Criteria and guidelines for educational quality assurance

Office of the Vocational Education Commission,

Ministry of Education

Criteria and guidelines for educational quality assurance

Office of the Vocational Education Commission

Ministry of Education

The 2018 Ministerial Regulation on Education Quality Assurance requires each educational institution to establish an internal educational quality assurance system. This involves establishing educational standards for each level and type of education as announced by the Minister of Education. The institution also develops an educational development plan that emphasizes quality in accordance with educational standards and implements the plan. The institution also organizes evaluations and audits of educational quality within the institution, monitors progress toward achieving quality standards, and submits self-evaluation reports and educational development plans to the parent organization or the institution's supervisory agency every academic year. The parent organization or the institution's supervisory agency is also responsible for providing consultation, assistance, and guidance to the institution to ensure continued development of educational quality assurance.

The Office of the Vocational Education Commission (OVEC), the parent agency of vocational education institutions, is responsible for reviewing and proposing policies, development plans, standards, and curricula for vocational education at all levels that align with the needs of the National Economic and Social Development Plan and the National Education Plan. It also promotes and coordinates vocational education management between the public and private sectors, provides resources, and monitors, inspects, and evaluates vocational education management, taking into account professional quality and excellence. Therefore, the Office of the Vocational Education Commission has established criteria and guidelines for educational quality assurance for vocational education institutions under the OVEC to use as guidelines for ensuring the quality of education in accordance with the Ministerial Regulation on Educational Quality Assurance B.E. 2561 (2018), leading to the continuous improvement and development of educational quality and standards within the institution.

The principles and guidelines for educational quality assurance contain the essence of the intention and essence of educational quality assurance, duties and responsibilities in educational quality assurance at each level, from the Ministry of Education, the parent agency or supervising agency, and educational institutions, which are extremely beneficial in driving educational quality assurance.

The development of the criteria and guidelines for educational quality assurance received advice from senior executives of the Office of the Vocational Education Commission, experts, and all relevant parties, resulting in successful completion. We would like to take this opportunity to express our gratitude.

Office of the Vocational Education Commission

Explanation

The criteria and guidelines for educational quality assurance are established in accordance with the Ministerial Regulations on Educational Quality Assurance B.E. 2561 (2018), which comprise three main parts: Part 1: Educational Quality Assurance, comprising 1) the importance of educational quality assurance; 2) the conceptual framework for educational quality assurance according to the Ministerial Regulations on Educational Quality Assurance B.E. 2561 (2018); and 3) duties and responsibilities for educational quality assurance at each level and type of education. Part 2: Vocational Education Standards, comprising 1) the determination of vocational education standards; 2) the conceptual framework for determining vocational education standards; 3) the process for determining vocational education standards; and 4) the Vocational Education Standards B.E. 2561 (2018), namely, Standard 1 on the desired characteristics of vocational graduates; Standard 2 on vocational education management; and Standard 3 on social creation. of learning and part 3, criteria and practices for internal quality assurance in educational institutions, consisting of 1) system for internal educational quality assurance in educational institutions 2) criteria and practices for internal educational quality assurance in educational institutions 3) determination of educational standards of educational institutions 4) preparation of educational development plans of educational institutions 5) implementation according to educational development plans of educational institutions 6) evaluation and inspection of educational quality within educational institutions 7) monitoring of results of operations to develop educational quality of educational institutions 8) preparation of self-evaluation reports according to educational standards of educational institutions

Educational institutions have a direct responsibility for implementing educational quality assurance. Educational quality assurance criteria and practices can be used as guidelines for driving educational quality assurance within educational institutions, in accordance with the intentions of the National Education Act of 1999 and the Ministerial Regulation on Educational Quality Assurance of 2018. These principles aim to use educational quality assurance as a key mechanism for ensuring educational quality in accordance with established standards. Educational outcomes achieve the goals of the parent organization or the agency overseeing the institution, and educational management is continuously developed and built confidence among stakeholders and the public.

list of contents

page

introduction

Explanation

list of contents

Table of contents

Part 1 Educational Quality Assurance

1.1 The importance of educational quality assurance ๑

1.2 Conceptual framework for educational quality assurance according to the Ministerial Regulations on Educational Quality Assurance B.E. 2018 ๒

1.3 Duties and responsibilities of educational quality assurance of each level of agency and type of education ๓

Part 2 Vocational Education Standards

2.1 Setting vocational education standards ๖

2.2 Conceptual framework for setting vocational education standards ๗

2.3 Vocational education standards setting process ๘

2.4 Vocational Education Standards 2018 ๙

Standard 1: Desired characteristics of vocational education graduates ๙

Standard 2: Vocational education management ๑๐

Standard 3: Creating a learning society ๑๑

Part 3: Criteria and procedures for internal quality assurance in educational institutions

3.1 Internal educational quality assurance system in educational institutions ๑๒

3.2 Criteria and procedures for internal educational quality assurance in educational institutions ๑๔

3.3 Determination of educational standards of educational institutions ๑๕

3.4 Preparation of educational development plans for educational institutions ๑๘

3.5 Implementation of the educational development plan of the educational institution ๒๒

3.6 Evaluation and inspection of educational quality within educational institutions ๒๒

3.7 Monitoring the results of operations to develop the quality of education in educational institutions ๒๓

3.8 Preparation of Self Assessment Report (SAR) ๒๕

According to educational standards of educational institutions

bibliography

Appendix

(a) Ministry of Education Quality Assurance Regulations B.E. 2018

(B) Announcement of the Ministry of Education on Vocational Education Standards B.E. 2018

(c) Guidelines for preparing educational development plans for educational institutions

(D) Guidelines for preparing the Self Assessment Report (SAR) for the academic year .....

Table of contents

page

Figure 1.1 shows the conceptual framework for educational quality assurance according to the Ministerial Regulations on Educational Quality Assurance B.E. 2018. ๒

Figure 1.2 shows the duties and responsibilities of educational quality assurance of each level and type of educational organization. ๔

Figure 2.1 shows the conceptual framework for setting vocational education standards. ๗

Figure 2.2 shows the process of setting vocational education standards. ๘

Figure 3.1 shows the educational quality assurance system within the educational institution. ๑๓

Figure 3.2 shows the conceptual framework for setting educational standards for educational institutions. ๑๖

Figure 3.3 shows the process of setting educational standards for educational institutions. ๑๗

Figure 3.4 shows the conceptual framework for developing the educational management development plan of the educational institution. ๑๘

Figure 3.5 shows the process of preparing the educational development plan of the educational institution. ๑๙

Figure 3.6 shows the relationship between the evaluation and inspection of educational quality within the educational institution and the monitoring of the results of the operations to develop the educational quality of the educational institution. ๒๔

Figure 3.7 shows the process of preparing a Self Assessment Report (SAR) 26 according to the educational standards of the educational institution.

Part 1

Educational quality assurance

1.1 The importance of educational quality assurance

The core ideology of education, as defined in the national education standards, encompasses lifelong learning and the creation of a robust learning society in Thailand. Education that enhances the quality of life and society, integrating wisdom, morality, and culture in a balanced way, is lifelong education for all Thais. It aims to establish a sound foundation from childhood, instill good citizenship from the basic education stage, and develop knowledge and skills for quality work. This involves participation from all sectors of society in providing education that meets the needs of learners, communities, society, and the nation. It can be confidently verified that education is a process for developing life and society, a key factor in sustainable national development, enabling self-reliance and mutual support, and international competitiveness.

Educational quality assurance is important and is specified in the National Education Act of 1999 and its amendments in Chapter 6 on Standards and Educational Quality Assurance, including the Ministerial Regulation on Educational Quality Assurance of 2018. The importance of educational quality assurance can be summarized as follows:

1. There shall be a system of educational quality assurance to develop the quality and standards of education at all levels, consisting of an internal quality assurance system and an external quality assurance system. The system of criteria and methods for quality assurance shall be in accordance with those specified in the Ministerial Regulations.

2. Parent agencies and educational institutions must establish an internal quality assurance system within the institution, and this should be considered part of the educational administration process that must be implemented continuously. This includes the preparation of an annual report submitted to the parent agency and related agencies, and disclosure to the public to lead to the development of educational quality and standards and to support external quality assurance.

3. Educational quality assurance builds confidence among stakeholders and the public that educational institutions can provide quality education in accordance with their educational standards. This is because quality assurance involves evaluating and monitoring the quality of education in accordance with the educational standards of each educational institution at each level and type of education. It involves a mechanism for controlling and inspecting the educational quality management system established by the educational institution in order to achieve the objectives of the parent organization or the supervising agency.

4. Internal quality assurance within educational institutions is a key mechanism for developing the quality of education within educational institutions. Each educational institution establishes an internal quality assurance system. The parent organization or the agency that oversees the educational institution has a duty to provide advice, assistance, and guidance to the educational institution so that the educational quality assurance within the institution can be continuously improved.

5. Internal quality assurance in educational institutions is linked to external quality assurance. This is because, parent organization, affiliated organization, or supervising agency receives the self-evaluation report from the once the educational institution, the affiliated organization or supervising agency submits the self-evaluation report, along with various issues to be evaluated and monitored. The report, compiled from relevant agencies or stakeholders of the educational institution, is submitted to the Office for National Education Standards and Quality Assessment (Public Organization) for use as information and guidelines for further external quality assessment.

6. Educational quality assurance leads to continuous development of educational quality and standards in educational institutions. When the Office for National Education Standards and Quality Assessment (Public Organization) conducts assessments and monitors educational quality and standards of educational institutions, it submits a report of the assessment and monitoring results to the respective educational recommendations to the educational institutions and their parent organizations or supervisory agencies. institutions. This report can be used as a guideline for improving and developing educational quality, along with

1.2 Conceptual framework for educational quality assurance according to the Ministry of Education Quality Assurance Regulations B.E. 2018

According to the Ministry of Education Quality Assurance Regulations B.E. 2561 (2018), "educational quality assurance" means the evaluation and monitoring of quality according to educational standards of educational institutions at each level and type of education. There are mechanisms to control and inspect the educational quality management system established by the institution. This aims to foster development and build confidence among stakeholders and the public that the institution can provide quality education in accordance with educational standards and achieve the goals of the parent agency or supervising agency. To ensure effective educational quality assurance operations, the parent agency or the agency supervising the institution is responsible for providing consultation, assistance, and advice to the institution so that the institution's educational quality assurance can continuously improve.

From the essence of the said Ministerial Regulation, it can be defined as a conceptual framework for educational quality assurance according to the Ministerial Regulation on Educational Quality Assurance B.E. 2018 as shown in Figure 1.1.

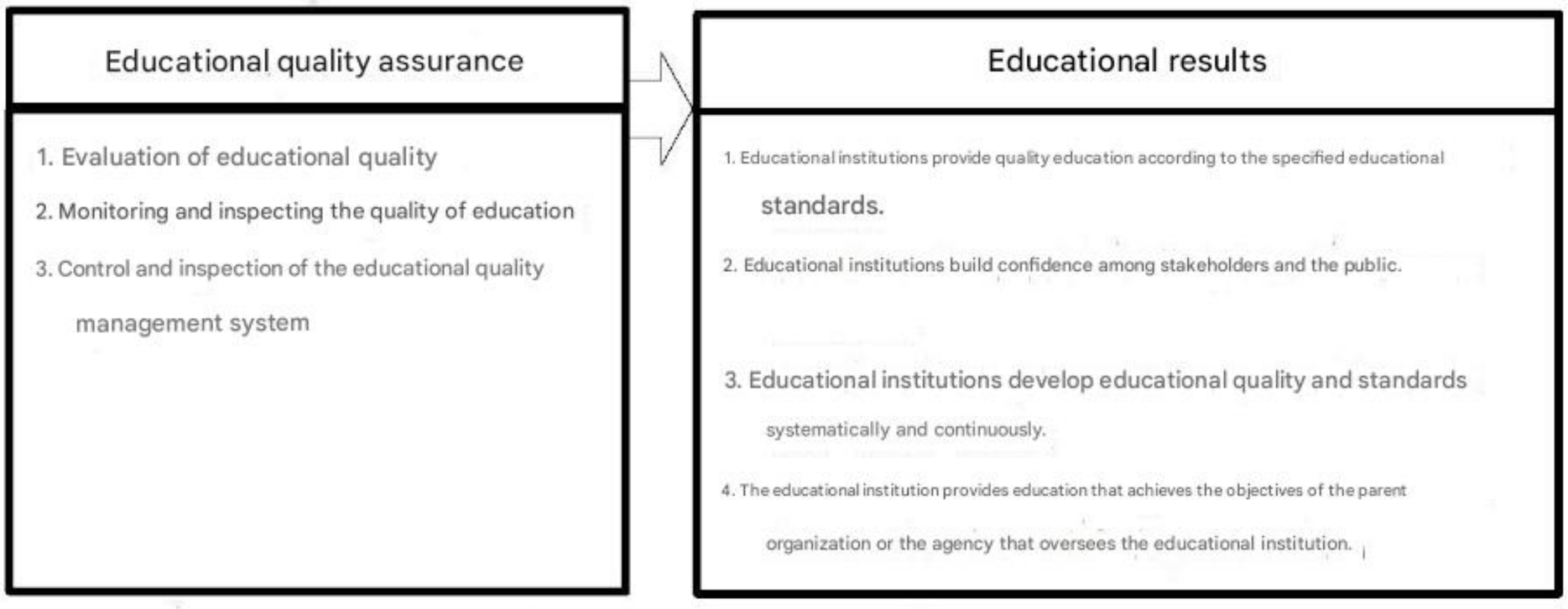

Figure 1.1 shows the conceptual framework for educational quality assurance according to the Ministerial Regulations.

