

# **Criteria and Guidelines for Education Quality Assurance**

**Office of the Vocational Education Commission  
Ministry of Education**

## **PREFACE**

The Ministerial Regulation on Education Quality Assurance B.E. 2561 (2018) requires each educational institution to establish an internal quality assurance system. This includes setting educational standards in accordance with the standards for each level and type of education as proclaimed by the Minister of Education, preparing an educational development plan aimed at quality standards, implementing the plan, conducting internal quality evaluations, monitoring operations to develop the institution according to educational standards, and annually submitting self-assessment reports along with educational development plans to the supervising agency.

The Office of the Vocational Education Commission (OVEC), as the supervising agency for vocational educational institutions, is responsible for proposing policies, development plans, standards, and curricula for vocational education at all levels, in alignment with national economic and social development plans and the national education plan. OVEC promotes and coordinates vocational education management in both the public and private sectors, supports resources, monitors, inspects, and evaluates vocational education management with emphasis on quality and professional excellence. OVEC has therefore developed these Criteria and Guidelines for Education Quality Assurance for vocational institutions under its jurisdiction to use as guidance, in accordance with the Ministerial Regulation on Education Quality Assurance B.E. 2561, and to lead to continuous improvement and development of educational quality and standards.

The Criteria and Guidelines for Education Quality Assurance cover the intent and key content of quality assurance, roles and responsibilities at each level from the Ministry of Education, to supervising agencies, and to educational institutions. This document was prepared with guidance from senior executives of OVEC, distinguished scholars, experts, and all relevant parties.

Office of the Vocational Education Commission

## **EXPLANATORY NOTE**

The Criteria and Guidelines for Education Quality Assurance were developed in accordance with the Ministerial Regulation on Education Quality Assurance B.E. 2561 and consist of 3 parts:

Part 1: Education Quality Assurance – covering (1) the importance of education quality assurance, (2) the conceptual framework under the Ministerial Regulation B.E. 2561, and (3) roles and responsibilities of agencies at each level.

Part 2: Vocational Education Standards – covering (1) the definition of vocational education standards, (2) the conceptual framework, (3) the process, and (4) the Vocational Education Standards B.E. 2561, including Standard 1: Desirable Characteristics of Vocational Education Graduates, Standard 2: Vocational Education Management, and Standard 3: Building a Learning Society.

Part 3: Criteria and Guidelines for Internal Quality Assurance – covering (1) the internal quality assurance system, (2) criteria and guidelines, (3) setting institutional educational standards, (4) preparing the educational development plan, (5) implementing the plan, (6) evaluating and inspecting internal quality, (7) monitoring operations for quality development, and (8) preparing the Self-Assessment Report (SAR).

Educational institutions have a direct responsibility to implement quality assurance and may use these Criteria and Guidelines as a roadmap, consistent with the intent of the National Education Act B.E. 2542 and the Ministerial Regulation on Education Quality Assurance B.E. 2561, to use quality assurance as a key mechanism for ensuring quality education that meets standards, achieves the goals of the supervising agency, is continuously developed, and builds confidence among stakeholders and the public.

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# TABLE OF CONTENTS

Page

|                   |  |
|-------------------|--|
| Preface           |  |
| Explanatory Note  |  |
| Table of Contents |  |
| List of Figures   |  |

## **Part 1: Education Quality Assurance**

|   |   |
|---|---|
| 1.1 Importance of Education Quality Assurance .....   | 1 |
| 1.2 Conceptual Framework for Quality Assurance under the Ministerial Regulation B.E. 2561 ..... | 2 |
| 1.3 Roles and Responsibilities of Agencies at Each Level .....                                  | 3 |

## **Part 2: Vocational Education Standards**

|   |    |
|---|----|
| 2.1 Defining Vocational Education Standards .....                             | 6  |
| 2.2 Conceptual Framework for Vocational Education Standards .....             | 7  |
| 2.3 Process for Defining Vocational Education Standards .....                 | 8  |
| 2.4 Vocational Education Standards B.E. 2561 .....                            | 9  |
| Standard 1: Desirable Characteristics of Vocational Education Graduates ..... | 9  |
| Standard 2: Vocational Education Management .....                             | 10 |
| Standard 3: Building a Learning Society .....                                 | 11 |

## **Part 3: Criteria and Guidelines for Internal Quality Assurance in Educational Institutions**

|  |    |
|--|----|
| 3.1 Internal Quality Assurance System .....                      | 12 |
| 3.2 Criteria and Guidelines for Internal Quality Assurance ..... | 14 |
| 3.3 Setting Institutional Educational Standards .....            | 15 |
| 3.4 Preparing the Educational Development Plan .....             | 18 |
| 3.5 Implementing the Educational Development Plan .....          | 22 |
| 3.6 Evaluating and Inspecting Internal Quality .....             | 22 |
| 3.7 Monitoring Operations for Quality Development .....          | 23 |
| 3.8 Preparing the Self-Assessment Report (SAR) .....             | 25 |

