



Guidelines for the Management of Dual Vocational Education

Dual Vocational Education Center (DVEC)
office of the Vocational Education Commission

Preface

The 11th National Economic and Social Development Plan has placed an emphasis on the production and development of manpower as “human capital” and “a manpower resource” for promoting the economic and social security of the country sustainably during the time of rapid economic, social and technological changes under the current of globalization. The National Education Act B.E. 2542 (1999) has focused on educational reform in both areas of administration and instruction to facilitate learners to learn from real work situations. The learning reform has also been carried out to meet the requirements of the labor market and industrial sectors. The Office of the Vocational Education (OVEC) has then offered Dual Vocational Education (DVE) as an occupational education management which is based on agreements between vocational colleges or institutes and workplaces, state enterprises or government agencies in managing curriculum, learning & teaching, and assessment. With the DVE, learners spend time to study in vocational colleges or institutes, and to practice in workplaces, state enterprises or government agencies for the benefit of manpower production and development.

Regarding the development of educational standards and quality, the modes of learning and teaching, especially for DVE management, should be diversified and with involvement of workplaces. DVE management must utilize a process that provides learners with an opportunity to learn from real work situations, and to develop their capacities for competitiveness in both areas of production and service of the country. The Dual Vocational Education Center (DVEC), OVEC, therefore produced “Guidelines for the Management of Dual Vocational Education”, both in Thai and English versions, to facilitate the colleges and workplaces with guidelines for the standard management of dual vocational education and for the development of dual vocational education for excellence.

Dual Vocational Education Center

July 2013

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Management of Dual Vocational Education

Office of the Vocational Education Commission (OVEC) has provided vocational education according to the National Education Act B.E. 2542 (1999) and the Vocational Education Act B.E. 2551 (2008) with details as follows.

National Education Act B.E. 2542

Section 20 Vocational Education and Training shall be provided in educational institutions belonging to the government or the private sector, workplaces, or those organized through co-operation of educational institutions and workplaces, in accordance with the Vocational Education Act and relevant laws.

Vocational Education Act B.E. 2551

Section 8 Vocational education and training shall be provided in different forms of study as follows.

(1) Formal Education refers to the vocational education which emphasizes the education mainly provided in vocational institutions by determining objectives, methods of study, curriculum, duration, and assessment with the conditions to complete the program.

(2) Informal Education refers to the vocational education which is flexible in determining objectives, methods of study, curriculum, duration, and assessment with the conditions to complete the program. The contents and curriculum must be appropriate and relevant to the problems and needs of each group of people.

(3) Dual Vocational Education refers to the vocational education which is based on agreements between vocational colleges or institutes and workplaces, state enterprises or government agencies in managing curriculum, learning & teaching, and assessment. The learners spend time to study in vocational colleges or institutes, and to practice in workplaces, state enterprises or government agencies.

For the benefit of manpower production and development, vocational colleges or institutes are able to offer education according to the first paragraph in combined forms of study. However, vocational colleges or institutes must place an emphasis on the dual vocational education.

Section 9 Vocational education and training under Section 6, Section 7 and Section 8 shall be provided according to the curriculum determined by the Vocational Education Commission as follows.

- (1) Certificate of Vocational Education
- (2) Diploma of Vocational Education
- (3) Bachelor Degree in Technology

The Vocational Education Commission may determine curriculum for providing knowledge or skills for careers or further study. The curriculum might be organized as projects or for specific target groups.

Section 51 Dual vocational education, which is built on the cooperation between vocational colleges or institutes and workplaces, follows the agreements made between vocational colleges or institutes and the workplaces.

Section 52 Workplaces, professional associations, or other organizations that cooperate in vocational education and on-the-job training may gain the following incentives and benefits.

- (1) Academic and resource supports appropriate to particular cases; and
- (2) Show appreciation to the workplaces, professional associations, or other organizations that cooperate in vocational education and on-the-job training.

Definition of Terms

Workplaces refer to companies, partnerships, shops, state enterprises, and government and private agencies, both within the country and overseas, which cooperate with vocational colleges or institutes to organize dual vocational education.