Educational Quality Assurance Act 2018

The conceptual framework for educational quality assurance according to the Ministry of Education Quality Assurance Act of 2018 (2018) demonstrates the relationship between educational quality assurance and educational management outcomes, including educational quality assessment, educational quality monitoring, and the control and inspection of the educational quality management system. These impacts include: Educational institutions provide quality education according to established standards; educational institutions build trust among stakeholders and the public; educational institutions systematically and continuously develop educational quality and standards; and educational institutions achieve the goals of their parent organizations or supervisory agencies.

1.3 Duties and responsibilities for educational quality assurance of each level and type of educational organization

The National Education Act of 1999 and its amendments, Section 31, Chapter 5, Part 1: Public Educational Administration and Management, states that the Ministry has the authority and responsibility to promote and supervise education at all levels and types; to establish educational policies, plans, and standards; to support educational resources; to promote and coordinate religious, artistic, cultural, and sports education; to monitor, inspect, and evaluate educational provision; and to provide essential information. Section 34 states that the parent organization or the agency supervising educational institutions is responsible for considering and proposing policies, development plans, and educational standards consistent with the needs of the National Economic and Social Development Plan and the National Education Plan; to promote and coordinate the provision of public and private vocational education; to provide resources; to monitor, inspect, and evaluate vocational education provision, taking into account quality and professional excellence.

The 2018 Ministerial Regulation on Education Quality Assurance requires each educational institution to establish an internal educational quality assurance system. This involves establishing educational standards for each level and type of education as announced by the Minister of Education. The institution also develops an educational development plan that emphasizes quality in accordance with educational standards and implements the established plan. The institution also organizes evaluations and inspections of educational quality within the institution, monitors implementation results, and develops the institution's quality standards. The institution also submits a self-evaluation report, along with the institution's educational development plan, to the parent organization or the institution's supervisory agency every academic year.

To ensure that educational quality assurance is carried out effectively, the parent organization or the agency that oversees the educational institution has the duty to provide advice, assistance, and guidance to the educational institution so that the educational quality assurance of the educational institution can be continuously developed.

When the parent organization or the agency supervising an educational institution receives the self-assessment report and the educational development plan of the institution, it shall submit the self-assessment report, along with the educational development plan of the institution, and any issues requiring evaluation and monitoring, collected from relevant agencies or stakeholders, to the Office for National Education Standards and Quality Assessment (Public Organization). This report will be used as information and guidelines for external quality assessment. The evaluation and monitoring of the educational quality and standards of the institution must be conducted. The evaluation and monitoring report, along with recommendations, will be submitted to the educational institution and the parent organization or the agency supervising the institution, so that the institution can use it as a guideline for improving and developing the quality of education.

Based on the essence of the National Education Act of 1999 and its amendments, including the Ministerial Regulation on Educational Quality Assurance of 2018, the duties and responsibilities for educational quality assurance of agencies at each level, from the Ministry of Education, the parent agency or the supervising agency, and the educational institutions, can be defined as shown in Figure 1.2.

Ministry of Education	Parent agency or supervisory agency	educational institution
1. Establish educational policies for each level and type of education. 2. Develop a national education plan. 3. Set national educational standards. 4. Issue a Ministerial Regulation on Educational Quality Assurance. 5. Announce the use of educational standards for each level and type of education. 6. Interpret and diagnose problems in the implementation of educational quality assurance.	1. Determine the educational policy of the parent organization. 2. Set educational standards for each level and type of education. 3. Establish criteria and procedures for educational quality assurance. 4. Study, analyze, and report the results of the self-evaluation of educational institutions, and provide advice, assistance, and recommendations to educational institutions to ensure continuous development of educational quality assurance. 5. Submit the self-assessment report, along with the educational development plan of the educational institution and the issues requiring evaluation and monitoring, to the Office for National Education Standards and Quality Assessment (Public Organization) to use as information and guidelines for external quality assessment. 6. Follow up on the results of the implementation of improvements and developments in educational quality according to the recommendations of the Office for National Education Standards and Quality Assessment (Public Organization) to lead to the development of educational quality and standards of educational institutions.	1. Establish an internal quality assurance system in educational institutions. 1.1 Set educational standards of educational institutions to be in accordance with the educational standards of each level and type of education. 1.2 Prepare a development plan for educational management of the educational institution that aims to develop quality according to the educational standards of the educational institution. 1.3 Carry out the educational development plan of the educational institution. 1.4 Evaluate and inspect the quality of education within the educational institution. 1.5 Follow up on the results of operations to develop the quality of education in educational institutions. 1.6 Prepare a self-assessment report according to the educational standards of the educational institution, along with submitting the report and educational development plan of the educational institution to the parent organization every academic year. 1.7 Improve and develop the quality of education from the results of self-assessment and according to the recommendations of the parent organization. 2. Receive external quality assessment. 3. Improve and develop the quality of education of educational institutions according to the recommendations of the Office for National Education Standards and Quality Assessment (Public Organization) and the parent organization or the supervising agency to lead to the development of the quality and standards of education of educational institutions.

Figure 1.2 shows the duties and responsibilities of educational quality assurance of each level and type of education organization.

When considering the duties and responsibilities of educational quality assurance, the Ministry of Education's key duties include establishing educational policy, developing a national education plan, establishing national educational standards, issuing ministerial regulations on educational quality assurance, announcing educational standards for each level and type of education, and interpreting and diagnosing problems in implementing educational quality assurance.

The parent organization or the supervising agency has important duties, including determining the parent organization's educational policy, setting educational standards for each level and type of education, establishing criteria and guidelines for educational quality assurance, conducting research, analyzing and reporting the results of self-assessment of educational institutions, and providing advice, assistance, and guidance to educational institutions to ensure continuous development of educational quality assurance. This includes submitting self-assessment reports, along with the educational development plan of the educational institution, and issues requiring evaluation and monitoring to the Office for National Education Standards and Quality Assessment (Public Organization) for use as information and guidelines for external quality assessment. This includes monitoring the progress of educational quality improvement and development efforts in accordance with the recommendations of the Office for National Education Standards and Quality Assessment (Public Organization) to lead to the development of educational quality and standards of educational institutions.

Educational institutions have a key duty to establish an internal quality assurance system. This involves setting educational standards for each level and type of education. They develop educational development plans that prioritize quality in accordance with educational standards and implement the plans. They also conduct internal evaluations and inspections of educational quality, monitor progress toward achieving educational standards, and submit self-evaluation reports to the parent organization or the governing body annually. They also undertake external quality assessments from the Office for National Education Standards and Quality Assessment (Public Organization) and the parent organization or the governing body. This aims to develop the educational quality and standards of the institution and achieve the goals of the parent organization or the governing body. Education management is continuously developed and built confidence among stakeholders and the public.

Part 2

Vocational education standards

The National Education Act of 1999 (B.E. 2542) and its amendments, Section 34 in Part 5, Part 1, Public Educational Administration and Management, and the Ministry of Education Administration Act of 2003 (B.E. 2546) and its amendments, Section 17, stipulate that the Vocational Education Commission is responsible for proposing policies, development plans, standards, and vocational education curricula that align with the needs of the National Economic and Social Development Plan and the National Education Plan. The Ministerial Regulation on Education Quality Assurance of 2018 (B.E. 2561) stipulates that the parent organization or supervising agency is responsible for studying, analyzing, reporting the results of educational institutions' self-assessments, and providing consultation, assistance, and advice to educational institutions to ensure continuous improvement in educational quality assurance. The self-assessment report, along with the educational development plan of the educational institution and issues requiring evaluation and monitoring, must be submitted to the Office for National Education Standards and Quality Assessment (Public Organization) for use as data and guidelines for external quality assessments and for monitoring the progress of educational quality improvement and development in educational institutions based on the recommendations of the Office for National Education Standards and Quality Assessment (Public Organization). This is to lead to the development of educational quality and standards of educational institutions.

Based on the essence of the National Education Act of 1999 and its amendments, including the Ministerial Regulation on Educational Quality Assurance of 2018, the Office of the Vocational Education Commission, the parent agency of vocational education institutions, has a crucial duty to drive educational quality assurance, namely, the establishment of vocational education standards, with the approval of the Minister of Education for promulgation. This will be used by educational institutions under the Office of the Vocational Education Commission as a central standard for setting educational standards for their respective institutions.

2.1 Setting vocational education standards

The establishment of vocational education standards is crucial for implementing internal quality assurance within educational institutions under the Office of the Vocational Education Commission. Section 3 of the 2018 Ministerial Regulation on Education Quality Assurance stipulates that each educational institution establish an internal quality assurance system. This involves establishing educational standards that align with the educational standards for each level and type of education as announced by the Minister of Education. This is the first component in developing an internal quality assurance system for educational institutions. The establishment of vocational education standards has the following objectives:

2.1.1 To enable educational institutions to use this as a central standard for setting educational standards for educational institutions.

2.1.2 To enable educational institutions to use it as a basis for comparison in promoting and supervising, inspecting, evaluating, and assuring the quality of education within the educational institution.

2.1.3 To enable educational institutions to use this as a guideline for developing or raising the quality of education in educational institutions.

2.2 Conceptual framework for setting vocational education standards

The establishment of vocational education standards can be accomplished by studying, analyzing, and synthesizing national ideology and principles of education management, national education standards, the National Economic and Social Development Plan, the National Education Plan, and the educational management policies of the Ministry of Education and the Office of the Vocational Education Commission. These can be used as a conceptual framework for establishing vocational education standards, as shown in Figure 2.1.

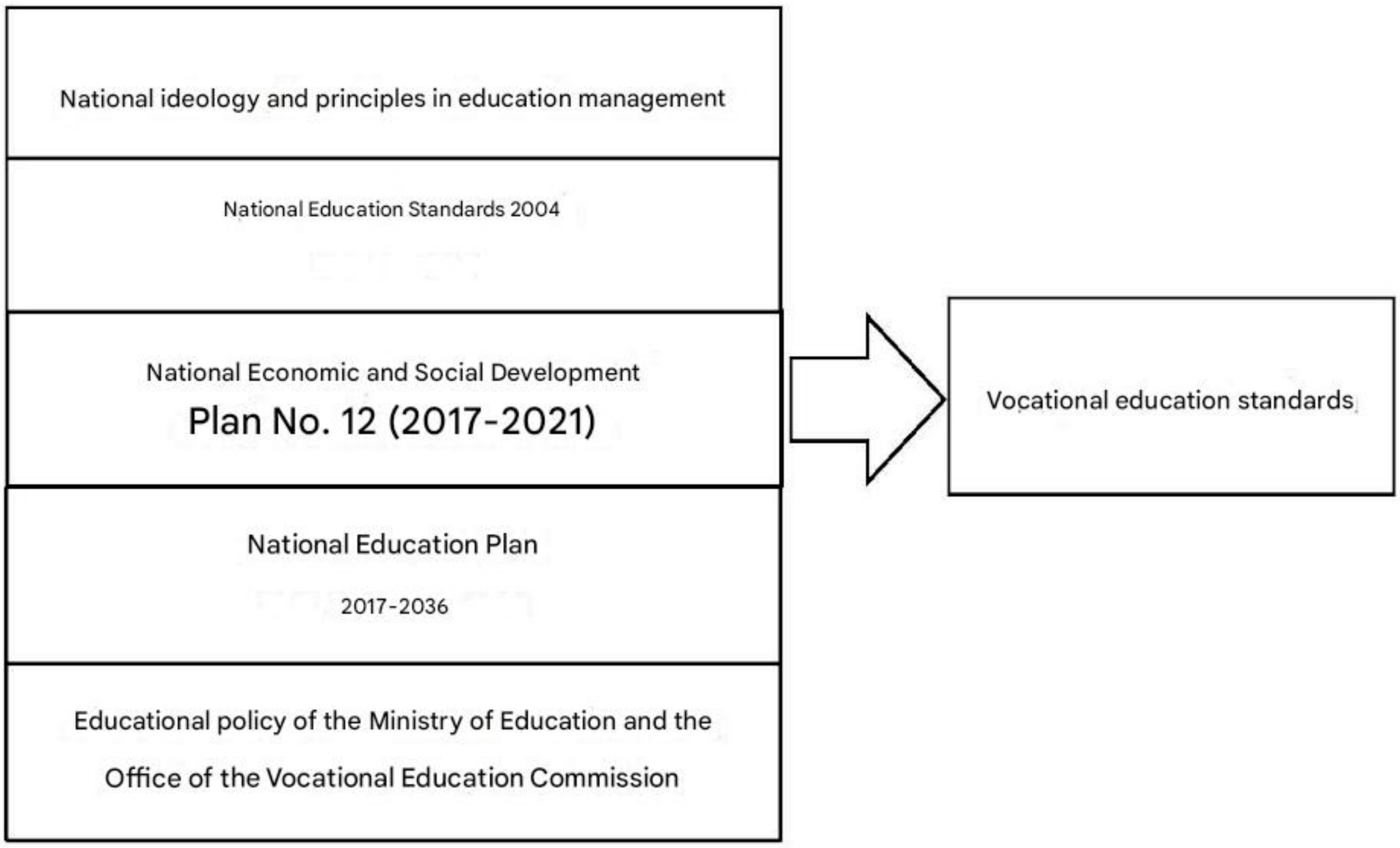

Figure 2.1 shows the conceptual framework for setting vocational education standards.