# PART 1: EDUCATION QUALITY ASSURANCE

## 1.1 Importance of Education Quality Assurance

The core ideology of education management, as articulated in the National Education Standards, emphasizes lifelong learning and the development of a strong Thai learning society. Education should be balanced, integrating wisdom, ethics, and culture, and should be lifelong for all Thai people — nurturing a strong foundation from early childhood, instilling civic virtues throughout basic education, and developing knowledge and skills for quality work through broad social participation. Education must be verifiable as a process of personal and social development and as a key factor in sustainable national development.

The importance of education quality assurance is established in Chapter 6 of the National Education Act B.E. 2542 (concerning standards and quality assurance) and the Ministerial Regulation on Education Quality Assurance B.E. 2561. Key points include:

1. Establishing a quality assurance system to develop educational quality and standards at all levels, comprising internal and external quality assurance systems, with criteria set by ministerial regulation.
2. Requiring parent agencies and institutions to implement internal quality assurance as a continuous component of educational administration, with annual reports submitted to parent agencies, relevant agencies, and the public, leading to quality improvement and supporting external quality assurance.
3. Education quality assurance builds confidence among stakeholders and the public that institutions can deliver quality education according to their standards, through mechanisms that control and inspect the quality management system.
4. Internal quality assurance serves as a key mechanism for improving educational quality; parent agencies are responsible for advising, assisting, and guiding institutions to ensure continuous development.
5. Internal and external quality assurance are linked — when parent agencies receive self-assessment reports, they forward them along with issues for evaluation to the Office for National Education Standards and Quality Assessment (ONESQA) for use in external assessments.
6. Quality assurance leads to continuous improvement — after ONESQA evaluates and inspects institutions, it sends reports with recommendations to institutions and parent agencies to guide further improvement.

## 1.2 Conceptual Framework for Education Quality Assurance under the Ministerial Regulation B.E. 2561

Under the Ministerial Regulation on Education Quality Assurance B.E. 2561, education quality assurance means the evaluation and monitoring of quality according to educational standards at each level and type of education, through mechanisms for controlling and inspecting the quality management system established by institutions — to foster development and build confidence among stakeholders and the public that the institution can deliver quality education meeting standards and achieving the goals of its supervising agency.

Figure 1.1 illustrates the conceptual framework, showing the relationship between quality assurance processes (evaluation, monitoring, and control of quality management) and

educational outcomes: institutions meeting standards, building stakeholder confidence, developing quality systematically, and achieving institutional goals.

|  |  |
|--|--|
| <b>Education Quality Assurance</b> <ol style="list-style-type: none"> <li>1. Quality evaluation</li> <li>2. Quality monitoring</li> <li>3. Control of quality management system</li> </ol> | <b>Educational Outcomes</b> <ol style="list-style-type: none"> <li>1. Quality education meeting standards</li> <li>2. Confidence among stakeholders and public</li> <li>3. Systematic, continuous quality development</li> <li>4. Achievement of supervisory agency goals</li> </ol> |
|--|--|

### 1.3 Roles and Responsibilities of Agencies at Each Level

The National Education Act B.E. 2542 (Section 31) assigns the Ministry of Education authority over promoting and supervising education at all levels, setting policies, plans, and standards, and evaluating educational outcomes. Section 34 requires parent agencies to propose policies, development plans, and standards aligned with national plans, coordinate public and private vocational education, support resources, and monitor and evaluate management with emphasis on quality and professional excellence.

The Ministerial Regulation on Education Quality Assurance B.E. 2561 requires each institution to establish an internal quality assurance system, set institutional standards, prepare a development plan, implement it, evaluate and inspect quality, monitor operations, and annually submit self-assessment reports to parent agencies.

#### Responsibilities by Level:

| Ministry of Education  | Parent / Supervising Agency   | Educational Institution   |
|--|---|---|
| <ol style="list-style-type: none"> <li>1. Set education policy for each level and type</li> <li>2. Prepare national education plan</li> <li>3. Define national education standards</li> <li>4. Issue ministerial regulations on quality assurance</li> <li>5. Proclaim educational standards for each level</li> <li>6. Interpret and adjudicate quality assurance issues</li> </ol> | <ol style="list-style-type: none"> <li>1. Set agency education policy</li> <li>2. Define standards for each level/type</li> <li>3. Establish quality assurance criteria and guidelines</li> <li>4. Analyze SAR reports; advise and assist institutions</li> <li>5. Forward SARs and development plans to ONESQA</li> <li>6. Monitor follow-up on quality improvement recommendations</li> </ol> | <ol style="list-style-type: none"> <li>1. Establish internal quality assurance system               <ol style="list-style-type: none"> <li>1.1 Set institutional educational standards</li> <li>1.2 Prepare educational development plan</li> <li>1.3 Implement the plan</li> <li>1.4 Evaluate and inspect quality</li> <li>1.5 Monitor operations for quality development</li> <li>1.6 Prepare and submit SAR annually</li> <li>1.7 Improve quality based on SAR findings</li> </ol> </li> <li>2. Undergo external quality assessment</li> <li>3. Improve quality per ONESQA and agency recommendations</li> </ol> |

