

Educational Standards of the Institution

Vocational Education Standards B.E. 2561 and External Quality Assurance Framework

for Vocational Education Institutions (B.E. 2567 – 2571)

Bankhai Technical College
Office of the Vocational Education Commission
Ministry of Education

PREFACE

The Educational Standards of the Institution, bridging the internal quality assurance system and the external quality assurance system (revised 2567), aims to drive educational quality assurance in accordance with the intent of the relevant laws and regulations — namely the National Education Act (4th edition) B.E. 2562, Sections 47, 49, and 51; the Ministerial Regulation on External Quality Assurance for Vocational Education Institutions (B.E. 2567–2571); and additional revised editions.

The Educational Standards of the Institution, bridging the internal and external quality assurance systems (revised 2567), consists of: 1) the Educational Quality Assurance System, 2) the Internal Quality Assurance System of the Institution, 3) the Vocational Education Standards B.E. 2561, 4) the External Quality Assurance Framework for Vocational Education Institutions, 5) the linkage between the Vocational Education Standards B.E. 2561 and the external quality assurance indicators for vocational education institutions, 6) institutional activities that align with the Vocational Education Standards B.E. 2561 and external quality assurance indicators, 7) internal quality assurance reporting, 8) the external quality assurance system, and 9) the external quality assurance process for institutions requiring result evaluation and monitoring.

It is hoped that this edition of the Educational Standards of the Institution, bridging internal and external quality assurance systems, will serve as an effective mechanism for driving internal quality assurance of the institution, to develop quality and standards in line with the genuine intent of the educational quality assurance system.

Bankhai Technical College

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Driving Internal and External Quality Assurance for Vocational Education

1. Educational Quality Assurance System

The National Education Act B.E. 2542 and its amendments (4th edition) B.E. 2562, Sections 47, 49, and 51, mandate an educational quality assurance system to develop educational quality and standards. This system consists of an internal quality assurance system and an external quality assurance system, with the key substance being the system, principles, and methods of educational quality assurance as set by the Ministry.

2. Internal Quality Assurance System of the Institution

The Ministerial Regulation on Educational Quality Assurance B.E. 2561, Clauses 3 and 4, requires educational institutions to establish an internal educational quality assurance system within the institution, as follows:

- 2.1 Defining the institution's educational standards to align with the educational standards at each level and type as announced by the Minister of Education.
- 2.2 Preparing an educational management development plan for the institution aimed at quality according to educational standards.
- 2.3 Implementing the educational management development plan of the institution.
- 2.4 Evaluating and monitoring the internal educational quality within the institution.
- 2.5 Monitoring the operational results to develop the institution to have quality according to educational standards.
- 2.6 Preparing and submitting the self-evaluation report to the supervising agency or oversight agency annually.
- 2.7 Improving and developing educational quality from self-evaluation results and from the recommendations of the supervising agency and external evaluation results, to lead to quality and educational standards development of the institution.

Figure 1: Internal Quality Assurance System of the Institution

3. Vocational Education Standards B.E. 2561

The Ministerial Regulation on Educational Quality Assurance B.E. 2561, Clause 3, requires educational institutions to establish an internal educational quality assurance system in accordance with the vocational education standards announced by the Minister of Education. The Vocational Education Commission has considered the vocational education standards for use in managing education and quality assurance at the Certificate level, Higher Certificate level, and Vocational Training level. These consist of 3 Standards and 9 Assessment Points as follows:

Standard 1: Characteristics of Desired Vocational Education Graduates (4 Assessment Points)

The management of vocational education aims to develop vocational graduates to have knowledge, skills, and application in accordance with the vocational competency standards at each education level, and to have ethics, morality, and desired characteristics. The assessment points are as follows:

1.1 Knowledge

Vocational education graduates have knowledge related to facts, principles, theories, and various practices related to the field of study or work, emphasizing empirical knowledge or facts in accordance with the vocational competency standards at each education level.

1.2 Skills and Application

Vocational education graduates have the 21st-century essential skills, vocational skills, and life skills in accordance with the vocational competency standards at each education level, capable of applying them in occupational practice and everyday life in harmony with others with happiness according to the sufficiency economy philosophy and good health.

1.3 Ethics, Morality, and Desired Characteristics

Vocational education graduates have ethics, morality, professional conduct, good initiative and industriousness, cherish and preserve the identity of the Thai nation, observe the law, respect the rights of others, are responsible for their role and duties according to the democratic system with the King as Head of State, have a public mind, and are environmentally conscious.