From the conceptual framework for setting vocational education standards, it shows the relationship between ideology and principles in national education management, the National Education Standards of 2004, the 12th National Economic and Social Development Plan (2017-2021), the National Education Plan of 2017-2036, and the education management policies of the Ministry of Education and the Office of the Vocational Education Commission with vocational education standards.

2.3 Vocational education standards setting process

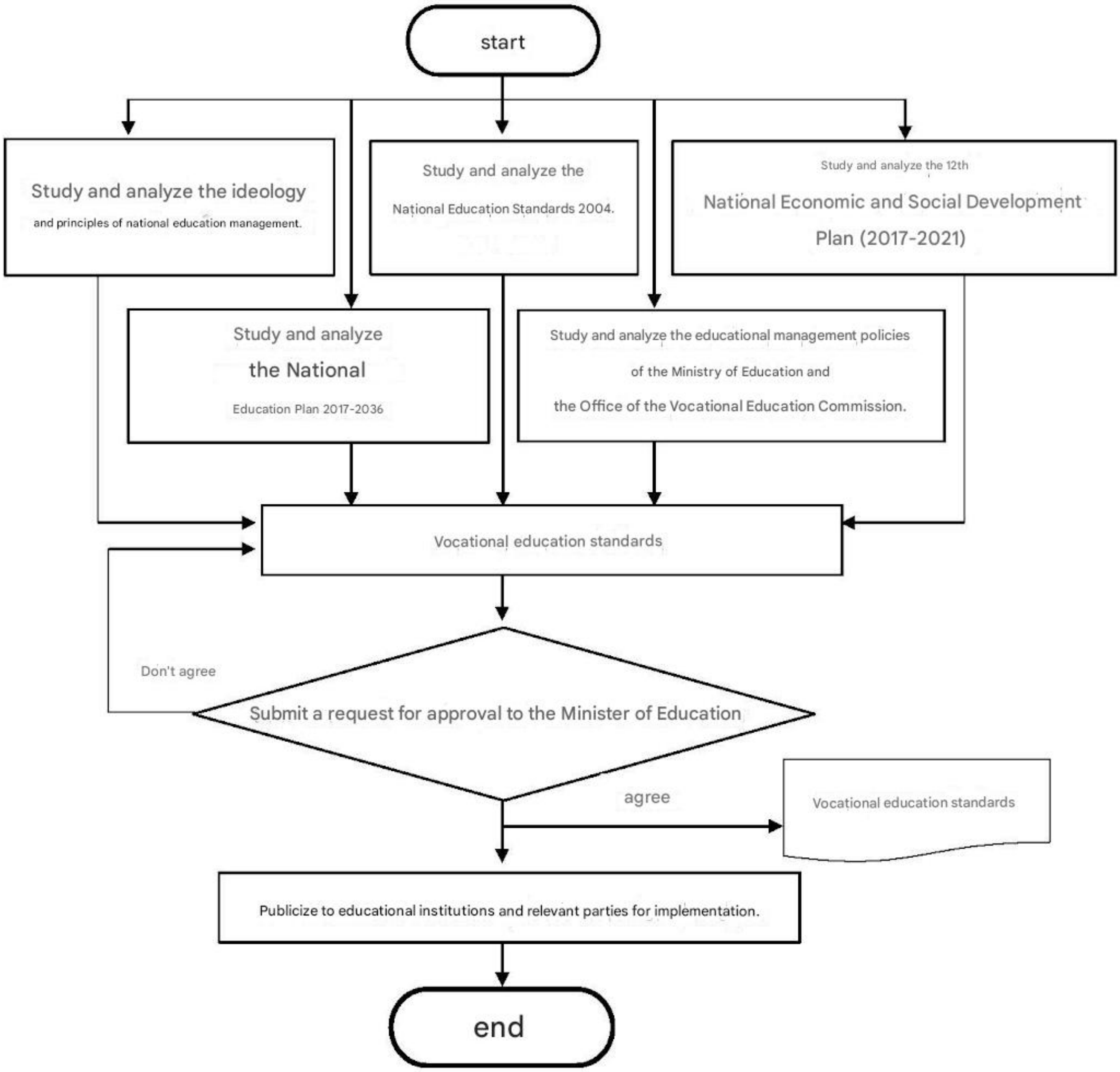

Figure 2.2 shows the process of setting vocational education standards.

From the process of setting vocational education standards, it shows the method of implementation in each step, with details as follows:

The steps to study, analyze, and synthesize the ideology and principles of national education management include the Constitution of the Kingdom of Thailand B.E. 2560 (2017), the National Education Act B.E. 2542 (1999) and its amendments, the 20-year National Strategy Framework (2017-2036), the National Education Standards B.E. 2547 (2004), the 12th National Economic and Social Development Plan (2017-2021), the National Education Plan B.E. 2560 (2036), and the educational management policies of the Ministry of Education and the Office of the Vocational Education Commission. The results of the study, analysis, and synthesis are used to determine vocational education standards.

Step 2: Submit the vocational education standards approved by the Vocational Education Commission to the Minister of Education for consideration, approval, signature and announcement.

Step 3: Publicize the information to all educational institutions under the Office of the Vocational Education Commission and relevant parties to ensure implementation.

2.4 Vocational Education Standards 2018

Based on the essence of the National Education Act B.E. 2542 (1999) and its amendments, Section 34, paragraph two, and the Ministry of Education Administration Act B.E. 2546 (2003), Section 17 stipulates that the Vocational Education Commission consider vocational education standards that are consistent with the National Economic and Social Development Plan and the National Education Plan. Furthermore, Section 3 of the Ministerial Regulation on Education Quality Assurance B.E. 2561 (2018) stipulates that educational institutions establish an internal educational quality assurance system in accordance with the vocational education standards announced by the Minister of Education. Therefore, the Vocational Education Commission has considered vocational education standards for use in education management and quality assurance in vocational education at the vocational certificate level, higher vocational certificate level, and vocational training.

The Vocational Education Standards 2018 consists of 3 standards and 9 assessment issues as follows:

Standard 1: Desired characteristics of vocational education graduates

Vocational education management is the management of education to develop vocational education graduates to have knowledge, skills and application in accordance with the vocational education qualification standards at each level of education and to have morality, ethics and desirable characteristics. It consists of the following assessment issues:

1.1 Knowledge

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

1.2 Skills and application

Vocational education graduates possess essential 21st century skills, professional and life skills in accordance with vocational qualification standards at each level of education. They can apply these skills to their work and live happily with others in accordance with the Sufficiency Economy Philosophy and enjoy good health.

1.3 Morality, ethics and desirable characteristics

Vocational education graduates possess good morals, ethics, professional codes of conduct, attitudes, and habits. They are proud of and preserve the identity of the Thai nation. They respect the law and the rights of others. They are responsible for their roles and duties according to the democratic regime with the King as Head of State. They are public-minded and have a sense of environmental conservation.

Standard 2: Vocational education management

The educational institution has teachers with educational qualifications and the number meets the specified criteria, uses a competency-based curriculum in teaching and learning management that focuses on students, and manages the educational institution's resources efficiently. There is success in implementing important policies of the parent organization or the agency that oversees the educational institution, consisting of the following evaluation issues:

2.1 Vocational education curriculum

Educational institutions use competency-based curricula that are consistent with the needs of learners, communities, businesses, and the labor market. They revise existing subjects or determine new subjects or additional subject groups to keep pace with changes in technology and labor market needs, in cooperation with businesses or related agencies.

2.2 Vocational education management

Educational institutions have teachers with academic qualifications and a number according to the specified criteria. They are systematically and continuously developed to be ready in terms of morality, ethics, academic and professional strength. They organize teaching and learning that focuses on the learner, responding to the needs of both school-age and working-age learners according to the curriculum, vocational qualification standards for each level of education, and regulations or rules regarding educational management and learning assessment for each curriculum. They promote, support, supervise and oversee teachers to organize teaching and learning of subjects correctly, completely and completely.

2.3 Management aspect

Educational institutions manage their personnel, environment, landscape, buildings, classrooms, laboratories, workshops, resource centers, media, learning resources, information technology, equipment, and the existing budget of the educational institution to its full potential and efficiency.

2.4 Policy implementation

The educational institution has achieved success in its management according to the important policies assigned by the parent organization or the agency that oversees the educational institution, through the cooperation of administrators, teachers, educational personnel and students, as well as assistance, promotion and support from parents, communities, businesses and related agencies in both the public and private sectors.

Standard 3: Creating a learning society

Educational institutions collaborate with individuals, communities, and various organizations to create a learning society. Innovations, inventions, creative works, and research are created, including the following assessment issues:

3.1 Cooperation in creating a learning society

Educational institutions have created partnerships with individuals, communities, and various organizations both domestically and internationally in organizing education, organizing educational resources, learning processes, academic and professional services, using appropriate technology to develop learners and people in the community into a learning society.

3.2 Innovation, inventions, creative work, research

Educational institutions promote and support the creation of innovations, inventions, creative works, and research by administrators, teachers, educational personnel, students, or in collaboration with individuals, communities, and various organizations that can be utilized for their intended purposes and disseminated to the public.

Part 3

Criteria and procedures for internal quality assurance in educational institutions

3.1 Internal educational quality assurance system in educational institutions

The 2018 Ministerial Regulation on Education Quality Assurance, Section 3, requires each educational institution to establish an internal educational quality assurance system. This involves establishing educational standards for each level and type of education as announced by the Minister of Education. The institution also develops an educational development plan that emphasizes quality in accordance with educational standards and implements the established plan. The institution also conducts evaluations and audits of educational quality within the institution, monitors implementation, and develops the institution's quality to meet educational standards. The institution also submits a self-evaluation report, along with the institution's educational development plan, to the parent organization or the institution's supervisory agency every academic year. The internal educational quality assurance system is illustrated in Figure 3. (9)

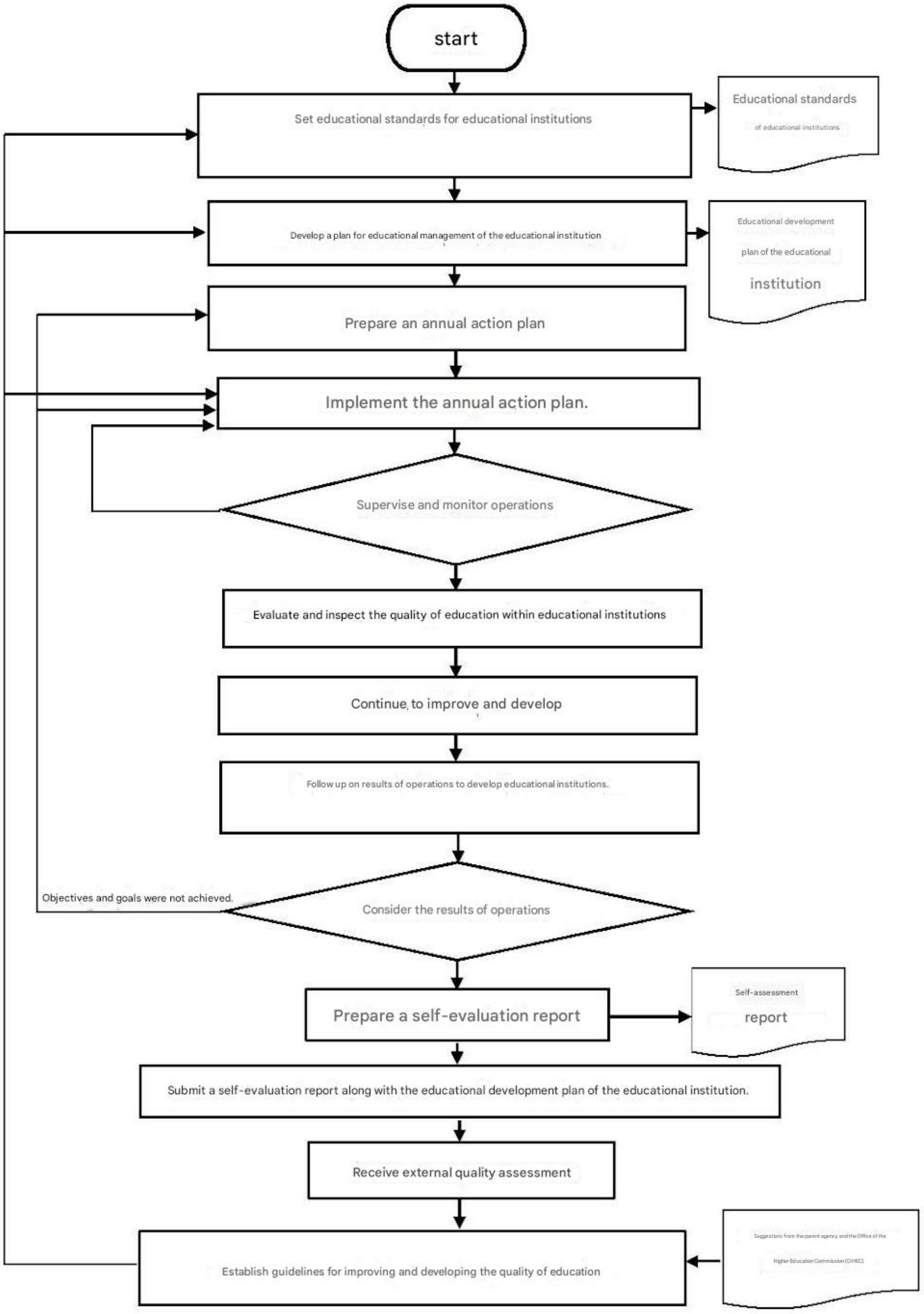

Figure 3.1 shows the educational quality assurance system within the educational institution.