## PART 2: VOCATIONAL EDUCATION STANDARDS

The National Education Act B.E. 2542 (Section 34) and the Ministerial Regulation on Administrative Structure of the Ministry of Education B.E. 2546 (Section 17) require the Board of Vocational Education Commission to propose policies, development plans, standards and curricula for vocational education in alignment with national plans. OVEC, as the supervising agency, is responsible for defining vocational education standards for use by its member institutions.

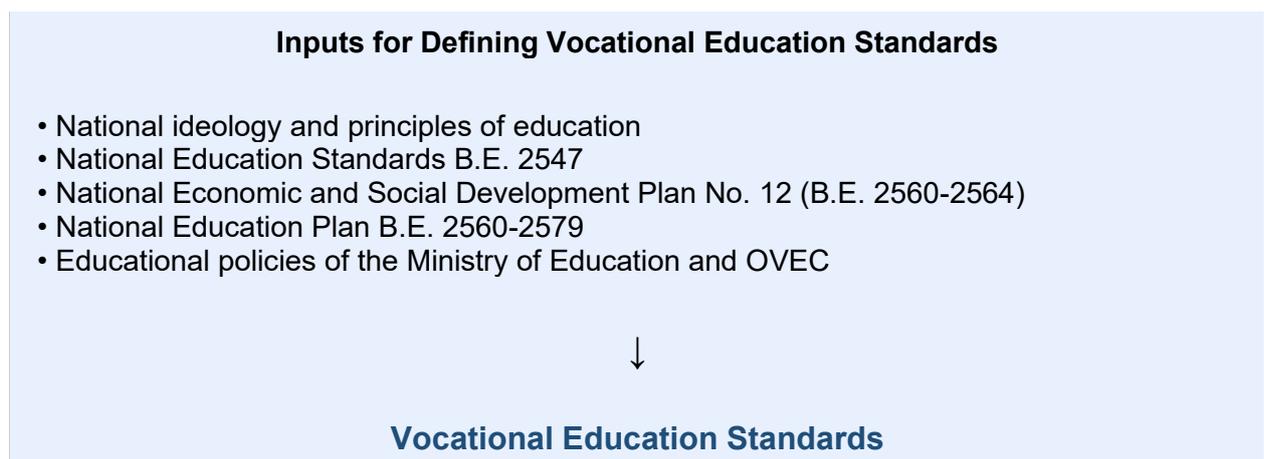
### 2.1 Defining Vocational Education Standards

Defining vocational education standards is crucial for implementing internal quality assurance in OVEC-affiliated institutions. The Ministerial Regulation (Clause 3) requires each institution to establish educational standards consistent with those proclaimed by the Minister of Education — as the first component of internal quality assurance development. Objectives:

7. To serve as a central standard for institutions in defining their own educational standards.
8. To serve as a benchmark for promoting, supervising, inspecting, evaluating, and assuring internal quality.
9. To serve as guidance for developing or upgrading institutional educational quality.

### 2.2 Conceptual Framework for Defining Vocational Education Standards

Vocational education standards are defined through the study, analysis, and synthesis of national educational ideology and principles, the National Education Standards, the National Economic and Social Development Plan, the National Education Plan, and the educational policies of the Ministry of Education and OVEC, as shown in Figure 2.1.



### 2.3 Process for Defining Vocational Education Standards

The process consists of three steps:

#### Step 1:

Study, analyze, and synthesize the national ideology and principles of education, including the Constitution B.E. 2560, National Education Act B.E. 2542, the 20-Year National Strategy (B.E. 2560-2579), National Education Standards B.E. 2547, National Economic and Social Development Plan No. 12, National Education Plan B.E. 2560-2579, and educational policies of the Ministry of Education and OVEC.

**Step 2:**

Submit the proposed vocational education standards (approved by the Board of Vocational Education Commission) to the Minister of Education for approval and proclamation.

**Step 3:**

Publicize and communicate the standards to OVEC-affiliated institutions and all relevant stakeholders for implementation.