Standard 2: Vocational Education Management (4 Assessment Points)

The institution has qualified teachers and in the quantity required by the criteria, uses the competency-based curriculum in student-centered teaching management, and manages institutional resources effectively and with success in implementing the key policies of the supervising agency or oversight agency. The assessment points are as follows:

2.1 Vocational Curriculum

The institution uses a competency-based curriculum that is responsive to the needs of learners, communities, establishments, and the labor market, with updates to old courses or new courses or additional course groups to keep pace with technological changes and labor market needs, in collaboration with relevant establishments or agencies.

2.2 Vocational Teaching Management

The institution has qualified teachers and in the required quantity, who are systematically and continuously developed to be equipped with morality, ethics, and academic and vocational strength; student-centered teaching management that responds to the needs of learners of all learning and working ages; according to the competency-based curriculum at each education level, according to regulations or rules related to educational management and learning assessment of each curriculum; promoting, supporting, encouraging, and supervising teachers in correct, complete, and thorough vocational teaching management.

2.3 Institutional Administration

The institution manages personnel, environment, landscape, vision, buildings, locations, classrooms, practical rooms, training schools, information service centers, media, learning resources, information and communication technology, teacher advisors, and the institution's budget to their full capacity and with efficiency.

2.4 Policy Implementation

The institution has success in administrative management in accordance with key policies of the supervising agency or oversight agency, through collaboration of administrators, teachers, educational personnel, and students, including assistance, promotion, and support from parents, communities, establishments, and related agencies from both the public and private sectors.

Standard 3: Building a Learning Society (2 Assessment Points)

The institution collaborates with individuals, communities, and various organizations to build a learning society, with innovation, inventions, creative works, and research. The assessment points are as follows:

3.1 Collaboration in Building a Learning Society

The institution creates collaboration with individuals, communities, and various organizations both domestically and internationally in educational management, management of educational resources, learning processes, knowledge transfer, technology transfer, vocational counseling and services using appropriate technology to develop learners and people in communities toward a learning society.

3.2 Innovation, Inventions, Creative Works, and Research

The institution promotes and supports the creation of innovations, inventions, creative works, and research by teachers, students, or in collaboration with individuals, communities, and various organizations that can be applied for the benefit of objectives and disseminated to the public.

4. External Quality Assurance Framework for Vocational Education Institutions

The Office for National Education Standards and Quality Assessment has announced the External Quality Assurance Framework for Vocational Education Institutions (B.E. 2567-2571), dated April 28, 2566, and December 1, 2566, specifying the external quality assurance framework for vocational education institutions with 3 standards and 10 indicators as follows:

Standard 1: Characteristics of Desired Vocational Education Graduates (4 Assessment Points)

Assessment Point 1.1 Knowledge of Vocational Education Graduates

Definition

Vocational education graduates have knowledge related to facts, principles, theories, and various practices related to the field of study or work, emphasizing empirical knowledge or

facts in accordance with the vocational competency standards at each education level, with the following considerations:

- 1) Graduates have theoretical knowledge, vocational knowledge, and desired characteristics in accordance with the vocational competency standards at each education level.
- 2) Graduates receive testing in: 1) English Competency and 2) Digital Literacy.

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in managing knowledge for graduates, serving as a model for other institutions. • The institution has been implementing activities related to managing graduates' knowledge with continuous improvement for 2 years. • The institution has been implementing activities related to managing graduates' knowledge in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing activities related to managing graduates' knowledge with continuous improvement for 2 years. • The institution has been implementing activities related to managing graduates' knowledge in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing activities related to managing graduates' knowledge in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing activities related to managing graduates' knowledge in accordance with the action plan, but not complete, and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities related to managing graduates' knowledge.

