation for students to choose careers that are suitable to their interests and aspirations; developing appropriate scholarship policies to attract students with good, very good study ability to improve the input enrolment quality and improve the quality in the educational process. Management of the quality assurance conditions to meet the needs, including: management, use, training, learning to improve the qualifications of teachers and staff; management, renovation and repair of equipment, facilities, laboratories; management of financial resources, revenues and expenditures for educational activities, scientific research and community services. Planning education and developing educational programs: on the basis of information collection and analysis, educational institutions develop plans; preparation plans for educational quality assurance conditions; financial mobilization sources, etc to help educational institutions be proactive in their activities.

Process Management: To organize the implementation of investment policies and development conditions for education and teaching drastically, thoroughly, regularly and continuously. The implementation of plans of using resources and the assessment of the results achieved to motivate to improve the teaching quality. Determine the corresponding output standards of each educational program, meet the overall development orientation of the school, and organize the implementation of the educational plan in the direction of quality assurance. Management of teacher's teaching activities and students' learning activities is a continuous, flexible combination between teaching and learning activities and the test & evaluation process to teaching and learning outcomes. Management of teachers' teaching activities and students' learning activities must be implemented in a unified process; Clear evaluation criteria and standards in order to timely adjust these activities to achieve teaching goals. The test and assessment of teaching and learning outcomes should be paid attention to ensure that the results are evaluated according to the process. Strengthen the construction and use of facilities, equipment and learning facilities; effectively coordinate between institutions inside and outside

of the university to contribute ideas to develop and review training programs in the direction of quality improvement.

Outcome Management: Output management plays an important role in human resource training to help educational institutions understand the next learning situation of students as well as the employment situation and the ability to meet job requirements after graduated. On that basis, evaluate the quality and effectiveness of educational activities, adjust and improve the educational process to be suitable to the practical needs and demands of the labor market. Output management should be paid attention to: Satisfying individual needs of learners, meeting learners' expectations about skills knowledge, ability to work, study after graduated and form a learning mindset forever; and the ability to meet the needs of society, in order to do this, the feedback of employers on knowledge, skills and job meeting level of graduates is the basis for the school to supplement and adjust teaching methods, equip them with knowledge and skills in line with actual work requirements. These are two important factors affecting the reputation and brand of each educational institution, also known as the output standards of the educational program. It is the result that the school publishes to the society and stakeholders about the quality of its education.

Feedback: The collection of feedback and comments from stakeholders: learners, former learners, teachers and businesses helps educational institutions to receive opinions and evaluations from stakeholders on the operating capacity, strengths, existence and performance as well as the way to organize and manage internal quality assurance system, including the overall quality management processes, their integration into the organizational culture of the unit to continuously review, adjust, improve and plan the development strategy in the next time. In the current social context, globalization and international integration are having impacts on many social aspects. When the quality in educational institutions needs to meet and satisfy the employers, the application of the centralized management model according to the CIPOF approach is a way of scientific management. This quality management is evaluated on the basis of 5 elements: input, process, output/outcome, feedback and the impact of the environmental context during implementation. In order for this model to be well-applied in higher education, it is necessary to build an internal quality assurance system with policies, regulations, procedures and guidelines that through their presence and use, it can ensure that the educational mission and goals are realized, and standards are maintained and continually increased.

4.3. The process of implementing the quality assurance model in general educational institutions

From the quality assurance model as above-mentioned, in order to implement quality assurance management effectively, we propose the process of implementing the quality assurance model in general educational institutions, including the following steps:

Step 1. Establishing a Quality Assurance Team

The head makes a decision to establish the quality assurance team of the unit with at least 07 members (the group leader is the principal; the vice group leader is the vice principal; the secretary is the head of the professional groups or a qualified teacher of schools; other members are leaders of professional groups, offices, representatives of the Party committee and mass organizations). Assign tasks to working groups and individuals: include members of the Quality Assurance Team, officials, teachers, and employees. Tasks and powers of the Quality Assurance Team include: Guide and direct the planning and operation of the quality assurance system; the work contents and the order of implementation; progress and time limit for implementation; expected products and results; funding to implement the plan; Check, monitor and evaluate the quality assurance system; organize the implementation of improving the quality assurance system and periodically report on the implementation results; Review and assess the school's current situation and the school's quality assurance conditions; Organize training on methods and procedures for developing a quality assurance system for officials, teachers and staffs of the school; Advise the Head on school self-assessment to assess the quality of education and recognize and maintain national standard school.