## **2.4 Vocational Education Standards B.E. 2561**

The Vocational Education Standards B.E. 2561 comprise 3 standards and 9 assessment indicators as follows:

### **Standard 1: Desirable Characteristics of Vocational Education Graduates**

Vocational education management is designed to develop graduates with knowledge, skills, and application aligned with vocational qualification standards at each level, and with desirable ethics, morality, and characteristics. Assessment indicators:

#### **1.1 Knowledge**

Graduates have knowledge of facts, principles, theories, and practices relevant to their field of study or work, with emphasis on theoretical and/or factual knowledge, consistent with vocational qualification standards at each educational level.

#### **1.2 Skills and Application**

Graduates possess 21st-century skills, professional skills, and life skills consistent with vocational qualification standards at each level, and can apply these in work and in living harmoniously with others according to the Sufficiency Economy Philosophy, with good well-being.

#### **1.3 Ethics, Morality, and Desirable Characteristics**

Graduates have ethics, morality, professional integrity, good attitudes and habits, pride in and preservation of Thai national identity, respect for the law and others' rights, responsibility under democratic principles with the King as Head of State, public mindedness, and environmental awareness.

### **Standard 2: Vocational Education Management**

Institutions have qualified teachers in sufficient numbers, use competency-based curricula with student-centered instruction, and manage institutional resources efficiently, with success in implementing key policies of the supervising agency. Assessment indicators:

## **2.1 Vocational Curriculum**

Institutions use competency-based curricula aligned with learner needs, community needs, business establishments, and the labor market; update or add courses to keep pace with technological change and market demands, in cooperation with employers and relevant agencies.

## **2.2 Vocational Instructional Management**

Institutions have qualified teachers in sufficient numbers who receive systematic, continuous professional development to be strong in ethics, academic, and professional competencies; provide student-centered instruction responsive to both school-age and working-age learners according to curriculum and vocational qualification standards; and supervise teachers to deliver instruction correctly and completely.

## **2.3 Administration and Management**

Institutions efficiently manage personnel, environment, buildings and facilities, classrooms, laboratories, workshops, learning resource centers, media, information technology, equipment, and budgets to their full potential.

## **2.4 Policy Implementation**

Institutions successfully implement key policies assigned by the supervising agency through cooperation of administrators, teachers, educational personnel, and students, as well as support from parents, communities, business establishments, and relevant public and private agencies.

## **Standard 3: Building a Learning Society**

Institutions collaborate with individuals, communities, and organizations to build a learning society, and create innovations, inventions, creative works, and research. Assessment indicators:

### **3.1 Collaboration in Building a Learning Society**

Institutions build partnerships with individuals, communities, and organizations, both domestically and internationally, in managing education, providing educational resources, learning processes, and academic/professional services, using appropriate technology to develop learners and community members toward a learning society.

### **3.2 Innovation, Inventions, Creative Works, and Research**

Institutions promote and support the creation of innovations, inventions, creative works, and research by administrators, teachers, educational personnel, and students, individually or in collaboration with individuals, communities, and organizations — for practical benefit and public dissemination.

## **PART 3: CRITERIA AND GUIDELINES FOR INTERNAL QUALITY ASSURANCE IN EDUCATIONAL INSTITUTIONS**

### **3.1 Internal Quality Assurance System**

The Ministerial Regulation on Education Quality Assurance B.E. 2561 (Clause 3) requires each institution to establish an internal quality assurance system — setting institutional educational standards, preparing a quality-focused development plan, implementing it, conducting quality evaluations and inspections, monitoring operations, and annually submitting SARs to the supervising agency.

The internal quality assurance system includes the following steps:

10. Set institutional educational standards consistent with vocational education standards.
11. Prepare an educational development plan focused on quality according to institutional standards.
12. Prepare an annual action plan consistent with the development plan.
13. Implement plans and projects within the designated timeframe.
14. Supervise and monitor implementation of the annual action plan.
15. Evaluate and inspect internal quality.
16. Use evaluation and inspection results as guidance for improvement and development.
17. Monitor operations; if objectives are not met, revise the action plan or implementation as necessary.
18. Prepare a Self-Assessment Report (SAR) according to institutional standards at the end of each academic year.
19. Submit the SAR and educational development plan annually to the supervising agency.
20. Undergo external quality assessment by ONESQA at designated intervals.
21. Use recommendations from the SAR analysis by the supervising agency and external assessment recommendations to define quality improvement directions — which may include revising institutional standards, the development plan, and action plans as needed.

### **3.2 Criteria and Guidelines for Internal Quality Assurance**

#### **3.2.1 Criteria**

Institutions shall prepare institutional educational standards consistent with the vocational education standards proclaimed by the Minister of Education.