Supporting Information for Consideration

- Evidence related to managing graduates' knowledge according to assessment criteria, such as:
 - Best Practice or Innovation
 - Projects, various activities that the institution implements to promote graduates to have theoretical knowledge and vocational knowledge, and to deliver results for vocational education graduates in accordance with the vocational competency standards at each education level.
 - Annual operational report
 - Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan
 - Vocational competency test results at Certificate 3 (ปวช.) and Certificate 5 (ปวส.) levels, all fields
 - Test results for English language skills — Test of English for International Communication (TOEIC) or The Common European Framework of Reference for Languages (CEFR)
 - Vocational National Educational Test (V-NET) results
 - Digital Literacy test results
 - English Competency or other foreign language tests from a recognized central agency
 - Learning achievement reports of students
- 2. Observed results related to managing graduates' knowledge according to assessment criteria, such as graduates, students, processes in preparing graduates, processes in assessing vocational competency, processes for promoting graduates to have theoretical knowledge or factual knowledge in accordance with the vocational competency standards at

each education level, English Competency or other foreign language testing, and Digital Literacy.

3. Results of interviews with various persons related to managing graduates' knowledge according to assessment criteria, such as teachers, students, graduates, academic division, planning division and collaboration, course plans, teaching materials, score records, and assessment results.

Assessment Point 1.2 Skills and Application of Vocational Education Graduates

Definition

Vocational education graduates have the 21st-century essential skills, vocational skills, and life skills in accordance with the vocational competency standards at each education level, capable of applying in occupational practice as an employee or independent practitioner according to the competency framework of the Vocational Education Commission, able to take vocational competency tests, have vocational learning outcomes according to the national vocational competency framework, and are ready to live in harmony with others with happiness according to the sufficiency economy philosophy and good health.

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in promoting skills and application of graduates, serving as a model for other institutions. • The institution has been implementing activities related to promoting skills and application of graduates with continuous improvement for 2 years. • The institution has been implementing activities related to promoting skills and application of graduates in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing activities related to promoting skills and application of graduates with continuous improvement for 2 years. • The institution has been implementing activities related to promoting skills and application of graduates in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing activities related to promoting skills and application of graduates in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing activities related to promoting skills and application of graduates in accordance with the action plan, but not complete, and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities related to promoting skills and application of graduates.

Note

The 21st-century essential skills refer to principles and guidelines for vocational education management at the Certificate level and Higher Certificate level B.E. 2562 by the Vocational Education Commission, Ministry of Education.

Supporting Information for Consideration

- Evidence related to promoting skills and application of graduates according to assessment criteria, such as:
 - Best Practice or Innovation
 - Projects, various activities that the institution implements to promote learners to have skills and application
 - Annual operational report
 - Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan

- Vocational competency test results at Certificate 3 (ปวช.) and Certificate 5 (ปวส.) levels, all fields
- Satisfaction evaluation of the establishment in training vocational skills
- Summary of vocational skills competition of students: trophies, certificates, photos

2. Observed results related to promoting skills and application of graduates according to assessment criteria, such as graduates, students, processes, activities in developing learners toward becoming employees, independent practitioners, or processes for promoting learners in vocational skills competitions.

3. Results of interviews with various persons related to promoting skills and application of graduates according to assessment criteria, such as teachers, students, vocational training centers, academic division, planning division and collaboration, curriculum development work, course guidance, career counseling and employment, special projects and community services.

Assessment Point 1.3 Ethics, Morality, and Desired Characteristics of Vocational Education Graduates

Definition

Vocational education graduates have ethics, morality, professional conduct, good initiative and industriousness, cherish and preserve the identity of the Thai nation, observe the law, respect the rights of others, are responsible for their role and duties according to the democratic system with the King as Head of State, have a public mind, and are environmentally conscious.

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in promoting ethics, morality, and desirable characteristics of graduates, serving as a model for other institutions. • The institution has been implementing activities related to promoting ethics, morality, and desirable characteristics of graduates with continuous improvement for 2 years. • The institution has been implementing activities in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing activities related to promoting ethics, morality, and desirable characteristics of graduates with continuous improvement for 2 years. • The institution has been implementing activities in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing activities in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing activities in accordance with the action plan, but not complete, and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities related to promoting ethics, morality, and desirable characteristics of graduates.

Supporting Information for Consideration

- Evidence related to promoting ethics, morality, and desired characteristics of graduates according to assessment criteria, such as:
 - Best Practice or Innovation
 - Projects, various activities that the institution implements to promote learners to have ethics, morality, and desired characteristics
 - Project and activity reports according to indicator assessment points
 - Annual operational report

- Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan
 - Homeroom activity record books
 - Student profile data
 - Awards, certificates in ethics, morality, and behavior
2. Observed results related to promoting ethics, morality, and desired characteristics of graduates according to assessment criteria, such as graduates, students, activities organized for students to have ethics, morality, and desired values.
3. Results of interviews with various persons related to promoting ethics, morality, and desired characteristics of graduates according to assessment criteria, such as teachers, students, student affairs development division, teacher advisory work, administrative work, student/teacher activities, course plans.