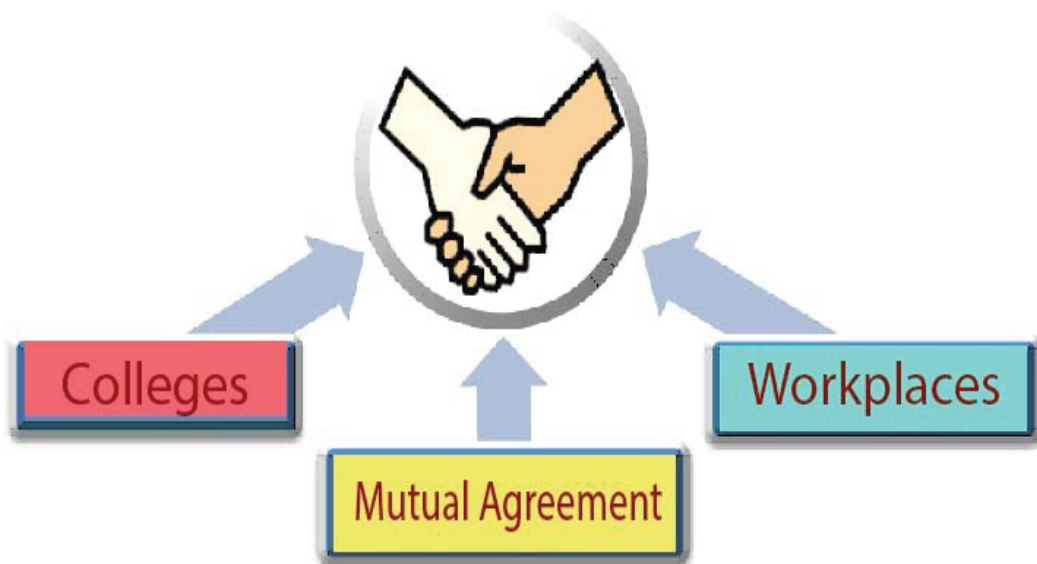
Training Coordinators refer to those who are assigned to coordinate with colleges about the dual vocational education and to be responsible for training of learners in the workplaces

Trainers refer to those who teach and train learners in the workplaces.

Supervising Teachers refer to teachers of colleges/institutes who provide supervision about on-the-job training of learners in the workplaces.

On-the-Job Training refers to learning, training and practice in the workplaces.

Memorandum of Understanding (MOU) refers to a document which one party indicates an intention to do any practice/action and upon conditions appearing in the document with another party. This document is not considered as a committed contract, but shows the particular needs of persons who signed to follow the specified statements.



Dual Vocational Education (DVE)

Dual Vocational Education refers to the vocational education which is based on agreements between vocational colleges or institutes and workplaces in the matters of:

- Curriculum
- Learning & teaching
- On-the-job training
- Assessment



The learners spend time:

- to study in vocational colleges or institutes, and
- to practice in workplaces.

Development of DVE

Development Vocational education has been organized through the cooperation between colleges and workplaces since 1984. Its development and changes have been made upon contexts which are divided into 3 phases as follows:

1. Dual System Project from 1984-1994,
2. Dual Vocational System from 1995-2007,
3. Dual Vocational Education from 2008 up to present

- **Phase 1 Dual System Project from 1984-1994**

Objectives: To train skilled workers qualified to meet the requirements of workplaces; and to save the Government's budget

In 1984, The Department of Vocational Education (DOVE), Ministry of Education, obtained academic assistance from the German Government to start a systemic dual system. Siam Cement Group (SCG) Company Limited offered its own Siam Cement School to DOVE to establish Thaluang Cementhaianusorn Technical College. The college was used as a model college in order to try out the dual system. This operation gained academic support from the German Government.

In 1989, the Ministry of Education provided an approval to try out a specialist program in the area of Industrial Maintenance under the assistance of GTZ (Deutsche Gesellschaft Fuer Teche Zusammenarbeit) in Germany concerning system management and training model.

In 1981, the dual system was implemented in three more colleges. They were Minburi Technical College, Samut Songkhram Technical College and Rayong Technical College.

In 1982, the title "Dual System" was changed to "**Dual Vocational Training**" (DVT).

After the Certificates of Specialist were granted, graduates were able to work in workplaces. Most of graduates received salaries higher than those with Certificate of Vocational Education. If they furthered their studies in Diploma of Vocational Education, they had to enroll in more courses to complete the program according to the structure of Certificate of Vocational Education at that time.

- **Phase 2 Dual Vocational System from 1995-2007**

The German Government provided assistance emphasizing public relations as well as making on understanding about the development of teachers, instructors, trainers in workplaces, and experts.

In 1985, DOVE developed the curriculum for Certificate of Vocational Education B.E. 2538. The curriculum was approved by the Ministry of Education to implement in colleges from 1985 onward. Regarding the curriculum, it offered a variety of learning and teaching modes such as normal system, dual vocational system, credit accumulation/transfer (recognition of prior learning) and distance system.

Due to the implementation of the National Education Act B.E.2542 (1999) Section 20, vocational education and training has been organized in both public and private colleges and schools, in workplaces, or through cooperation between colleges and workshops following the law of vocational education and other relevant laws.

The Office of the Vocational Education then developed its curriculum for the Certificate of Vocational Education B.E. 2545 (Revised in B.E. 2546) and the Diploma of Vocational Education B.E. 2546 regarding the National Education Act B.E. 2542.

The management of education according to curriculum for the Certificate of Vocational Education B.E. 2545 (Revised in B.E. 2546) and the Diploma of Vocational Education B.E. 2546 has been operated through the cooperation with the workplaces emphasizing actual practices by bringing vocational courses to be trained in workplaces not less than 1 semester. This model has been implemented in order to promote the learners real knowledge and skills from on-the-job training. The colleges can design learning plans by bringing vocational courses or work with workplaces to integrate the vocational courses to be trained in the workplaces into two models as follows.