#### **3.2.2 Guidelines**

Institutions shall implement an internal quality assurance system as follows:

22. Set institutional educational standards consistent with proclaimed vocational education standards, with the option to add additional standards or assessment indicators appropriate to the institution's context, with participation from institutional staff, learners, parents, communities, business establishments, and relevant public and private agencies.

23. Prepare an educational development plan focused on quality according to institutional standards, with broad participation from stakeholders.
  1. Prepare annual action plans and implement them, with monitoring of results.
  2. Evaluate and inspect internal quality, prepare SARs, and submit them along with development plans to the supervising agency.
  3. Define monitoring approaches to develop educational quality according to institutional standards, and prepare annual reports.

### 3.3 Setting Institutional Educational Standards

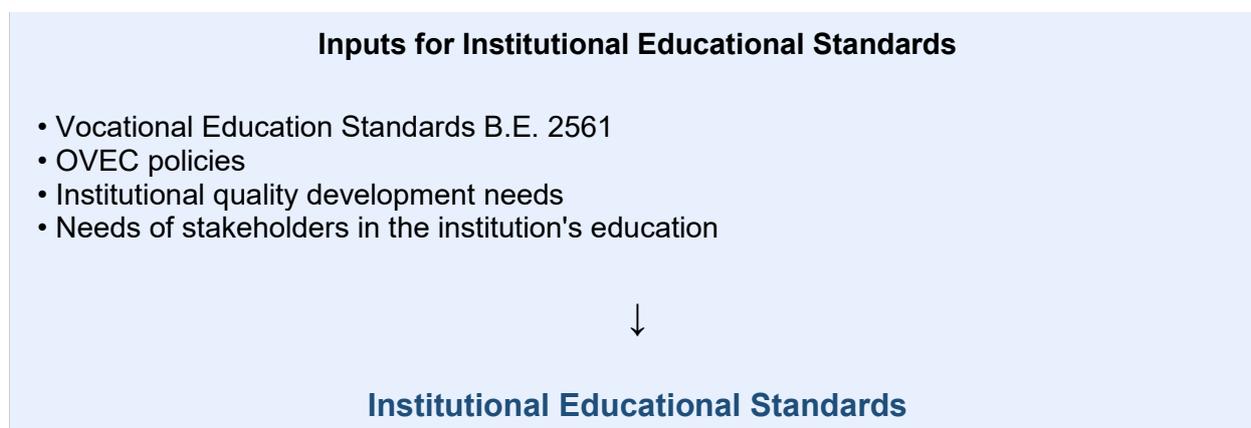
#### 3.3.1 Importance of Institutional Educational Standards

Institutional educational standards serve the following functions:

4. Provide a framework for developing quality in line with national, agency, institutional, and stakeholder educational goals.
5. Serve as guidance for preparing institutional educational development plans.
6. Serve as a framework for developing evaluation tools for internal quality assurance.

#### 3.3.2 Conceptual Framework

Institutional educational standards are derived from studying, analyzing, and synthesizing the Vocational Education Standards B.E. 2561, OVEC policies, institutional quality development needs, and stakeholder needs, as shown in Figure 3.2.



#### 3.3.3 Process for Setting Institutional Educational Standards

##### Step 1:

Study, analyze, and synthesize vocational education standards, OVEC policies, quality development needs based on internal and external evaluation results, and the needs of stakeholders including employers, organizations, educational institutions that accept graduates for employment or further study, communities, parents, learners, and teachers.

##### Step 2:

Use the analysis and synthesis results to define standards and assessment indicators for the institution's educational standards.

**Step 3:**

Submit the proposed standards to the School Committee for approval, then proclaim, publicize, and communicate the standards to all staff and relevant parties for implementation.

## 3.4 Preparing the Educational Development Plan

### 3.4.1 Importance of the Educational Development Plan

The Ministerial Regulation requires institutions to prepare an educational development plan focused on quality according to institutional standards, as guidance for annual action plans. The plan is important because it:

7. Provides direction and guidance for institutional quality development.
8. Ensures all stakeholders — administrators, teachers, staff, students, the School Committee, parents, communities, businesses, and relevant agencies — understand the direction and approaches for educational development.

### 3.4.2 Conceptual Framework

The development plan is structured around institutional standards and covers: Vision, Mission, Strategy, and Plans/Projects, as shown in Figure 3.4.

### 3.4.3 Process

The development plan must be systematically prepared based on institutional data, covering vision, mission, strategy, plans, projects, and clear practices across all activities aimed at quality improvement according to institutional standards — with broad stakeholder participation and effective implementation.

**Step 1:**

Study and analyze institutional educational standards to identify quality development needs, and analyze institutional conditions using SWOT Analysis to understand internal and external factors affecting the achievement of educational quality standards.