Assessment Point 1.4 Outcomes of Vocational Education Graduates

Definition

The institution promotes graduates at the time specified by the curriculum at each level when compared to the entry cohort, where graduates at each level have employment or self-employment or continue studying, and must match the field studied within 1 year; with establishments having satisfaction with the quality of graduates through a data management and communication system that covers the matters mentioned above (collecting data specifically for graduates and regular and dual-track students at all levels: ปวช. and ปวส.).

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in tracking graduates' outcomes at each education level — employment, self-employment within 1 year — with data and information management from collection, inspection, and result compilation; serving as a model for other institutions. • The institution tracks graduates' outcomes at each education level — employment, self-employment within 1 year — with continuous improvement for 2 years. • The institution tracks graduates' outcomes in accordance with the action plan, complete, with data and information systems, tracking from collection, inspection, and result compilation; complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution tracks graduates' outcomes at each education level — employment, self-employment within 1 year — with continuous improvement for 2 years. • The institution tracks graduates' outcomes in accordance with the action plan, complete, with data and information systems, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution tracks graduates' outcomes in accordance with the action plan, complete, with data and information systems, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution tracks graduates' outcomes in accordance with the action plan, but not complete; has data and information management from collection, inspection, and result compilation, but some items still lack credibility and performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no graduates' outcome tracking and no data or information management from collection, inspection, and result compilation.

Note

In the event the institution has no satisfaction data from establishments for 2 consecutive years, use the satisfaction of establishments regarding training vocational skills or vocational internship of regular and dual-track students at the institution as considered by analogy.

Supporting Information for Consideration

- Evidence related to graduates' outcomes at each education level — employment, self-employment within 1 year — with data and information management from

collection, inspection, and result compilation, according to assessment criteria, such as:

- Best Practice or Innovation
- Projects, various activities that the institution implements to promote graduates to have employment, self-employment, or continue studying
- Annual operational report
- Report of operational results with improvement according to the indicator over the past 2 years
- Strategic development plan or annual action plan
- Summary record of tracking graduates, those continuing education and those working
- Data and information system showing graduates' outcomes at each level — employment, self-employment within 1 year — from collection, inspection, and result compilation
- Establishment satisfaction evaluation results with graduates

2. Observed results related to graduates' outcomes at each education level — employment, self-employment within 1 year — with data and information management from collection, inspection, and result compilation, according to assessment criteria, such as a data and information system managing graduates' outcomes at each level showing education toward employment, self-employment within 1 year from collection, inspection, result compilation; processes for developing data and information systems showing graduates' outcomes at each level toward employment, self-employment within 1 year that are used in planning for student admission in the future; processes for close advisory monitoring and assistance of students.

3. Results of interviews with various persons related to graduates' outcomes at each education level — employment, self-employment within 1 year — according to assessment criteria, such as establishment representatives, partner networks, academic division, planning and collaboration division, student development activities, information center, vocational education dual-track, career counseling and employment, evaluation and assessment, registration, teacher advisory, collaboration, course plans.

Standard 2: Vocational Education Management (4 Assessment Points)

Assessment Point 2.1 Vocational Curriculum

Definition

The institution uses a competency-based curriculum that is responsive to the needs of learners, communities, establishments, and the labor market, with updates to old courses or new courses or additional course groups to keep pace with technological changes and labor market needs, in collaboration with relevant establishments or agencies. The institution must implement the following:

- 1) Prepare a student-centered learning management plan for practice and use in teaching management.
- 2) Systematically manage the curriculum and develop the curriculum to be responsive to learners' needs, society, establishments, and promote teachers to develop the competency-based curriculum according to each course in alignment with the occupation.
- 3) Have a system for promoting learners to practice vocational skills or occupational training in vocational education management through a dual-track system or work-integrated learning or block course learning management; prepare learners for occupational life skills and practical skills before vocational internship; monitor, follow up, and evaluate the results of vocational skills practice or occupational training in collaboration with the establishment.
- 4) Continuously develop and update the curriculum or course content to be current and aligned with occupational standards or establishment standards.