Educational institutions have established internal quality assurance systems as follows:

1. Set educational standards of educational institutions to be in line with vocational education standards.

2. Create a development plan for educational management of the educational institution that focuses on quality according to the vocational education standards of the educational institution.

3. Prepare an annual action plan each year to be consistent with the educational development plan of the educational institution.

4. Carry out the work plan and project within the time period specified in the annual action plan.

5. Supervise and monitor the implementation of the project plans within the time period specified in the annual action plan.

6. Evaluate and inspect the quality of education within the educational institution.

7. Use the results of the evaluation and inspection of educational quality within the educational institution as a guideline for improving and developing educational management to be of quality in accordance with the vocational education standards of the educational institution.

8. Follow up on the results of operations to develop the educational institution. If the objectives and goals set are not achieved, it may be necessary to consider adjusting the annual action plan or adjusting the operations according to the annual action plan as necessary and appropriate.

9. Prepare a self-assessment report (Self Assessment Report: SAR) according to the educational standards of the educational institution at the end of each academic year.

10. Submit the self-assessment report (SAR) along with the educational development plan of the educational institution to the parent organization or the agency that oversees the educational institution regularly every academic year.

11. Receive external quality assessment from the Office for National Education Standards and Quality Assessment (Public Organization) within the specified time period.

12. Use recommendations from the analysis of the Self-Assessment Report (SAR) of the parent organization or the agency that oversees the educational institution, and recommendations from the external quality assessment of the Office for National Education Standards and Quality Assessment (Public Organization), to determine guidelines for improving and developing the quality of education. This may require considering improvements to the educational standards of the educational institution, the educational development plan of the educational institution, the annual operational plan, and the implementation of the annual operational plan as necessary and appropriate.

3.2 Criteria and procedures for internal educational quality assurance in educational institutions

3.2.1 Criteria

Let educational institutions establish educational standards for their institutions in accordance with the vocational education standards announced by the Minister of Education.

3.2.2 Guidelines

Let educational institutions implement an internal educational quality assurance system as follows:

1) Establish educational standards for educational institutions in accordance with the vocational education standards announced by the Minister of Education, and may add educational standards or assessment issues according to the context of the educational institution. This is to be used in ensuring the quality of education within the educational institution, through the participation of personnel in the educational institution, students, parents, communities, businesses, and relevant agencies in both the public and private sectors.

2) Create a development plan for educational management of the educational institution that focuses on quality according to the educational standards of the educational institution through the participation of personnel in the educational institution, students, parents, communities, businesses, and relevant agencies in both the public and private sectors.

3) Prepare the annual operational plan of the educational institution and carry out the implementation of the annual operational plan, with supervision and monitoring of the implementation of the plan.

4) Evaluating and inspecting the quality of education within the educational institution, preparing a self-evaluation report, and submitting the self-evaluation report together with the educational development plan of the educational institution to the parent organization or the agency that oversees the educational institution.

5) Establish guidelines for monitoring the results of operations in order to develop the quality of education in educational institutions to meet the educational standards of the educational institutions and prepare annual reports.

3.3 Determination of educational standards of educational institutions

The determination of educational standards of educational institutions is important in the implementation of internal quality assurance of educational institutions. The Ministry of Education Quality Assurance Regulations 2018, Section 3, requires educational institutions to establish an internal educational quality assurance system. It specifies that the determination of educational standards of educational institutions is the first element in the development of the internal quality assurance system of educational institutions.

3.3.1 Importance of educational standards of educational institutions

as follows: Educational standards of educational institutions are important to the internal educational quality assurance system. Educational institutions

1) It is a framework for developing the quality of educational management of educational institutions to be in accordance with the intentions of educational management at the national level, the level of the parent organization or the agency that oversees the educational institution, the educational institution level, and the needs of those who have a stake in the educational management of the educational institution.

2) It is a guideline for preparing the educational development plan of the educational institution.

3) It is a framework for developing tools to evaluate and inspect quality within educational institutions.

3.3.2 Conceptual framework for setting educational standards for educational institutions

Educational standards for educational institutions are derived from the study, analysis, and synthesis of vocational education standards announced by the Minister of Education, the policies of the Office of the Vocational Education Commission, the need to develop the quality of educational management of educational institutions, and the needs of stakeholders in educational management of educational institutions. These can be defined as a conceptual framework for setting educational standards for educational institutions, as shown in Figure 3.2.

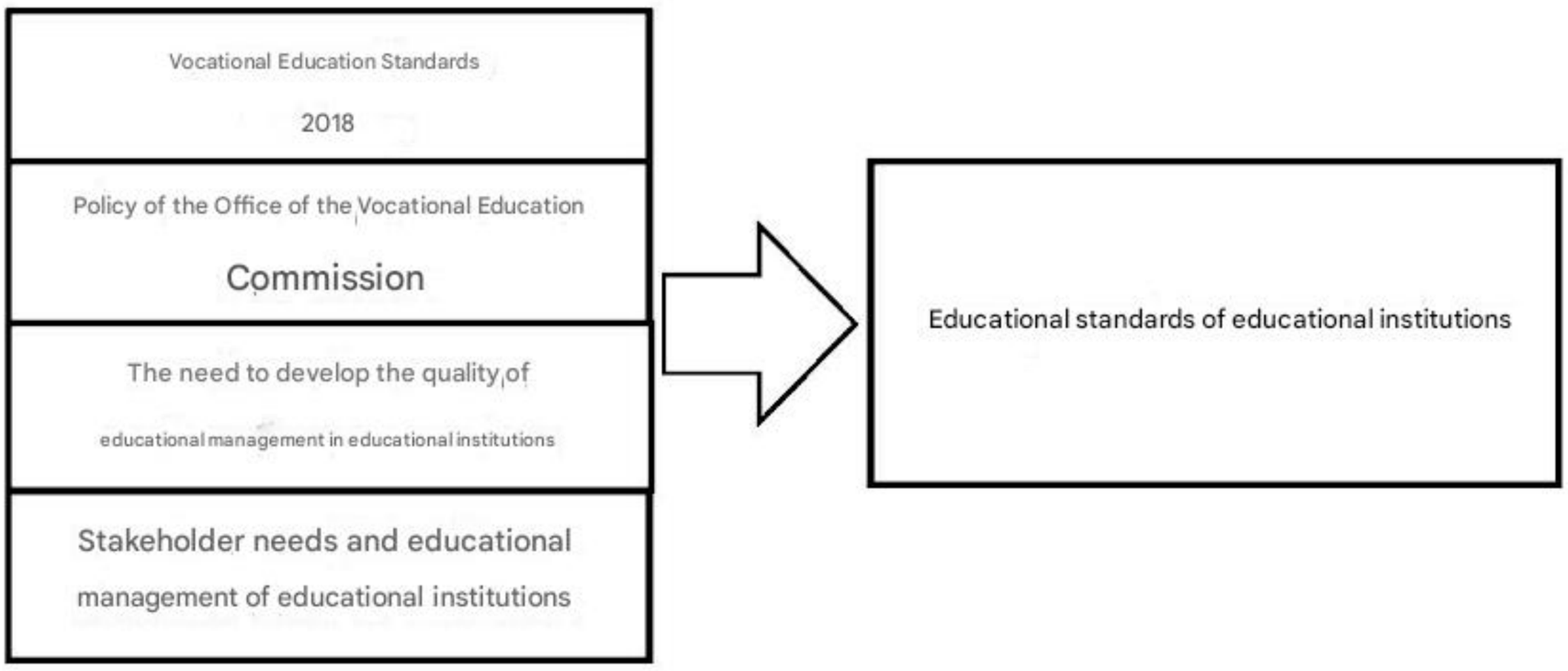

Figure 3.2 shows the conceptual framework for setting educational standards for educational institutions.

3.3.3 Process for setting educational standards of educational institutions

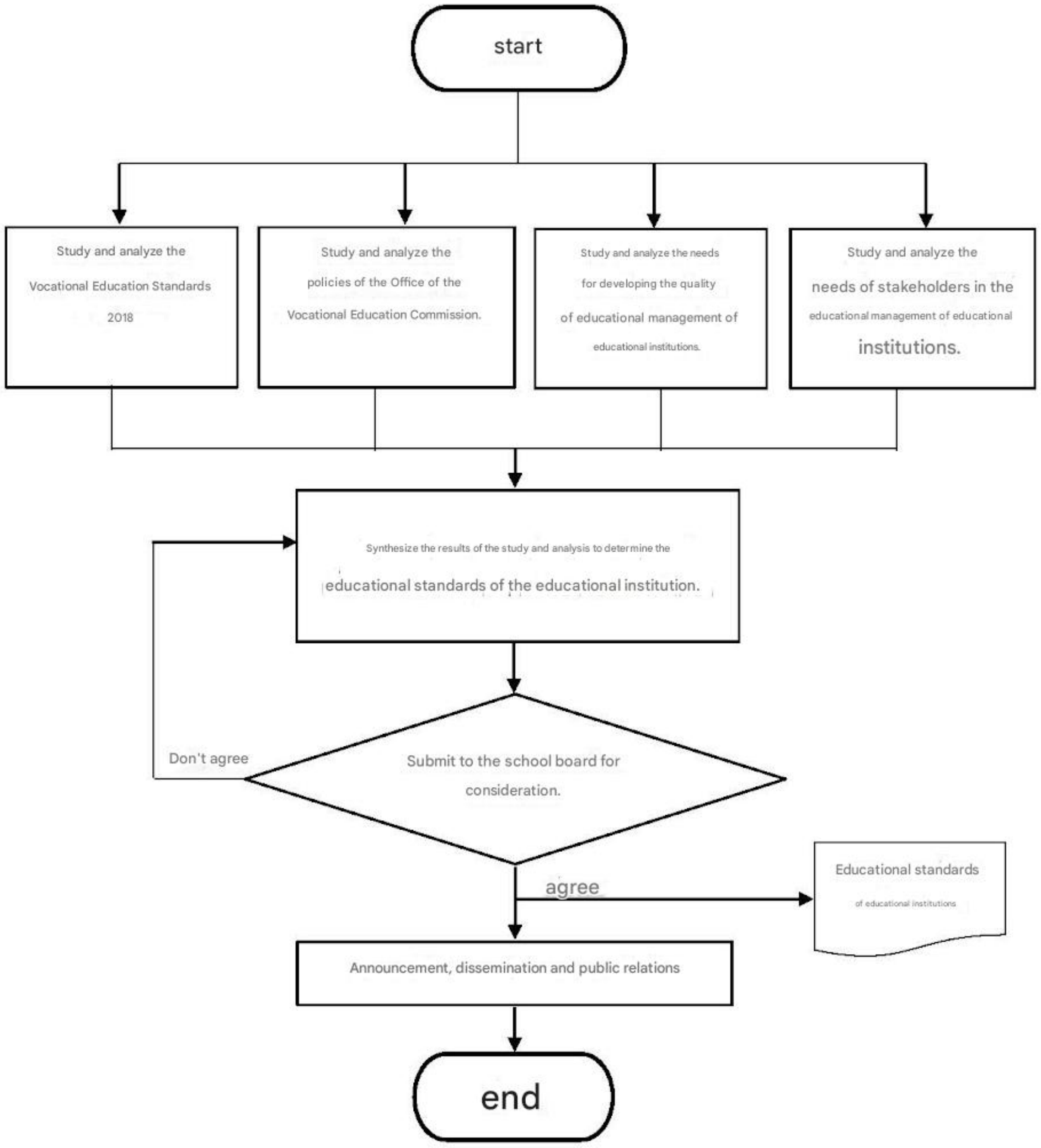

Figure 3.3 shows the process of setting educational standards for educational institutions.

The process of setting educational standards for educational institutions has the following steps:

Step 1: Study, analyze, and synthesize vocational education standards, policies of the Office of the Vocational Education Commission, the need for developing the quality of education management from the results of evaluations and monitoring of educational quality both inside and outside the educational institution, the needs of stakeholders in the educational management of the educational institution, including business establishments, agencies, educational organizations that accept graduates of the educational institution for employment or further study, communities, parents, students, teachers, faculty of the educational institution, etc.

Step 2: Take the results of the study, analysis and synthesis from Step 1 to determine standards and evaluation issues to set as educational standards for the educational institution.

Step 3: Announce, disseminate, and publicize the educational standards of the educational institution, which have been approved by the educational institution committee, to teachers, faculty, and personnel of the educational institution, as well as all relevant parties, in order to implement them.

3.4 Preparation of educational development plans for educational institutions

3.4.1 The importance of the educational development plan of the educational institution

To achieve educational management in accordance with the stated intentions or goals, a sound management process is essential. A key factor in a sound management process is planning. Therefore, the 2018 Ministerial Regulation on Educational Quality Assurance requires educational institutions to develop an educational management development plan that emphasizes quality and adheres to the institution's educational standards. This plan serves as a guideline for the preparation of annual operational plans. This plan defines plans, projects, and activities to develop the institution to achieve its stated goals. The educational management development plan is important to educational institutions as follows:

1. It is a direction and guideline for the development of educational management of educational institutions.

2. All stakeholders, including administrators, teachers, lecturers, educational personnel, students, school board members, parents, communities, businesses, and related agencies, are aware of and understand the direction and guidelines for educational development of the school.