**Step 2:**

Use the analysis results to define the direction and approach for institutional educational development, comprising: (1) Vision — the institution's aspirations for achieving quality according to its standards; (2) Mission — tasks to be accomplished to achieve the vision, each with supporting goals; (3) Strategy — the approach for each mission to achieve its goals; (4) Plans and Projects — specific activities required to execute missions and strategies.

**Step 3:**

Submit the draft development plan to the School Committee (or College Committee) for approval.

**Step 4:**

Proclaim and communicate the approved development plan to all staff and stakeholders for implementation.

### **3.4.4 Components of the Educational Development Plan**

The plan includes:

9. Current institutional data: organizational chart, personnel, learners and graduates, curricula, buildings/facilities, budget.
10. Institutional educational standards.
11. Direction and approach for institutional educational development: vision, mission, strategy, plans and projects.
12. Implementation of the development plan: building staff understanding, assigning duties, preparing annual action plans.
13. Quality evaluation and inspection: preparation before evaluation, conducting evaluation, summarizing results.

### **3.4.5 Structure of the Educational Development Plan**

14. Preface
15. Explanatory note
16. Table of contents
17. Current institutional data
18. Institutional educational standards
19. Direction and approach for development
20. Implementation of the development plan
21. Quality evaluation and inspection
22. Appendices

## **3.5 Implementing the Educational Development Plan**

23. Build staff understanding of the development plan through meetings, briefings, or training to communicate objectives and operational approaches.
24. Assign duties to institutional staff to implement the plan.
25. Prepare annual action plans aligned with the development plan's goals.

## **3.6 Evaluating and Inspecting Internal Quality**

### **3.6.1 Principles and Importance**

Evaluating and inspecting internal quality is a step in the internal quality assurance system under the Ministerial Regulation B.E. 2561. It is a self-evaluation by institutional staff using diverse and appropriate methods and tools — conducted annually. Results reflect the institution's educational management according to its standards and guide future quality improvement.

### **3.6.2 Objectives**

26. To evaluate and inspect educational quality according to institutional standards.
27. To provide data for the annual SAR.
28. To use evaluation results as guidance for improving institutional quality according to its standards.

### **3.6.3 Steps in Evaluating and Inspecting Internal Quality**

### **Step 1 — Preparation:**

Plan and prepare for quality evaluation and inspection — including building awareness among teachers and staff, preparing evaluators, creating evaluation calendars, and developing evaluation tools.

### **Step 2 — Implementation:**

Conduct quality evaluation and inspection according to the plan or calendar, collecting operational data according to institutional standards using the prepared methods and tools.

### **Step 3 — Summarizing Results:**

Summarize quality evaluation and inspection results by standard and assessment indicator, covering: achievements, strengths, areas for development, and recommendations for each standard and indicator, to guide stakeholders in improving institutional quality.

## **3.7 Monitoring Operations for Quality Development**

### **3.7.1 Importance**

The Ministerial Regulation requires institutions to monitor operations for quality development. Evaluation results serve as a reflection of success in each standard and indicator. Institutions should use these results to improve quality through systematic monitoring — to develop institutional quality according to standards.

### **3.7.2 Objectives**

29. To ensure the institution continuously improves and develops based on evaluation and inspection results.
30. To develop institutional educational management quality in accordance with institutional standards.

### **3.7.3 Steps in Monitoring Operations**

#### **Step 1:**

Establish monitoring of operations for institutional quality improvement and development.

#### **Step 2:**

Monitor the implementation of plans, projects, or activities designed to develop institutional quality according to standards.

#### **Step 3:**

Monitor operations, summarize monitoring results, and report on institutional quality development.

## **3.8 Preparing the Self-Assessment Report (SAR)**

### **3.8.1 Importance of the SAR**

The National Education Act B.E. 2542 (Section 48) requires institutions to implement internal quality assurance as a continuous part of educational administration, with annual reports submitted to the parent agency, relevant agencies, and the public for quality development and external assessment preparation. The Ministerial Regulation B.E. 2561 requires annual SAR submission along with the development plan. The SAR reflects institutional educational quality for the past year and guides future improvement.

### **3.8.2 Objectives of the SAR**

31. To compile internal quality assessment results.
32. To provide data for defining the direction and approach for institutional quality development.
33. To provide data for the parent agency to advise, assist, and guide the institution for continuous quality development.
34. To provide ONESQA with data and guidance for external quality assessment.

### **3.8.3 SAR Preparation Process**

The SAR preparation process involves collecting and summarizing data — as a continuation of the internal quality evaluation — to reflect educational outcomes according to institutional standards and assessment indicators. Key steps:

35. Collect qualitative and quantitative data from institutional educational management results, based on annual action plans focused on quality development.
36. Analyze, synthesize, and summarize quality development outcomes by standard and assessment indicator, to reflect educational management results against institutional standards.
37. Prepare the SAR in the format prescribed by OVEC, using clear language and presenting both qualitative and quantitative data to reflect quality development, including achievements, strengths, areas for development, and recommendations.
38. Submit the SAR along with the institutional educational development plan to OVEC and disseminate to the public.