Assessment Criteria

Assessment Level	Description
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5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation related to vocational curriculum, serving as a model for other institutions. • The institution has been implementing activities related to vocational curriculum with continuous improvement for 2 years. • The institution has been implementing activities related to vocational curriculum in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing activities related to vocational curriculum with continuous improvement for 2 years. • The institution has been implementing activities related to vocational curriculum in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing activities related to vocational curriculum in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing activities related to vocational curriculum in accordance with the action plan, but not complete and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities related to vocational curriculum.

Supporting Information for Consideration

- Evidence related to vocational curriculum according to assessment criteria, such as:
 - Best Practice or Innovation
 - Projects, various activities that the institution implements to develop the competency-based curriculum
 - Reports of institutional management committee meetings
 - Annual operational report
 - Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan
 - Student-centered learning management plan for practice
 - Record of curriculum guidance used
 - System for promoting learners to practice vocational skills or occupational training in vocational education management
 - Assessment results of vocational skills practice or occupational training in collaboration with the establishment
 - Records of monitoring, follow-up, and evaluation of vocational skills practice or occupational training in collaboration with the establishment

2. Observed results related to vocational curriculum according to assessment criteria, such as processes for developing and using the competency-based curriculum systematically and developing the curriculum responsive to learners', society's, and establishment's needs; student-centered teaching processes; processes for promoting teachers to develop the competency-based curriculum according to each course; processes for promoting learners to practice vocational skills or occupational training in vocational education management, dual-track system; processes for preparing learners for occupational life skills before vocational internship; follow-up methods for vocational skills practice or occupational training in collaboration with the establishment.

3. Results of interviews with various persons related to vocational curriculum according to assessment criteria, such as teachers, establishment representatives, partner networks, communities, academic division, planning division and collaboration, curriculum development work, course guidance, quality assurance and educational standards, course plans.

Assessment Point 2.2 Vocational Teaching Management

Definition

The institution has qualified teachers and in the required quantity, who are systematically and continuously developed to be equipped with morality, ethics, and academic and vocational strength; student-centered teaching management that responds to the needs of learners of all learning and working ages; according to the competency-based curriculum at each education level, according to regulations or rules related to educational management and learning assessment of each curriculum; promoting, supporting, encouraging, and supervising teachers in correct, complete, and thorough vocational teaching management, with the following considerations:

- 1) The institution designs competency-based learning management, creates a digital technology infrastructure, and supports the use of technology to enhance learning and innovation development.
- 2) The institution manages quality-focused learning and manages the classroom with appropriate and comprehensive materials, equipment, tools, and teacher materials necessary and responsive to working in the establishment.
- 3) The institution has a diverse learning assessment and evaluation system and uses learning assessment results to continuously improve and develop the curriculum to raise educational quality.

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in vocational teaching management, serving as a model for other institutions. • The institution has been implementing activities related to vocational teaching management with continuous improvement for 2 years. • The institution has been implementing activities related to vocational teaching management in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing activities related to vocational teaching management with continuous improvement for 2 years. • The institution has been implementing activities related to vocational teaching management in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing activities related to vocational teaching management in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing activities related to vocational teaching management in accordance with the action plan, but not complete and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities related to vocational teaching management.

Supporting Information for Consideration

- Evidence related to vocational teaching management according to assessment criteria, such as:
 - Best Practice or Innovation
 - Projects, various activities that the institution implements to promote quality teaching management
 - Annual operational report
 - Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan
 - Individual teacher development and professional development plan
 - Learning management plan or teaching management plan
 - Learning management format or teaching management
 - Teacher's teaching media

- Other principles related to teaching management
- Summary of teacher academic qualifications by field
- Student evaluation of teachers and teacher evaluation forms
- Teacher supervision results
- Summary of teacher self-development
- Teacher performance certificates
- Learning management support system and internet

2. Observed results related to vocational teaching management according to assessment criteria, such as processes for designing competency-based learning management techniques with digital technology infrastructure and supporting technology use to enhance learning and innovation (Innovation) development; classroom management providing a learning atmosphere that encourages learners' enthusiasm and motivation, use of technology to enhance learning and innovation development; processes for managing materials, equipment, tools, teacher materials necessary and responsive to working in the establishment; diverse learning assessment and evaluation system, and implementing learning assessment results to continuously improve and develop the curriculum to raise educational quality.