3.4.2 Conceptual framework for developing educational development plans for educational institutions

The Ministry of Education Quality Assurance Regulations B.E. 2018 stipulate that educational institutions must develop educational development plans that focus on quality according to educational standards, which are shown in the relationship in Figure 3.4.

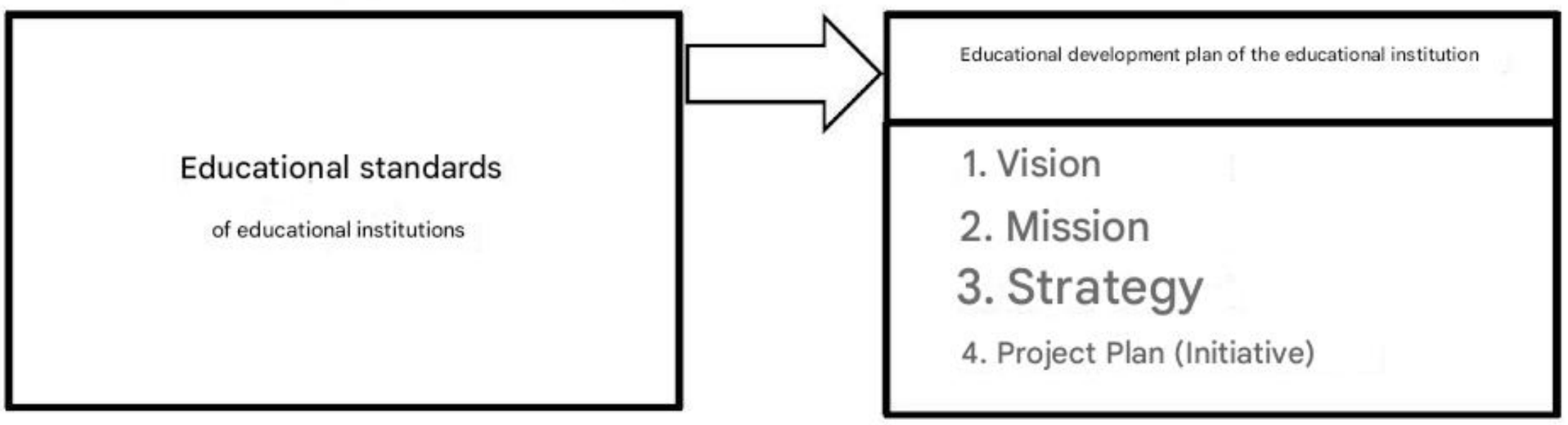

Figure 3.4 shows the conceptual framework for developing the educational management development plan of the educational institution.

3.4.3 Process for preparing educational development plans for educational institutions

The development of an educational institution's educational management plan must be systematically developed based on the institution's database. This includes a vision, mission, strategies, plans, projects, and clear guidelines covering all activities aimed at improving quality in accordance with the institution's educational standards. This involves the participation of stakeholders in educational management, both internal and external, and can be effectively implemented to achieve the established goals. The process for developing an educational management plan for an educational institution is shown in Figure 3.5.

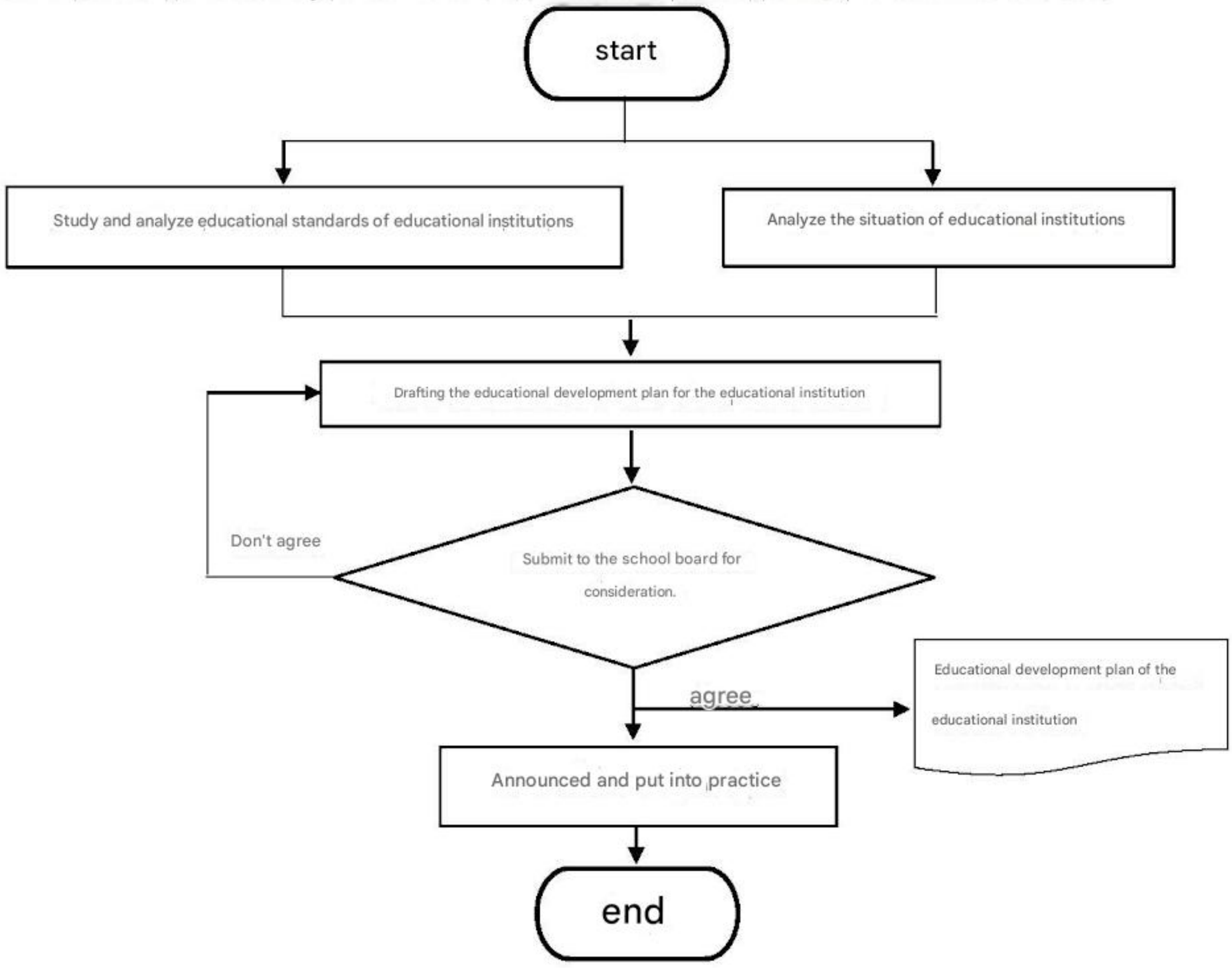

Figure 3.5 shows the process of preparing the educational development plan of the educational institution.

The process of preparing an educational development plan for an educational institution has the following steps:

Step 1: Study and analyze the educational standards of the educational institution to summarize the needs for organizing education according to each educational standard and analyze the situation of the educational institution. The principle of analyzing the situation of the educational institution (SWOT Analysis) is commonly used to understand the situation both inside and outside the educational institution that will affect the success of organizing education of the educational institution to be of quality according to the educational standards.

Step 2: Take the results from the analysis in Step 1 to determine the direction and guidelines for the development of education management in important educational institutions, including:

institution 1) Vision is the expectation of the educational institution that wants to achieve results according to the intentions that Focus on quality according to the educational standards of the educational

2) Mission is the task that the educational institution must perform in order to achieve the set expectations. Each mission will have specified objectives (Goals) to support it in order to identify the results of operations according to that mission.

3) Strategy is the determination of the method of operation of each mission in order to achieve success according to the set objectives.

4) Initiative is the detailed determination of the operations that must be carried out in order for the specified missions and strategies to be successful.

Step 3: Submit the draft educational development plan of the educational institution to the educational institution committee or college committee for consideration and approval.

Step 4: The educational institution announces, disseminates, and publicizes the educational development plan approved by the educational institution committee or college committee to teachers, faculty, and personnel of the educational institution, as well as all relevant parties, and puts it into practice.

3.4.4 Components of the educational development plan of the educational institution

The educational development plan of the educational institution consists of the following important contents:

1) Current information of the educational institution

1.1) Educational institution administration chart

1.2) Personnel information

1.3) Information on learners and graduates

1.4) Information on the curriculum that is being taught

1.5) Building and location information

1.6) Budget information

2) Educational standards of the educational institution

3) Directions and guidelines for the development of educational management of the educational institution

3.1) Vision

3.2) Mission

3.3) Strategy

3.4) Project plans

4) Implementation of the educational development plan of the educational institution

4.1) Creating understanding with personnel of the educational institution

4.2) Assignment of duties to personnel of the educational institution

4.3) Preparation of the annual operational plan of the educational institution

5) Evaluation and inspection of educational quality within educational institutions

5.1) Preparation before evaluating and inspecting the quality of education within the institution by planning and preparing for the evaluation and inspection of quality in various areas, such as raising awareness among teachers, faculty, and personnel of the institution; creating understanding among the group of evaluators and inspectors of education quality within the institution; creating a calendar for evaluating and inspecting the quality of education within the institution; developing tools for evaluating and inspecting the quality of education within the institution, etc.

5.2) Carrying out evaluation and inspection of educational quality within the educational institution according to the plan or calendar of evaluation and inspection of quality that has been determined by collecting data on performance results according to the educational standards of the educational institution using the methods and tools that have been prepared.

5.3) Summarizing the results of the evaluation and inspection of educational quality within the educational institution by summarizing the results of the evaluation and inspection of educational quality, classified according to educational standards and assessment issues, including achievements, strengths, areas for development, and recommendations for the development of each standard and assessment issue, so that those involved can use them as guidelines for improving and developing the educational quality of the educational institution.

3.4.5 Guidelines for preparing educational development plans for educational institutions

The educational development plan of an educational institution is a process of studying and analyzing the educational standards of the educational institution and the situation of the educational institution that affects the success of the educational management of the educational institution in order to determine the direction and guidelines for the development of the educational management of the educational institution to be in accordance with the specified educational standards. The preparation of the educational development plan of an educational institution has the following important points:

1) Introduction

2) Explanation

3) Table of contents

4) Current information of the educational institution

5) Educational standards of the educational institution

6) Directions and guidelines for the development of educational management of the educational institution

7) Implementation of the educational development plan of the educational institution

8) Evaluation and inspection of educational quality within educational institutions

9) Appendix

3.5 Implementation of the educational development plan of the educational institution

1) Create understanding among personnel in educational institutions in implementing the educational development plan of the educational institution by organizing explanatory meetings or training seminars to inform them of the objectives and operational guidelines.

2) Assign duties to personnel in the educational institution to carry out the educational development plan of the educational institution.

3) Prepare an annual operational plan for the educational institution to develop the educational institution according to the goals of the educational development plan of the educational institution.

3.6 Evaluation and inspection of educational quality within educational institutions

3.6.1 Principles and importance of evaluation and inspection of educational quality within educational institutions

Evaluation and inspection of educational quality within educational institutions is one step in the system of educational quality assurance within educational institutions, according to the Ministry of Education Quality Assurance Regulations 2018. This involves self-evaluation by internal personnel of the educational institution using various methods and appropriate tools to examine the educational management results of the educational institution on an annual basis. The results of the self-evaluation of the educational institution will reflect the educational management according to the educational standards of the educational institution, which will serve as a guideline for the educational institution to develop its educational quality in the future.

3.6.2 Objectives of the evaluation and inspection of educational quality within educational institutions

1) To evaluate and inspect the quality of education according to the educational standards of the educational institution.

2) To be used as information for preparing the annual self-evaluation report of the educational institution.

3) To use the results of the evaluation and quality inspection as a guideline for improving and developing the quality of education in educational institutions to meet the educational standards of the educational institutions.

3.6.3 Steps for evaluating and inspecting the quality of education within the educational institution

The process of evaluating and inspecting the quality of education within the educational institution has steps for implementation.

As follows:

Step 1: Preparation before evaluating and inspecting the quality of education within the institution. This involves planning and preparing for the evaluation and inspection of quality in various areas, such as raising awareness among teachers, faculty, and personnel within the institution; creating understanding among the group of evaluators and inspectors of education within the institution; developing a calendar for evaluating and inspecting the quality of education within the institution; and developing tools for evaluating and inspecting the quality of education within the institution.

Step 2: Conducting evaluation and inspection of educational quality within the educational institution according to the plan or calendar for evaluation and inspection of quality that has been determined by collecting data on performance results according to the educational standards of the educational institution using the methods and tools that have been prepared.

Step 3: Summarizing the results of the evaluation and inspection of educational quality within the educational institution.

This involves summarizing the results of the evaluation and inspection of educational quality, classified according to educational standards and assessment issues, including achievements, strengths, areas for development, and recommendations for the development of each standard and assessment issue, so that those involved can use them as guidelines for improving and developing the educational quality of the educational institution.

3.7 Monitoring the results of operations to develop the quality of education in educational institutions

3.7.1 The importance of monitoring the results of operations to develop the quality of education in educational institutions

The Ministry of Education Quality Assurance Regulations of 2018 (2018) specify the essential points related to educational institutions as follows: Educational institutions must establish an internal educational quality assurance system by establishing educational standards for the institution, creating an educational development plan for the institution and implementing the specified plan, arranging for evaluation and inspection of educational quality within the institution, and monitoring the results of operations to develop the educational institution to meet educational standards.]