Step 2. Developing a quality assurance plan

Quality Assurance System is expressed in the form of a School's Quality Assurance Plan. A quality assurance plan is a document with structure and format as prescribed. The core content in each quality assurance content needs to be brief, clear, accurate, complete and proved in detail. The contents include: Organize for teachers to sign a commitment with the Head of the unit about the student's study quality. The homeroom teacher signs a commitment with a representative of the Class Parents Association with the following contents: The homeroom teacher commits to meeting the class's output standards with specific educational plans (Intensification education program in accordance with the subjects, especially weak ones; education on soft skills; education on ideology, morality, lifestyle, aspiration to contribute to the homeland and country; facilities to ensure;...) ; Representative of the Class Parents Association

commits to taking care of, motivating and encouraging the children regularly; responsibly coordinating with homeroom teachers and subject teachers in management, education, resource support, and socialization according to the educational plan set out in order to achieve the output standards of the school education program. The head of the unit signs a commitment to ensure the school's education quality with the head of the direct superior education management agency. The head of the unit signs a commitment with the representative board of Class Parents Association with the following content: The school commits to meeting the school's output standards with specific educational plans (Teachers, experts, scientists, retired good teachers, typical artisans; Intensive education program is suitable for all subjects, soft skill education; education on ideology, morality, lifestyle, aspiration to contribute to the homeland and country; facilities to ensure; mechanisms and policies for the work of education quality assurance; ...); The representative board of Class Parents Association commits to regularly coordinating with the school in management, education, resource support, and socialization according to the school's educational plan to achieve the output standards. After that, the Head of Education and Training Office signs a quality assurance commitment with the Director of the Department of Education and Training, the Chairman of People's Committee of the district/city/town.

Step 3. Publicly publishing the output standard of the quality assurance plan

The quality assurance plan after completion is announced by the Head of the output standards for officials, teachers, employees, students, parents and local authorities to know and post publicly on the website of the unit. Encourage to publish the output standards of the school quality assurance plan in the locality and province in order to create a more developed educational environment.

Step 4. Operating the quality assurance plan

The school's quality assurance team is responsible for guiding and directing to operate the quality assurance plan, all members of the school, based on their functions and duties, are responsible for strictly and correctly implementing the plan issued.

Step 5. Organization of monitoring, checking and assessment of the implementation results and adjustment of the Quality Assurance Plan

During the implementation of the plan, the unit leaders, the school quality assurance team monitor, check and evaluate whether the implementation results of the quality assurance

plan have been achieved as desired or not, through: exchange of information directly during implementation; Comments from teachers, through progress meetings, conferences, etc.

Organization of monitoring, checking and assessment of the implementation results of the quality assurance plan to prevent defects, not to reappear and continue to improve, including: Adjusting & improving in the process of implementation of plans; Adjusting & improving after the plan implementation period has ended.

Step 6. Reporting, preliminary and final review of quality assurance work

The head of the affilitated units of the Department of Education and Training reports the implementation results of the quality assurance plan to the Department of Education and Training and the People's Committee of the district/city/town. The head of the educational institutions under the district-level People's Committee shall report the implementation results of the education quality assurance plan to the Department of Education and Training and the People's Committee of the ward/commune. Office of Education and Training summarizes and reports the quality assurance results of educational institutions under the district to the Department of Education and Training and the People's Committee of the district/city/town. The educational institutions organize a preliminary review of the quality assurance work after the end of the first semester to evaluate the achieved results in order to promptly adjust and improve the plan to achieve the results set out. Summarizing the quality assurance work after the end of the school year and rewarding, criticizing, ranking emulation to groups and individuals in the school quality assurance work.

Step 7. Archival records of quality assurance model

Archival records include: Decision on establishment of Quality Assurance Team; Table of tasks assignment of the members of the Quality Assurance Team; Quality assurance plan (signed and promulgated by the Principal); Documents related to inspection and evaluation of implementation results, adjustment and improvement of the plan; periodical, preliminary and final reports (with specific evidencing documents); Other relevant documents (if any). Quality assurance records can be stored and preserved separately or at the school's current archival and preserval records, but must ensure the principle of convenient search and use.

The time limit for preservation, Archives and use is in accordance with the provisions of the Law on Archives, and the Circular No. 27/2016/TT-BGDDT dated 30/12/2016 of the

Minister of Education and Training promulgating regulations on preservation period of professional documents in the education sector.

5. Conclusion

The operation of the internal quality assurance system is the foundation for quality assurance in educational institutions. Establishing and developing an internal quality assurance system is a relatively new issue in the general education system in Vietnam. Quality assurance models are applied by many countries around the world with the view that all activities are directed towards the goal of constantly improving and enhancing quality, an internal quality assurance system has been formed and more and more perfect. The process of building and operating the internal quality assurance system makes an important contribution to improving the quality and efficiency of the management and training in educational institutions. Policies, regulations and process to ensure the smooth operation of the internal quality assurance system have been developed and promulgated by educational institutions, ensuring consistent and directed towards effectively implementation of quality commitments and development goals. The quality of education is the top concern of society because the educational products is to train human knowledge, education investment is an investment in the future, an investment in the sustainable development of a society, a nation. In today's integration trend, educational products must be comprehensively and effectively guaranteed. The operation of the internal quality assurance system requires more and more depth, effectiveness and close association with the basic activities of a university, including training, scientific research and providing services to the community. Creatively and flexibly applying quality assurance models of countries around the world to build an assurance model and accreditation of education quality for sustainable development that has a basis as well as a positive impact on maintaining and constantly improving educational standards, creating transparency about the current state of education. The model proposed in this study has been applied to general education in Nghe An province, a central province of Vietnam with the top quality of general education in Vietnam. The results show that the approach to the expanded CIPO model, which is CIPOF in general education in Vietnam, is a new and completely appropriate approach in the context of global economic integration and the industrial revolution 4.0 today.

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