3. Results of interviews with various persons related to vocational teaching management according to assessment criteria, such as teachers, students, academic division, planning division and collaboration, resource administration division, personnel division, evaluation and assessment, teaching media, curriculum development, information center, course plans.

Assessment Point 2.3 Institutional Administration

Definition

The institution manages personnel, environment, landscape, vision, buildings, locations, classrooms, practical rooms, training schools, farms, information service centers, media, learning resources, information and communication technology, teacher advisors, and the institution's budget to their full capacity and with efficiency; has systematic management with efficient management of institutional resources at full capacity, and uses external quality assurance results to develop the institution sustainably. The institution must have the following characteristics:

- 1) Define the vision, mission, identity, and characteristics of the institution with participation of institutional administrators and stakeholders, including monitoring and checking the institution's operations aligned with the vision, mission, identity, and characteristics; communicating or relating to stakeholders through various channels.
- 2) Institutional administrators lead with wisdom and stimulate processes in planning by using good governance principles and building teamwork processes.
- 3) Have an information management system for institutional administration, bring digital technology into administrative work, and can access the internet at high speed according to the institution's environment.
- 4) Manage environmental safety regarding buildings, locations, training schools, farms, learning places and learning support facilities to be safe, hygienic, and sanitary.
- 5) Have learning resources within the institution that provide adequate and quality learning support for learners.
- 6) Have a screening, caring, and assisting system for learners, with programs and activities to promote and support learners' discipline, ethics, morality, values, or desired characteristics defined by the institution aligned with democratic principles.
- 7) Teachers and personnel of the institution receive continuous academic and professional development to progress in their career, and there is exchange of learning and experiences related to educational management between teachers, internal and external educational personnel, and establishments on an ongoing basis.
- 8) Use external quality assurance results to develop the institution sustainably.

Assessment Criteria

Assessment Level	Description
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5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in institutional administration, serving as a model for other institutions. • The institution has been implementing activities related to institutional administration with continuous improvement for 2 years. • The institution has been implementing activities related to institutional administration in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing activities related to institutional administration with continuous improvement for 2 years. • The institution has been implementing activities related to institutional administration in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing activities related to institutional administration in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing activities related to institutional administration in accordance with the action plan, but not complete and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities related to institutional administration.

Note

The institution does not need to have Best Practice or Innovation (Best Practice) complete for all 8 characteristics.

Supporting Information for Consideration

- Evidence related to institutional administration according to assessment criteria, such as:

- Best Practice or Innovation
- Projects, various activities that the institution implements for quality institutional administration
- Projects, activities showing use of external quality assurance results
- Annual operational report
- Report of operational results with improvement according to the indicator over the past 2 years
- Annual action plan
- 3-year strategic development plan
- Project data, maintenance of buildings, classrooms, practical rooms, training schools
- Data on use of medical services, learning resources
- Basic sanitation and safety system
- Information management system for administration and internet system
- Information system evaluation summary report
- Safety system and CCTV, night patrol, fire extinguishers
- Satisfaction evaluation results of service recipients

2. Observed results related to institutional administration according to assessment criteria, such as environment, landscape, vision, buildings, locations, classrooms, practical rooms, training schools, farms, information service centers, media, learning resources, information and communication technology, teacher advisors; stakeholder relations or communications related to institutional operations aligned with the vision, mission, identity, characteristics through various channels; processes in planning using good governance principles and building teamwork processes; information management system for institutional administration; screening, caring, and assisting system for learners; processes for developing institutional teachers and personnel academically and professionally continuously; processes for sharing learning and experiences related to educational

management between teachers, internal and external personnel and establishments; processes for using external quality assurance results to develop the institution sustainably.

3. Results of interviews with various persons related to institutional administration according to assessment criteria, such as administrators, teachers, educational personnel, students, parents, establishment representatives, partner networks, resource administration division, planning division and collaboration, academic division, course plans, budget planning, supplies, quality assurance and educational standards, teacher advisory, administrative work, library and audiovisual services, student welfare, information center, audiovisual services, personnel, course plans, academic fields.