Results from assessments and inspections of educational quality within educational institutions based on educational standards will serve as a reflection of the success of each standard and assessment issue. Educational institutions should use the results from assessments and inspections of educational quality within their institutions as guidelines for improving and improving the quality of education. This involves systematically monitoring the progress of educational quality development efforts to ensure that the institution meets educational standards. The process for monitoring the progress of educational quality development efforts is illustrated in Figure 3.6.

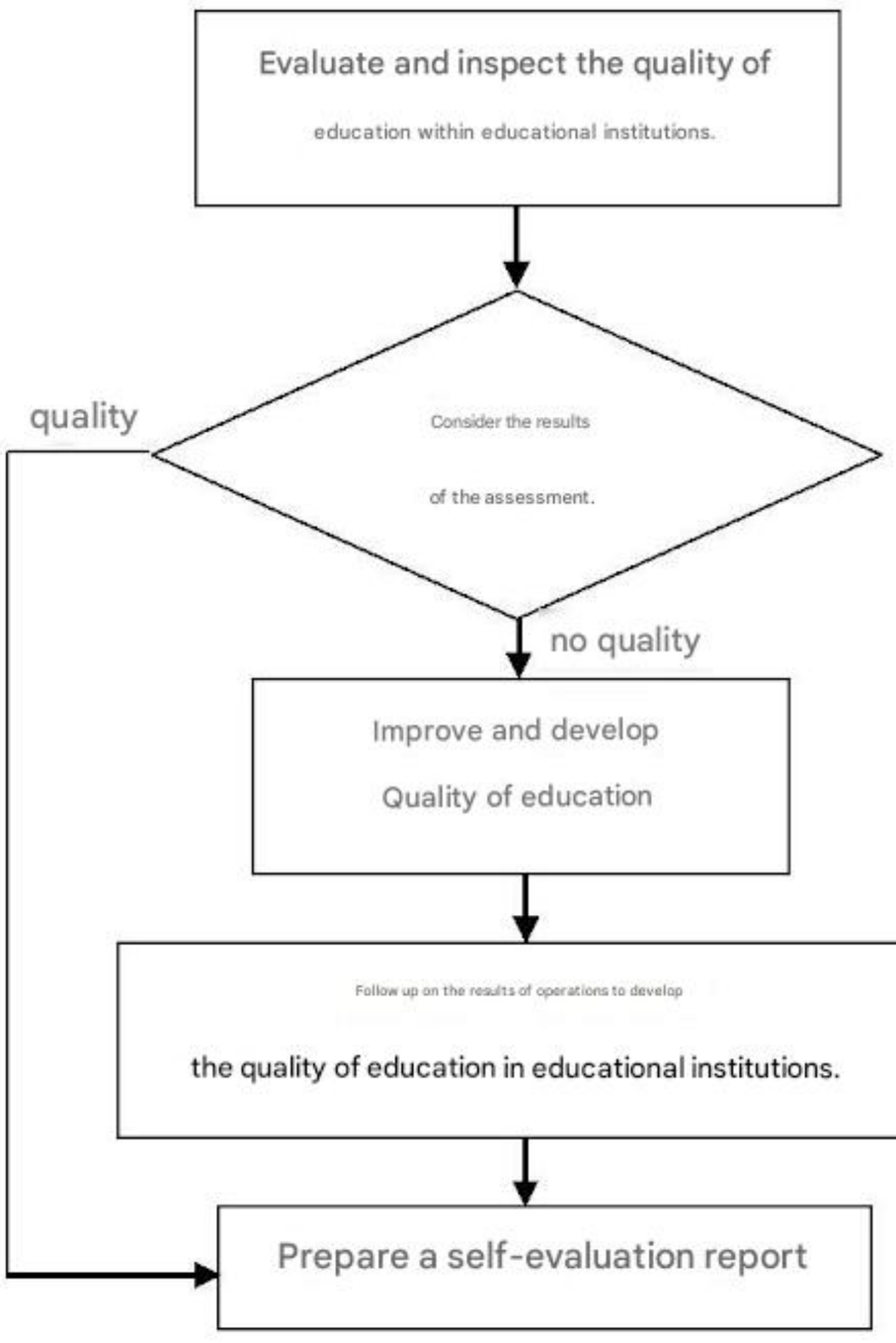

Figure 3.6 shows the relationship between the evaluation and inspection of educational quality within the educational institution.

With the monitoring of the results of operations to develop the quality of education of educational institutions

3.7.2 The purpose of monitoring the results of operations to develop the quality of education in educational institutions

1) To ensure that educational institutions continuously improve and develop according to the results of internal educational quality assessments and inspections.

2) To develop the quality of educational management of educational institutions to be in accordance with the educational standards of the educational institutions.

3.7.3 Steps for monitoring the results of operations to develop the quality of education in educational institutions

The steps for monitoring the results of the actions taken to develop the quality of education in educational institutions are as follows:

Step 1: The educational institution arranges for monitoring of the results of operations in order to improve and develop the quality of education in the educational institution.

Step 2: Educational institutions follow up on the results of operations according to the plans, projects or activities that have been set in order to develop the educational institutions to have quality according to the educational standards of the educational institutions.

Step 3: The educational institution follows up on the results of the operation and summarizes the results of the follow-up on the operation to develop the quality of education of the educational institution.

3.8 Preparation of a self-assessment report (Self Assessment Report: SAR) according to the educational standards of the educational institution.

3.8.1 Importance of the Self Assessment Report (SAR)

Under the National Education Act of 1999 (B.E. 2542) and its amendments in 2010 (B.E. 2553), Chapter 6, Section 48, parent organizations and educational institutions must establish an internal quality assurance system. Internal quality assurance is considered an ongoing part of the educational administration process. This involves preparing an annual report to the parent organization and related agencies, and disclosing it to the public. This report aims to develop educational quality and standards, and to undertake external quality assessments. Furthermore, the 2018 Ministerial Regulation on Education Quality Assurance requires educational institutions to submit self-assessment reports and educational development plans to the parent organization or the agency overseeing the institution every academic year. This annual self-assessment report reflects the quality of educational provision in the previous year and serves as a guideline for improving and developing the quality of educational provision in the following year.

3.8.2 Purpose of the Self Assessment Report (SAR)

To collect the results of internal quality assessments of educational institutions

1) To be used as information for determining the direction and guidelines for developing the quality of educational management of educational institution

2) To enable the parent organization or the agency that oversees the educational institution to use this information to provide advice, assistance, and recommendations to the educational institution so that the educational quality assurance of the educational institution can be continuously developed.

3) To enable the Office for National Education Standards and Quality Assessment (Public Organization) to use it as information and guidelines for external quality assessment.

3.8.3 Process for preparing a self-assessment report (Self Assessment Report: SAR)

The process of preparing a self-assessment report of an educational institution involves gathering and summarizing the results, which is a step that follows the evaluation and inspection of educational quality within the educational institution. This step aims to reflect the results of educational provision according to the educational standards of the educational institution and the assessment issues. The process of preparing a self-assessment report according to the educational standards of the educational institution is shown in Figure 3.7.

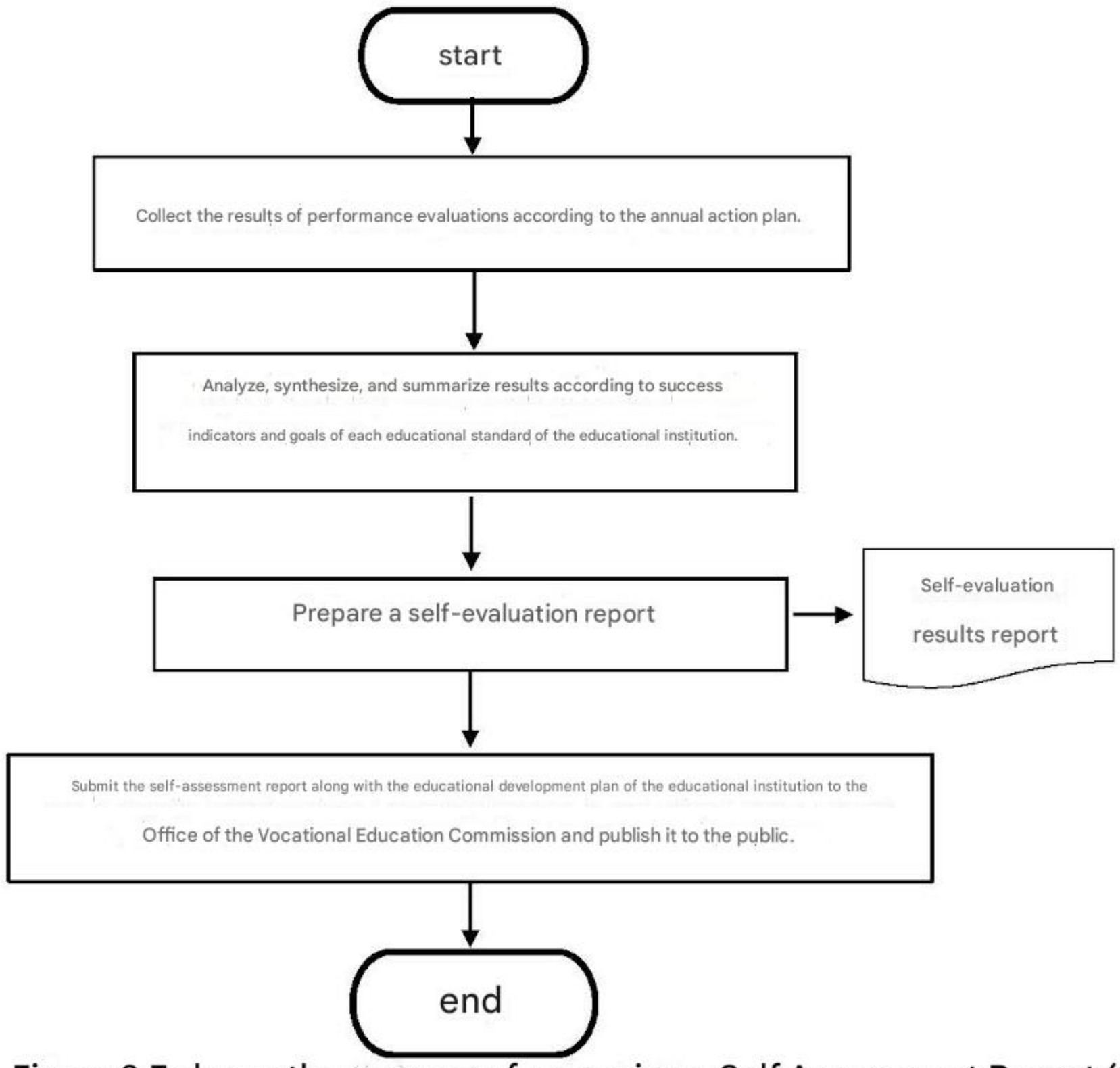

Figure 3.7 shows the process of preparing a Self Assessment Report (SAR).

According to educational standards of educational institutions

From the process of preparing the Self Assessment Report (SAR) according to the educational standards of the educational institution, the details of the procedures in each step are as follows:

1) Gathering information according to standards and assessment issues means gathering both qualitative and quantitative information from the results of educational management of the educational institution, annually aiming to develop quality to the action plan. according to the educational standards of the educational institution according

Analysis, synthesis and summary of the results of educational quality development. Assessment means According to the standards and issues 2) taking both qualitative and quantitative information and classifying them to summarize the results of educational management of the educational institution that have occurred and have an effect on the quality according to the educational standards that the educational institution has set.

3) Prepare a self-assessment report. Educational institutions must prepare a self-assessment report in the format prescribed by the Office of the Vocational Education Commission, using easy-to-understand language, presenting both qualitative and quantitative data to reflect the results of quality development according to the educational standards of the educational institution. This report includes achievements, strengths, areas for improvement, and recommendations for development according to educational standards and assessment issues.

4) Submit the Self Assessment Report (SAR) together with the educational development plan of the educational institution to the Office of the Vocational Education Commission and publish it to the public.

3.8.4 The components of the Self Assessment Report (SAR) should contain the following important information:

1) Executive Summary is a summary of the results of the educational quality assessment according to educational standards, including achievements, strengths, areas for development, and recommendations for development.

2) Basic information of the educational institution includes:

2.1) Information about the educational institution, including location, community conditions, economy, society

2.2) Administrative chart of the educational institution

2.3) Information on educational institutions, including information on students and graduates, personnel of the educational institution, curriculum, buildings, budget, and other related information.

2.4) Philosophy, identity, and uniqueness of the educational institution

2.5) Vision, mission, objectives, strategies and tactics for developing the quality of organization study

2.6) The history of the educational institution, including awards and achievements of the educational institution, teachers and educational personnel, and students, which are accepted by society during the academic year.

2.7) Using the results of the educational quality assessment of educational institutions to continuously improve and develop the quality of education.

3) Educational standards of the educational institution

4) Results of the quality assessment according to educational standards of the educational institution. This is a report of the results of the assessment of the quality of educational management of the educational institution, arranged according to the standards and assessment issues, consisting of:

Achievements, strengths, points for development, and suggestions for development

Results mean the success in developing the quality of education of the educational institution. Both outputs, results and reflections 4.1)

4.2) Highlights refer to the guidelines, methods, or results of developing the quality of education management of the educational institution that have been successful or the results of the work that are good examples of the educational institution.