### **3.8.4 Components of the SAR**

39. Executive Summary — overview of quality assessment results including achievements, strengths, areas for development, recommendations, and best practices.
40. Institutional basic information — location, community context, organizational chart, data on learners and graduates, staff, curricula, buildings, budget; institutional philosophy, identity, and distinctive character; vision, mission, goals, strategies; institutional achievements and awards.
41. Institutional educational standards.
42. Quality assessment results by standard and indicator, including: achievements, strengths, areas for development, and recommendations.
43. Best Practices — examples of outstanding educational quality development that can serve as models for other institutions.

### **3.8.5 Structure of the SAR**

44. Preface
45. Explanatory note

46. Table of contents
47. Executive summary
48. Institutional basic information
49. Institutional educational standards
50. Quality assessment results by standard
51. Best Practices
52. Appendices

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## **APPENDICES**

Appendix A: Ministerial Regulation on Education Quality Assurance B.E. 2561

Appendix B: Ministerial Proclamation on Vocational Education Standards B.E. 2561

Appendix C: Guidelines for Preparing the Institutional Educational Development Plan

Appendix D: Guidelines for Preparing the Self-Assessment Report (SAR)

## **APPENDIX A: MINISTERIAL REGULATION ON EDUCATION QUALITY ASSURANCE B.E. 2561**

### **Ministerial Regulation Education Quality Assurance B.E. 2561 (2018)**

By virtue of Section 5, paragraph 1, of the National Education Act B.E. 2542, as amended by the National Education Act (No. 2) B.E. 2545, and Section 47, paragraph 2, of the National Education Act B.E. 2542, the Minister of Education hereby issues the following Ministerial Regulation:

#### **Clause 1**

The Ministerial Regulation on the System, Criteria, and Methods of Education Quality Assurance B.E. 2553 is hereby repealed.

#### **Clause 2 — Definitions**

"Education Quality Assurance" means the evaluation and monitoring of quality according to educational standards of each institution at each level and type of education, through mechanisms for controlling and inspecting the quality management system established by the institution — to foster development and build confidence among stakeholders and the public that the institution can deliver quality education meeting educational standards and achieving the goals of the supervising agency.

"Office" means the Office for National Education Standards and Quality Assessment (ONESQA).

#### **Clause 3**

Each educational institution shall establish an internal quality assurance system by: setting institutional educational standards consistent with standards proclaimed by the Minister of Education; preparing an educational development plan focused on quality according to those standards and implementing it; conducting quality evaluations and inspections; monitoring operations to develop quality according to standards; and annually submitting self-assessment reports to the supervising agency.

To ensure effective implementation, the supervising agency shall advise, assist, and guide institutions for continuous quality development.

#### **Clause 4**

Upon receiving institutional self-assessment reports, the supervising agency shall forward these along with issues for evaluation and monitoring — compiled from relevant agencies and stakeholders — to ONESQA for external quality assessment.

ONESQA shall conduct quality evaluation and monitoring of institutions, and shall send evaluation reports with recommendations to institutions and their supervising agencies to guide further improvement. ONESQA may authorize certified individuals or agencies to conduct evaluations.

The supervising agency shall monitor the implementation of quality improvement and development recommendations to advance institutional quality and standards.

**Clause 5**

The Minister of Education has authority to interpret and adjudicate issues arising from the implementation of this Ministerial Regulation.

Issued on the 20th day of February B.E. 2561.

Teerakiat Jareonsettasin

Minister of Education

## **APPENDIX B: MINISTERIAL PROCLAMATION ON VOCATIONAL EDUCATION STANDARDS B.E. 2561**

### **Ministerial Proclamation**

#### **Subject: Vocational Education Standards B.E. 2561**

Due to the issuance of the Ministerial Regulation on Education Quality Assurance B.E. 2561, which repealed the previous regulation B.E. 2553, it is appropriate to revise the Vocational Education Standards for the Certificate of Vocational Education (CVE), the Certificate of Higher Vocational Education (CHVE), and short vocational training, to be consistent with the new regulation.

By virtue of Sections 8 and 17 of the Ministerial Regulation on Administrative Structure of the Ministry of Education B.E. 2546, the Minister of Education — on the recommendation of the Board of Vocational Education Commission (meeting No. 2/2561, April 24, B.E. 2561) — hereby revokes the previous proclamations and establishes the following Vocational Education Standards B.E. 2561 for use in managing and assuring the quality of vocational education at the CVE, CHVE, and vocational training levels:

#### **Vocational Education Standards B.E. 2561: 3 Standards, 9 Assessment Indicators**

##### **Standard 1: Desirable Characteristics of Vocational Education Graduates**

Assessment indicators: 1.1 Knowledge, 1.2 Skills and Application, 1.3 Ethics, Morality, and Desirable Characteristics.