Assessment Point 2.4 Policy Implementation

Definition

The institution has success in administrative management in accordance with key policies of the supervising agency or oversight agency, through collaboration of administrators, teachers, educational personnel, and students, including assistance, promotion, and support from parents, communities, establishments, and related agencies from both the public and private sectors, at least 3 items from 9 items as follows:

- 1) Dual-track vocational education management
- 2) Block course learning management
- 3) Creation and development of entrepreneurs and workforce in agriculture, industry, and services, with development of occupational competencies responsive to aptitude and interest through Re-skill, Up-skill, and New skill, while creating diverse occupational channels to cover all target groups including the elderly.
- 4) Centers for entrepreneurs or Smart Farmer groups or Young Smart Farmer groups
- 5) Driving production and development of human resources according to the national qualification framework, or ASEAN qualifications framework, or international standards, or national vocational training standards
- 6) Educational management to create opportunities and equality, such as career occupations for the elderly, creative careers, craftsmen according to royal school pathways, careers for people with disabilities, etc.
- 7) Activities for community and social assistance, such as volunteer activities, etc.
- 8) Other important policies assigned by the supervising agency or oversight agency, or other items

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in policy implementation, serving as a model for other institutions. • The institution has been successful in implementing policies with continuous improvement for 2 years. • The institution has been successful in implementing policies in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been successful in implementing policies with continuous improvement for 2 years. • The institution has been successful in implementing policies in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been successful in implementing policies in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been successful in implementing policies in accordance with the action plan, but not complete and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no success in implementing an action plan and no policy implementation.

Supporting Information for Consideration

- Evidence related to success in policy implementation according to assessment criteria, such as:
 - Best Practice or Innovation
 - Projects, various activities that the institution implements to carry out supervising agency policies
 - Policies and goals of the supervising agency or oversight agency
 - Annual operational report
 - Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan
 - Other documents from the institution in implementing the policy of the supervising agency or oversight agency in 8 items:
 - Dual-track teaching management
 - Dual-track collaboration records
 - Block course learning management
 - Creation and development of entrepreneurs and workforce in agriculture, industry, and service for occupational competency development responsive to aptitude and interest
 - Operation of entrepreneur centers
 - System for promoting learners' development toward global standards
 - Coding teaching management system in the institution
 - Community and social assistance activities

2. Observed results related to success in policy implementation according to assessment criteria, such as operations of institutional administration according to key policies of the supervising agency or oversight agency at least 3 items; action plan preparation and creating collaboration in institutional administration through collaboration of administrators, teachers, educational personnel, and students, including assistance, promotion, and support from parents, communities, establishments, and related agencies from both the public and private sectors.

3. Results of interviews with various persons related to success in policy implementation according to assessment criteria, such as administrators, teachers, educational personnel, students, parents, communities, establishment representatives, partner networks, resource administration division, planning division and collaboration, student development activities division, academic division.

Standard 3: Building a Learning Society (2 Assessment Points)

Assessment Point 3.1 Collaboration in Building a Learning Society

Definition

The institution creates collaboration with individuals, communities, and various organizations in educational management, management of educational resources, learning processes, technology transfer, vocational counseling and services using appropriate technology to develop learners and people in communities toward a learning society, with the following considerations:

- 1) The institution collaborates with other educational institutions, other educational establishments, or government or private agency establishments to develop vocational skills for students.
- 2) The institution promotes and supports the organization of projects or activities that promote learners to collaborate with communities, society, local communities, and related network groups in managing resources from various sources.
- 3) The institution participates with partner networks in organizing various activities within communities, local communities, or areas where the institution provides services, promoting employment for students, creating collaboration with stakeholders, organizing work-integrated learning management, vocational counseling and services, using appropriate technology to develop learners and people in communities toward a learning society with academic and vocational strength.

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in collaboration for building a learning society, serving as a model for other institutions. • The institution has been implementing collaboration for building a learning society with continuous improvement for 2 years. • The institution has been implementing collaboration for building a learning society in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing collaboration for building a learning society with continuous improvement for 2 years. • The institution has been implementing collaboration for building a learning society in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing collaboration for building a learning society in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing collaboration for building a learning society in accordance with the action plan, but not complete and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities for collaboration in building a learning society.