4.3) Points for development refer to issues that educational institutions should consider in determining guidelines or methods of action to improve the quality of educational management in educational institutions to meet the specified quality and standards.

4.4) Suggestions for development refer to guidelines, methods or issues that educational institutions should implement in the future to raise the quality of educational management of the educational institution to excellence.

5) Best Practice results are the presentation of the results of quality development, education according to standards and outstanding assessment issues. They can serve as a model for other educational institutions and can be used as a guideline for developing the quality of education in the institution.

3.8.5 Guidelines for preparing a self-assessment report (Self Assessment Report : SAR)

The Self Assessment Report (SAR) of an educational institution is a process of gathering both qualitative and quantitative information from the results of educational management of the educational institution to analyze, synthesize, and summarize the results of educational quality development according to standards and assessment issues in order to summarize the results of educational management of the educational institution that have occurred and have an effect on quality according to the educational standards that the educational institution has set. The preparation of the Self Assessment Report (SAR) of the educational institution has the following important contents:

1) Introduction

2) Explanation

3) Table of contents

4) Executive Summary

5) Basic information of the educational institution

6) Educational standards of the educational institution

7) Results of the quality assessment according to the educational standards of the educational institution

8) Best Practice Performance

4) Appendix

bibliography

Ministry of Education. (1999). National Education Act B.E. 2542. Bangkok: Ministry of Education.

_____ (2003). Ministry of Education Administration Act B.E. 2003. Bangkok: Ministry of Education.

_____ . (2018). Ministry of Education Quality Assurance Regulations 2018. Bangkok: Ministry of Education.

_____ . (2018). Announcement of the Ministry of Education on Vocational Education Standards, B.E. 2018. Bangkok: Ministry of Education.

National Strategy Committee. (2017). National Strategy Framework for the 20-Year Period (2017-2036). Bangkok: National Strategy Committee.

Office of the Secretary of the National Education Council. (2004). National Education Standards. Bangkok: Office of the Secretariat of the Education Council.

_____ . (2017). National Education Plan 2017-2036. Bangkok: Office of the Secretary of the National Education Council.

Appendix

(a) Ministry of Education Quality Assurance Regulations B.E. 2018

(B) Announcement of the Ministry of Education on Vocational Education Standards B.E. 2018

(c) Guidelines for preparing educational development plans for educational institutions

(D) Guidelines for preparing the Self Assessment Report (SAR) for the academic year .....

Appendix A

Ministry of Education Quality Assurance Regulations B.E. 2018

ministerial regulations

Educational quality assurance

2018

In accordance with the powers under Section 5, paragraph one of the National Education Act B.E. 2542 (1999), as amended by the National Education Act (No. 2) B.E. 2545 (2002), and Section 47, paragraph two of the National Education Act B.E. 2542 (1999), the Minister of Education issues the following ministerial regulations:

Request ๑ to repeal the Ministerial Regulation on the System, Criteria and Methods for Educational Quality Assurance B.E. 2010

Clause 2 in this Ministerial Regulation

"Educational quality assurance" means the evaluation and monitoring of the quality of education in accordance with educational standards of educational institutions at each level and type of education. This includes mechanisms for controlling and inspecting the educational quality management system established by the institution. This aims to develop and build confidence among stakeholders and the public that the institution can provide quality education in accordance with educational standards and achieve the goals of the parent organization or supervising agency.

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

Each ๓ educational institution is required to establish an internal educational quality assurance system. This involves setting educational standards for each level and type of education as announced by the Minister of Education. The institution is also required to develop a development plan for educational management that focuses on quality in accordance with educational standards and implement the specified plan. The institution must also arrange for evaluation and inspection of educational quality within the institution, monitor implementation results to develop the institution to meet educational standards, and submit a self-evaluation report to the parent organization or the agency overseeing the institution annually.

In order for the implementation of educational quality assurance as per paragraph one to be effective, the parent organization or the agency that oversees the educational institution shall have the duty to provide advice, assistance and guidance to the educational institution so that the educational quality assurance of the educational institution can be continuously developed.

Section 4: Upon receipt of the report on the results of the self-assessment of an educational institution as ๓ stated in this section, the parent organization or the agency supervising the educational institution shall submit the report, along with various issues requiring evaluation and monitoring, which have been collected from relevant agencies or from stakeholders of that educational institution, to the Office for use as information and guidelines for external quality assessment.

The Office shall conduct evaluations and monitor the quality and standards of education of educational institutions and submit a report of the evaluation and monitoring results, along with recommendations, to the educational institutions and their parent agencies or the agencies supervising them, so that the educational institutions can use them as guidelines for improving and developing the quality of education.

out the operations under paragraph two, the Office may arrange for a person or agency that has been certified by The Office is able to conduct assessments and monitor the quality and standards of education of educational institutions. In carrying

Let the parent agency or the agency that oversees that educational institution follow up on the results of operations, educational develop the quality of education of the educational institution according to paragraph two in order to lead to the development of quality and standards of the educational institution, improve and

Section 5 The Minister of Education shall have the power to interpret and decide on issues relating to compliance with this Ministerial Regulation.

Given on February 20, 2018

Teerakiat Charoensettasin

Minister of Education

Note: The reason for issuing this Ministerial Regulation is that the implementation guidelines of the Ministerial Regulation on the System, Criteria, and Methods for Educational Quality Assurance B.E. 2553 (2010) do not align with the principles of true educational quality assurance. This has resulted in internal and external educational quality assurance being incoherent, redundant, and inconsistent. This has resulted in a lack of consistency, duplication, and deviation from practice, which does not reflect reality and places an unnecessary burden on educational institutions and their personnel, as well as their parent organizations, supervising agencies, and external agencies. It is therefore necessary to improve the system, criteria, and methods for educational quality assurance to create a mechanism that facilitates implementation according to educational standards at each level and ensures efficiency in developing educational quality. Therefore, it is necessary to issue this Ministerial Regulation.

Appendix B

Ministry of Education announcement

Vocational Education Standards Act B.E. 2018

Ministry of Education announcement

Vocational Education Standards Act B.E. 2018

Due to the issuance of the Ministerial Regulation on Education Quality Assurance B.E. 2561 (2018), which repeals the Ministerial Regulation on the System, Criteria, and Methods for Education Quality Assurance B.E. 2553 (2010), it is appropriate to revise the standards for vocational education at the vocational certificate and higher vocational certificate levels, as well as the vocational education standards for short-term vocational training, to be more appropriate and consistent with Section 3 of the Ministerial Regulation on Education Quality Assurance B.E. 2561 (2018), which stipulates that "Each educational institution shall establish an internal educational quality assurance system by establishing educational standards in accordance with the educational standards for each level and type of education as announced by the Minister of Education. The institution shall also develop an educational development plan that emphasizes quality in accordance with educational standards and implement the established plan."

Pursuant to Sections 8 and 17 of the Ministry of Education Administration Act B.E. 2546 (2003), the Minister of Education, upon the recommendation of the Vocational Education Commission, in accordance with the resolution of the 2/2018 meeting on April 24, 2018, hereby revokes the Ministry of Education Announcement on the Use of Vocational Education Standards at the Vocational Certificate and Advanced Vocational Certificate Levels B.E. 2559 (2016), dated September 16, 2016, and the Ministry of Education Announcement on the Use of Vocational Education Standards for Short-Term Vocational Training B.E. 2560 (2017), dated September 7, 2017, and instead, the Ministry of Education Announcement on Vocational Education Standards B.E. 2561 (2018) shall be used in the provision of education and quality assurance of vocational education at the Vocational Certificate, Advanced Vocational Certificate, and vocational training levels, as follows:

Vocational education standards consist of 3 standards and 9 assessment issues as follows: Standard 1: Desired characteristics of vocational education graduates.

Vocational education management is the management of education to develop vocational education graduates to have knowledge, skills and application in accordance with the vocational education qualification standards at each level of education and to have morality, ethics and desirable characteristics. It consists of the following assessment issues:

1.1 Knowledge

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

/1.2 Skills...

1.2 Skills and application

Vocational education graduates possess essential skills in the 21st century. Professional and life skills meet the vocational qualification standards at each level of education. They can apply these skills to their work and live happily with others according to the Sufficiency Economy Philosophy and enjoy good health.

1.3 Morality, ethics and desirable characteristics

Vocational education graduates have good morals, ethics, professional codes of conduct, attitudes, and habits. They are proud of and preserve the identity of the Thai nation. They respect the law and the rights of others. They are responsible for their roles and duties according to the democratic system with the King as Head of State. They are public-minded and have a conscience for protecting the environment.

Standard 2: Vocational education management

The educational institution has teachers with educational qualifications and the number meets the specified criteria. It uses a competency-based curriculum in organizing learning and teaching that focuses on students and manages the educational institution's resources efficiently. It has been successful in implementing the important policies of the parent organization or the agency that oversees the educational institution, including the following evaluation issues:

2.1 Vocational education curriculum

Educational institutions use competency-based curricula that are consistent with the needs of learners, communities, businesses, and the labor market. They revise existing subjects or establish new subjects or additional subject groups to keep pace with changes in technology and labor market needs, in cooperation with businesses or relevant agencies.

2.2 Vocational education management

Educational institutions have teachers with academic qualifications and a number that meets the specified criteria. They are systematically and continuously developed to be ready in terms of morality, ethics, academic and professional strength. They organize teaching and learning that focuses on the learner, meeting the needs of both school-age and working-age learners, according to the curriculum and vocational qualification standards for each level of education, according to the regulations or rules regarding educational management and learning assessment for each curriculum. They promote, support, supervise and oversee teachers to organize teaching and learning of subjects correctly, completely, and completely.

2.3 Management aspect

Educational institutions manage personnel, environment, landscape, buildings, classrooms, laboratories, workshops, resource centers, media, learning resources, information technology, equipment, and budgets to their full potential and efficiency.

2.4 Policy implementation

The educational institution has been successful in its management according to the important policies assigned by the parent organization or the agency that oversees the educational institution, with the cooperation of administrators, teachers, educational personnel and students, including assistance, promotion and support from parents, communities, businesses and related agencies, both public and private sectors.

/Standard 3...

Standard 3: Creating a learning society

Educational institutions collaborate with individuals, communities, and various organizations to create a learning society. Innovations, inventions, creative works, and research are created, including the following assessment issues:

3.1 Cooperation in creating a learning society

Educational institutions have created partnerships with individuals, communities, and various organizations both domestically and internationally in the provision of education, the provision of educational resources, the learning process, academic and professional services, using appropriate technology to develop learners and people in the community towards a learning society.

3.2 Innovation, inventions, creative work, research

Educational institutions promote and support the creation of innovations, inventions, creative works, and research by administrators, teachers, educational personnel, students, or in collaboration with individuals, communities, and various organizations that can be utilized for their intended purposes and disseminated to the public.

Announced on June 21, 2018

(Mr. Thirakiat Charoensettasin)
Minister of Education

Appendix C

Guidelines for the development of educational management plans for educational institutions

Educational development plan of the educational institution

college .....

Provincial vocational education .....

Office of the Vocational Education Commission

list of contents

page

introduction

Explanation

list of contents

Part 1 Current information of the educational institution... .....

Part 2 Educational standards of educational institutions .....

Part 3: Directions and guidelines for the development of educational management in educational institutions .....

Part 4: Implementation of the educational development plan of the educational institution. .....

Part 5: Evaluation and inspection of educational quality within educational institutions .....

Appendix

g) .....

b) .....

Part 1

Current information of educational institutions

1.1 Educational institution administration chart

1.2 Personnel information

1.3 Information on learners and graduates

1.4 Information on the curriculum that is being taught

1.5 Building information

1.6 Budget information

Part 2

Educational standards of educational institutions

College educational standards.. ..... Consisting of standards.....evaluation issues as follows:

Standard 1: Desired characteristics of vocational education graduates

(Standard explanation no. 1) .....

....consisting of the following evaluation issues:

1.1 Knowledge

(Explanation of assessment issue 1.1) .....

.....

1.2 Skills and application

(Explanation of assessment issues 1.2) .....

.....

1.3 Morality, ethics and desirable characteristics

(explanation of assessment points 1.3) .....

.....

Standard 2: Vocational education management

(Explanation of standard 2) .....

....consisting of the following evaluation issues:

2.1 Vocational education

curriculum (explanation of assessment issues 2.1) .....

.....

2.2 Vocational education management

(explanation of assessment issues 2.2) .....

.....

2.3 Management aspect

(Explanation of assessment issues 2.3) .....

.....

2.4 Policy implementation

(Explanation of assessment issues 2.4) .....

.....

Standard 3: Creating a learning society

(Standard Description No. 3) .....

....consisting of the following evaluation issues:

3.1 Cooperation in creating a learning society

(Explanation of assessment issues 3.1) .....

.....

3.2 Innovation, invention, creative work, research

(explanation of assessment points 3.2) .....

.....

Note: The Ministry of Education Quality Assurance Regulations B.E. 2561, Section 3, "Each educational institution shall establish an internal educational quality assurance system by setting educational standards in accordance with the vocational education standards announced by the Minister of Education."

In addition, educational institutions can set additional educational standards and assessment issues according to the context of the institution.