##### **Standard 2: Vocational Education Management**

Assessment indicators: 2.1 Vocational Curriculum, 2.2 Vocational Instructional Management, 2.3 Administration and Management, 2.4 Policy Implementation.

##### **Standard 3: Building a Learning Society**

Assessment indicators: 3.1 Collaboration in Building a Learning Society, 3.2 Innovation, Inventions, Creative Works, and Research.

Proclaimed on the 27th day of June B.E. 2561.

(Mr. Teerakiat Jareonsettasin)

Minister of Education

## APPENDIX C: EDUCATIONAL DEVELOPMENT PLAN TEMPLATE

### Educational Development Plan

[Name of College]

Vocational Education, [Province]

Office of the Vocational Education Commission

The plan shall include the following sections:

#### Table of Contents

Preface

Explanatory Note

Table of Contents

Part 1: Current Institutional Data

Part 2: Institutional Educational Standards

Part 3: Direction and Approach for Educational Development

Part 4: Implementation of the Educational Development Plan

Part 5: Quality Evaluation and Inspection

Appendices

#### Part 1: Current Institutional Data

1.1 Organizational Chart

1.2 Personnel Data

1.3 Learner and Graduate Data

1.4 Curriculum Data

1.5 Buildings and Facilities Data

1.6 Budget Data

#### Part 2: Institutional Educational Standards

Standards: 3 standards, 9 assessment indicators (consistent with Vocational Education Standards B.E. 2561).

Institutions may add additional standards or assessment indicators as appropriate to their context.

#### Part 3: Direction and Approach for Educational Development

3.1 Vision — the institution's aspirations for achieving quality according to its standards.

3.2 Mission — tasks to accomplish the vision, with supporting goals.

3.3 Strategy — operational approaches for each mission.

3.4 Mission, Strategy, Goals, Plans, Projects, and Indicators

#### Part 4: Implementation

Actions to build staff understanding, assign duties, and prepare annual action plans.

**Part 5: Quality Evaluation**

Preparation, implementation, and summarizing of quality evaluation results.

## APPENDIX D: SELF-ASSESSMENT REPORT (SAR) TEMPLATE

### Self-Assessment Report (SAR)

Academic Year .....

[Name of College]

Vocational Education, [Province]

Office of the Vocational Education Commission

#### Table of Contents

- Part 1: Executive Summary
- Part 2: Institutional Basic Information
- Part 3: Institutional Educational Standards
- Part 4: Quality Assessment Results by Standard
- Part 5: Best Practices
- Part 6: Plan for Upgrading Educational Quality
- Appendices

#### Part 1: Executive Summary

Summarize overall quality assessment results including achievements, strengths, areas for development, recommendations, and best practices; overview of educational quality development for the past year, building stakeholder confidence, and achievement of supervisory agency goals.

#### Part 2: Institutional Basic Information

- 2.1 Location, community context, economic and social environment
- 2.2 Organizational chart
- 2.3 Institutional data: learners/graduates, staff, curricula, buildings, budget, other relevant data
- 2.4 Philosophy, identity, and distinctive character
- 2.5 Vision, mission, goals, strategies
- 2.6 Institutional achievements and awards
- 2.7 Use of quality assessment results for continuous improvement

#### Part 3: Institutional Educational Standards

List all standards and assessment indicators consistent with Vocational Education Standards B.E. 2561.

#### Quality Assessment Scale (5 Levels):

| Level   | Description |
|---------|-------------|
| Level 5 | Excellent   |
| Level 4 | Very Good   |
| Level 3 | Good        |

|         |                   |
|---------|-------------------|
| Level 2 | Satisfactory      |
| Level 1 | Needs Improvement |

#### **Part 4: Quality Assessment Results**

Report assessment results in order by standard and indicator, covering:

- Achievements — success in quality development (outputs, outcomes, and impact)
- Strengths — approaches, methods, or outcomes that are successful or serve as good models
- Areas for Development — issues to address to raise quality to required levels
- Recommendations — future approaches for achieving excellence

#### **Part 5: Best Practices**

Present outstanding quality development results by standard and indicator that can serve as models for other institutions. Include: rationale/background, conceptual framework, operational process, and results/achievements.

#### **Part 6: Plan for Upgrading Educational Quality**

Describe the institution's plans for upgrading educational management quality based on the SAR results.

#### **Appendices**

- References for awards received
- Achievement evidence for each assessment indicator