Supporting Information for Consideration

- Evidence related to collaboration in building a learning society according to assessment criteria, such as:
 - Best Practice or Innovation
 - Vocational counseling and services program
 - Projects, various activities that the institution implements to build a learning society
 - Annual operational report
 - Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan
 - Institutional committee meeting reports
 - Institutional educational management plan development committee statements
 - Records of collaboration agreements with other institutions, agencies, establishments, partner networks
 - List of agencies, communities, educational institutions participating in academic and vocational activities
 - External speaker invitation letters

2. Observed results related to collaboration in building a learning society according to assessment criteria, such as processes for creating collaboration with educational institutions, other educational establishments, or government or private agency establishments for vocational skills development for students; processes for promoting and supporting the organization of projects or activities promoting learners to collaborate with communities, society, local communities, and related network groups in managing resources from various sources; processes for participation with partner networks in various activities within communities, local communities, or areas where the institution provides services, promoting employment for students, creating collaboration with stakeholders, organizing work-integrated learning management, vocational counseling and services using appropriate technology to develop learners and people in communities toward a learning society with academic and vocational strength; volunteer activities and various community services, including collaboration with establishments.

3. Results of interviews with various persons related to collaboration in building a learning society according to assessment criteria, such as administrators, teachers, students,

establishment representatives, partner networks, communities, academic division, planning division and collaboration, resource administration division, curriculum development, general administration, collaboration, vocational dual-track, information center, library and audiovisual services, community services and special projects, production and business promotion, student activities, course plans.

Assessment Point 3.2 Innovation, Inventions, Creative Works, and Research

Definition

Institutional administrators promote and support the creation of innovations, inventions, creative works, and research by teachers, students, or in collaboration with individuals, communities, and various organizations that can be applied for the benefit of objectives and disseminated to the public.

Assessment Criteria

Assessment Level	Description
5	<ul style="list-style-type: none"> • The institution has Best Practice or Innovation in promoting and supporting innovation, inventions, creative works, and research, serving as a model for other institutions. • The institution has been implementing activities for promoting and supporting innovation, inventions, creative works, or research with continuous improvement for 2 years. • The institution has been implementing activities for promoting and supporting innovation, inventions, creative works, or research in accordance with the action plan, complete, credible, and achieving the institution's targets.
4	<ul style="list-style-type: none"> • The institution has been implementing activities for promoting and supporting innovation, inventions, creative works, or research with continuous improvement for 2 years. • The institution has been implementing activities in accordance with the action plan, complete, credible, and achieving the institution's targets.
3	<ul style="list-style-type: none"> • The institution has been implementing activities in accordance with the action plan, complete, credible, and achieving the institution's targets.
2	<ul style="list-style-type: none"> • The institution has been implementing activities in accordance with the action plan, but not complete and some items lack credibility, along with performance not meeting the institution's targets.
1	<ul style="list-style-type: none"> • The institution has no action plan and no activities for promoting and supporting innovation, inventions, creative works, or research.

Note

In the event the institution does not meet the quantitative targets set, the innovations, inventions, creative works, and research can be applied practically and create a reputation at the provincial level or higher to be considered as meeting the target.

Supporting Information for Consideration

- Evidence related to promoting and supporting the creation of innovation (Innovation) or inventions or creative works or research according to assessment criteria, such as:
 - Best Practice
 - Projects, various activities that the institution implements to promote learners to create innovation (Innovation), inventions, creative works, or research
 - Annual operational report
 - Report of operational results with improvement according to the indicator over the past 2 years
 - Strategic development plan or annual action plan
 - Works of teachers, students, or collaboration with individuals, communities, organizations, etc. that can be applied for benefit or disseminated to the public
 - Summary report of the number of innovation (Innovation) works, inventions, creative works, research, and use of works both inside and outside the institution
 - Awards, prize certificates

- Project-based learning (PBL) teaching management format
- Invitation letters, letters of thanks, or other supporting documents showing the use of innovation (Innovation) or inventions or creative works or research for benefit

2. Observed results related to promoting and supporting the creation of innovation (Innovation) or inventions or creative works or research according to assessment criteria, such as methods for promoting and supporting the creation of innovation (Innovation), inventions, creative works, research of teachers and students; innovations (Innovation), inventions, creative works, and research by teachers, students, or in collaboration with individuals, communities, organizations, etc. that can be applied for benefit and disseminated to the public.

3. Results of interviews with various persons related to promoting and supporting the creation of innovation (Innovation) or inventions or creative works or research according to assessment criteria, such as administrators, teachers, students, establishment representatives, partner networks, communities, academic division, planning division and collaboration, resource administration division, research, development, innovation, and inventions, collaboration, curriculum development, public relations, course plans.