Part 3

Directions and guidelines for the development of educational management in educational institutions

The results of the study, analysis of educational standards of educational institutions and the conditions of educational institutions both internally and externally can be used to determine the direction and guidelines for the development of educational management of educational institutions as follows:

3.1 Vision

Refers to the expectations of educational institutions that want to achieve results in line with the intention of focusing on quality according to the educational standards of the educational institution.

college..... ..... Set the vision of the college ..... as follows:

“.....

.....”

3.2 Mission

Refers to the missions that the educational institution must perform in order to achieve the set expectations. Each mission will have specified objectives (Goals) to support and identify the results of operations according to the mission.

college. ..... Set a mission to achieve the vision as follows:

Mission 1 .....

Mission 2 .....

Mission 3 .....

Mission 4 .....

3.3 Strategy

Refers to determining the operational methods of each mission in order to achieve the set objectives.

college. ..... The strategies for each mission are as follows:

at	Mission	at	strategy
๑.		๑.	
		๒.	
		3.	
๒.		๑.	
		๒.	
		3.	

Note: Educational institutions must establish strategies that cover all missions that the educational institution has specified.

3.4 Mission, strategy, objectives, plans, projects, indicators

college. ..... The educational development plan of the educational institution has been developed to set the direction and guidelines for driving the quality of educational management of the educational institution to meet the educational standards of the educational institution in order to achieve the vision of the educational institution as follows:

Mission 1 .....

1. Objectives

๑.๑ to.. .....

1.2 for.. .....

2. Strategy

Mission 1 ..... There are a number ..... Strategy as follows:

2.1 Strategy 1 .....

.....

2.1.1 Objectives .....

.....

2.1.2 Project plans

๑) .....

๒) .....

3) .....

2.1.3 Indicators

๑) .....

๒) .....

3) .....

๔) .....

2.2 Strategy 2 .....

.....

2.2.1 Objectives .....

.....

2.2.2 Project plans

๑) .....

๒) .....

3) .....

๖

2.2.3 Indicators

๑) .....

That .....

3) .....

๔) .....

Mission 2 .....

1. Objectives

0.0 for.. .....

1.2 for. .....

2. Strategy

Mission 2 ..... There are a number of strategies as follows:

2.1 Strategy 1 .....

.....

2.1.1 Objectives .....

.....

2.1.2 Project plans

๑) .....

๒) .....

3) .....

2.1.3 Indicators

๑) .....

๒) .....

๓) .....

๔) .....

2.2 Strategy 2 .....

.....

2.2.1 Objectives .....

.....

2.2.2 Project plans

๑) .....

๒) .....

3) .....

2.2.3 Indicators

๑) .....

๒) .....

๓) .....

๔) .....

Note: Educational institutions must define missions, strategies, objectives, plans, projects, and indicators completely for every mission that the educational institution has set.

3.4 Driving the educational development plan of the educational institution into practice

Mission 1 .....

goal .....

Strategy 1 .....

at	project plan	objective	target	Success indicators
๑				
๒				
๓				

Appendix

a) Information for preparing educational standards for educational institutions

b) .....

Appendix D

Guidelines for preparing self-assessment reports

(Self Assessment Report : SAR) Academic Year .....

Self Assessment Report (SAR)

year .....

college. .....

Provincial vocational education .....

Office of the Vocational Education Commission

- The importance of preparing a self-assessment report
  (according to the National Education Act of 1999, Chapter 6, Section 48)
- The purpose of the self-assessment report (according
  to the Ministry of Education Quality Assurance Regulations 2018)
- The process of preparing a self-evaluation report
- Those involved in the preparation of the self-assessment report

Explanation

The self-assessment report consists of the following important contents:

1. Summary for executives

2. Basic information of the educational institution

3. Educational standards of the educational institution

4. Results of the quality assessment according to the educational standards of the educational institution

5. What are the benefits of exemplary performance (Best Practice)?

page

introduction

Explanation

list of contents

Part 1 Executive Summary .....

Part 2 Basic information of the educational institution .....

Part 3 Educational standards of educational institutions .....

Part 4: Results of the quality assessment according to the educational standards of the educational institution .....

Part 5: Best Practice Performance. .....

Part 5 Development plan to improve the quality of educational management of educational institutions .....

Appendix

g) .....

b) .....

Part 1

Executive Summary

This is a summary of the overall results of the educational quality assessment according to educational standards, including achievements, strengths, areas for development, and suggestions for development, along with exemplary performance results (Best Practice).

It is a summary of the overall results of the evaluation of the quality of education of educational institutions, consisting of:

- Development of educational quality of educational institutions over the past year

- Building confidence among stakeholders and businesses

- Educational management achieves the goals of the parent organization.

Part 2

Basic information about the educational institution

2.1 Information about the educational institution, including education, community conditions, economy, society.

.....

.....

.....

.....

2.2 Administrative chart of the educational institution

.....

.....

.....

.....

2.3 Information on educational institutions, including information on students and graduates, personnel of the educational institution, curriculum, buildings, budget, and other related information.

- Information about students and graduates
- Personnel of the educational institution
- Curriculum that is taught
- Building and location side
- Budget side
- Other related information

2.4 Philosophy, identity, and uniqueness of the educational institution

.....

.....

.....

.....

2.5 Vision, mission, objectives, strategies, tactics for developing the quality of education management

.....

.....

.....

.....

2.6 The history of the educational institution includes awards and achievements of the educational institution, teachers and educational personnel, and students, which are accepted by society during the academic year.

2.6.1 Academic year 2017

.....

.....

.....

.....

.....

2.6.2 Academic year 2018

.....

.....

.....

.....

.....

Part 3

Educational standards of educational institutions

College educational standards.. ..... Consisting of.....standards.....evaluation issues as follows:

Standard 1: Desired characteristics of vocational education graduates

Vocational education management is the management of education to develop vocational education graduates to have knowledge, skills and application in accordance with the vocational education qualification standards at each level of education and to have morality, ethics and desirable characteristics. It consists of the following assessment issues:

1.1 Knowledge

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

1.2 Skills and application

Vocational education graduates possess essential 21st century skills. Professional and life skills meet vocational qualification standards at each level of education. They can apply these skills to their work and live happily with others, in accordance with the Sufficiency Economy Philosophy, and enjoy good health.

1.3 Morality, ethics and desirable characteristics

Vocational education graduates possess morality, ethics, professional codes of conduct, good attitudes and habits, are proud of and preserve the identity of the Thai nation, respect the law, respect the rights of others, are responsible for their own roles and duties under the democratic regime with the King as Head of State, are public-spirited, and have a sense of environmental conservation.

๑.๔ ----------

Standard 2: Vocational education management

The educational institution has teachers with educational qualifications and the number meets the specified criteria. It uses a competency-based curriculum in teaching and learning management that focuses on students and manages the educational institution's resources efficiently. It has been successful in implementing the important policies of the parent organization or the agency that oversees the educational institution, consisting of the following evaluation issues:

2.1 Vocational education curriculum

Educational institutions use competency-based curricula that are consistent with the needs of learners, communities, businesses, and the labor market. They revise existing subjects or determine new subjects or additional subject groups to keep pace with changes in technology and labor market needs, in cooperation with businesses or relevant agencies.

2.2 Vocational education management

Educational institutions have teachers with academic qualifications and a number according to the specified criteria. They are systematically and continuously developed to be ready in terms of morality, ethics, academic and professional strength. They organize teaching and learning that focuses on the learner, meeting the needs of both school-age and working-age learners according to the curriculum, qualification standards, vocational education at each level of education, and regulations or rules regarding educational management and learning assessment of each curriculum. They promote, support, supervise and oversee teachers to organize teaching and learning of subjects correctly, completely, and completely.

2.3 Management aspect

Educational institutions manage their personnel, environment, landscape, buildings, classrooms, laboratories, workshops, resource centers, media, learning resources, information technology, equipment, and the existing budget of the educational institution to its full potential and efficiency.

2.4 Policy implementation

The educational institution has been successful in its management according to the important policies assigned by the parent organization or the agency that oversees the educational institution, with the cooperation of administrators, teachers, educational personnel and students, including assistance, promotion and support from parents, communities, businesses and related agencies, both public and private sectors.

๒.๕ ----------

Standard 3: Creating a learning society

Educational institutions collaborate with individuals, communities, and various organizations to create a learning society. Innovations, inventions, creative works, and research are created, including the following assessment issues:

3.1 Cooperation in creating a learning society

Educational institutions have created collaborations with individuals, communities, and various organizations both domestically and internationally in the provision of education, the provision of educational resources, the learning process, academic and professional services, using appropriate technology to develop learners and people in the community towards a learning society.

3.2 Innovation, inventions, creative work, research

Educational institutions promote and support the creation of innovations, inventions, creative works, and research by administrators, teachers, educational personnel, students, or in collaboration with individuals, communities, and various organizations that can be utilized for their intended purposes and disseminated to the public.

๓.๓ ----------

Quality assessment criteria

In evaluating the quality of education according to the educational standards of the college...referring to the criteria for evaluating the quality of education management to classify the quality of vocational education institutions of the Office of the Vocational Education Commission, 5 levels as follows:

Quality level 5: excellent

Quality level 4: very good

Quality level 3: good

Quality level 2: fair

Quality level 1 must be improved

Note: The quality assessment criteria for each assessment issue are determined by the educational institution.

Note: The Ministry of Education Quality Assurance Regulations B.E. 2561, Section 3, "Each educational institution shall establish an internal educational quality assurance system by setting educational standards in accordance with the vocational education standards announced by the Minister of Education."

In addition, educational institutions can set additional educational standards and assessment issues according to the context of the institution.

Part 4

Results of quality assessment according to educational standards of educational institutions

---

The results of the quality assessment of educational standards of the educational institution are arranged according to the standards and assessment issues, including achievements, strengths, areas for development, and suggestions for development, as follows:

4.1 Standard 1: Desired characteristics of vocational education graduates

4.1.1 Knowledge

1) Results.. .....

.....

Summary of quality at the level. ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed .....

.....

4) Suggestions for development .....

.....

Summary of evaluation issue 1.1: Knowledge: The results are at a quality level.. (Excellent, very good, good, fair, needs improvement)

4.1.2 Skills and application

1) Results.. .....

.....

Summary of quality at the level ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights..... .....

.....

3) Points that should be developed.. .....

.....

4) Suggestions for development. .....

.....

Summary of assessment issues 1.2: Skills and application of achievements are at a quality level (excellent, very good, good, fair, needs improvement).

4.1.3 Morality, ethics and desirable characteristics

1) Results.. .....

.....

Summary of quality at the level ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed.. .....

.....

4) Suggestions for development .....

.....

Summary of evaluation issues 1.3 on morality, ethics and desirable characteristics at the quality level (excellent, very good, good, fair, needs improvement) .....

4.2 Standard 2: Vocational education management

4.2.1 Vocational education curriculum

1) Results.. .....

.....

Summary of quality at the level.. ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed. .....

.....

4) Suggestions for development .....

.....

Summary of evaluation issue 2.1: The vocational education curriculum is at a quality level..... (excellent, very good, good, fair, needs improvement)

4.2.2 Vocational education management

1) Results.. .....

.....

Summary of quality at the level ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed.. .....

.....

4) Suggestions for development.... .....

.....

Summary of evaluation issue 2.2: Vocational education management is at a quality level.....(excellent, very good, good, fair, needs improvement)

4.2.3 Management

1) Results.. .....

.....

Summary of quality at the level ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed.. .....

.....

4) Suggestions for development .....

.....

Summary of evaluation issue 2.3: Management is at a quality level. (Excellent, very good, good, fair, needs improvement)

4.2.4 Policy implementation

1) Results.. .....

.....

Summary of quality at the level. ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed .....

.....

4) Suggestions for development .....

.....

Summary of evaluation issue 2.4 on policy implementation is at the quality level... (excellent, very good, good, fair, needs improvement)

4.3 Standard 3: Creating a learning society

4.3.1 Cooperation in creating a learning society

1) Results.. .....

.....

Quality summary at the level ..... (excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed. .....

.....

4) Suggestions for development .....

.....

Summary of evaluation issue 3.1 regarding cooperation in creating a learning society is at a quality level.. (Excellent, very good, good, fair, needs improvement)

4.3.2 Innovation, inventions, creative work, research

1) Results.. .....

.....

Summary of quality at the level. ..... (Excellent, very good, good, fair, needs improvement)

2) Highlights. .....

.....

3) Points that should be developed.. .....

.....

4) Suggestions for development .....

.....

Summary of evaluation issues 3.2: Innovation, invention, creative work, research results are at the quality level..... (excellent, very good, good, fair, needs improvement)

Summary of overall evaluation results of the educational institution ..... (excellent, very good, good, fair, needs improvement)

Note: Educational institutions present the results of quality assessments according to the educational standards of the educational institution, arranged in order to be complete in every standard and assessment issue.

Part 5
Best Practice

Educational institutions present the results of educational quality development according to standards and can use them as guidelines for developing the educational quality of the institution effectively. This should include essential information, including principles, reasons or importance, and background, conceptual framework, process or guidelines for implementation, and the results of the implementation or achievements that occur.

Educational institutions present the results of educational quality development according to standards and can use them as guidelines for developing the educational quality of the institution effectively. This should include essential information, including principles, reasons or importance and background, conceptual framework, process or guidelines for implementation, and the results of the implementation or achievements that occur.

Part 6

Development plan to improve the quality of educational management in educational institutions

---

How does the educational institution plan to improve the quality of its educational management?

Appendix

- References that have received various awards

- The results of referencing each issue