1. Half program training: (in the curriculum, it is not called dual system, but it is called half program training). The colleges bring courses in the vocational course group to be trained in the workplaces continuously with the duration of training at least half time of the whole program.

2. One semester training: The courses under the vocational course group are brought to be trained in the workplaces for at least one semester.

- **Phase 3 Dual Vocational Education from 2008 up to present**

According to the Vocational Education Act B.E. 2551 (2008) Section 8, vocational education and training can be organized in three modes of learning as follows.

- 1) Formal education,
- 2) Informal education
- 3) Dual Vocational Education refers to the vocational education which is based on agreements between vocational colleges or institutes and workplaces, state enterprises or government agencies in managing curriculum, learning & teaching, and assessment. The learners spend time to study in vocational colleges or institutes, and to practice in workplaces, state enterprises or government agencies.

For the best benefit to produce and develop the manpower, the vocational education and training can be arranged together in the form of combined modes. However, it must implement the dual education as its focus.

Major Components of DVE

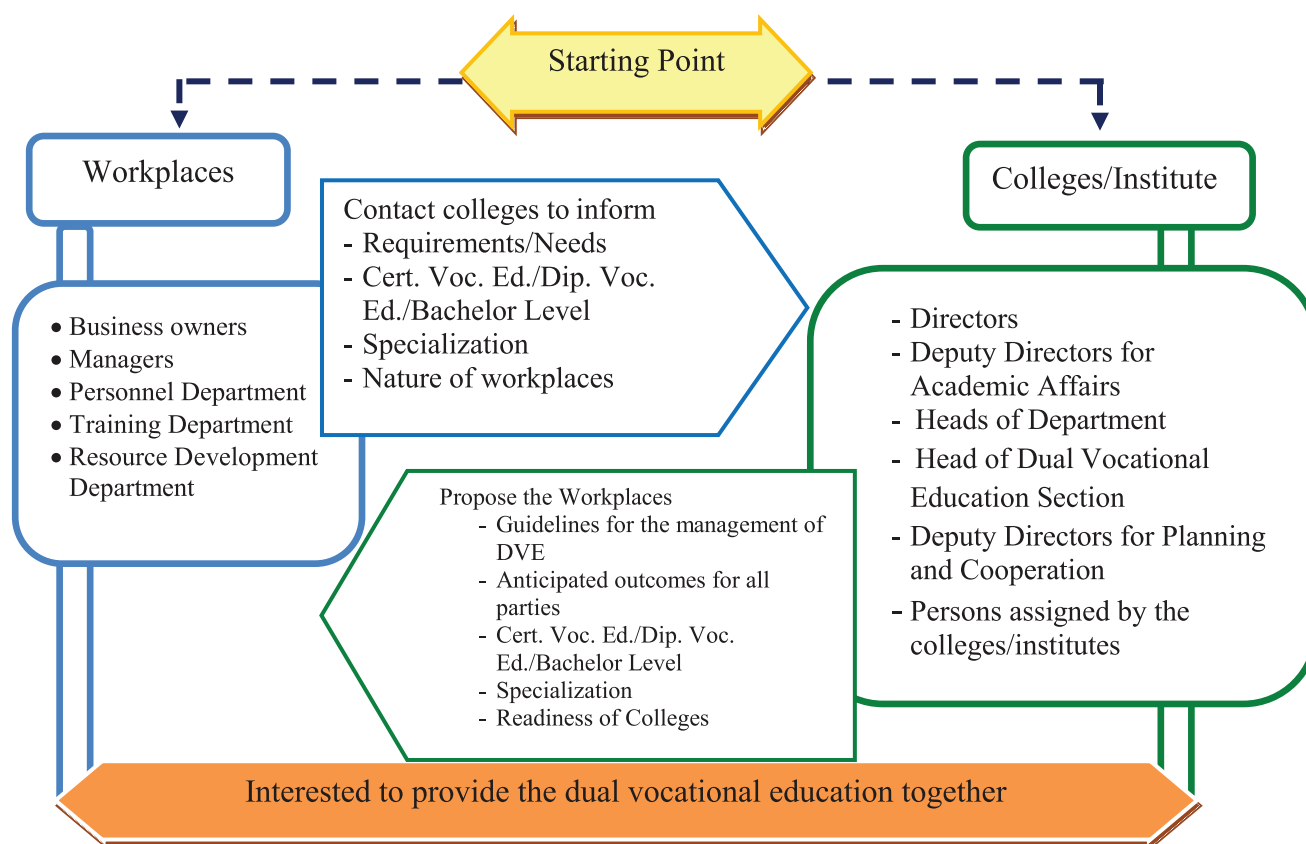
Regarding the management of DVE, six major components are involved. They are:

1. MOU (Memorandum of Understanding) between OVEC, institutes, colleges, and workplaces,
2. Vocational Training Contracts between workplaces and learners,
3. Vocational Training Plans in the workplaces during the period of training indicated in the learning plans across the programs,
4. Assessment of vocational training standards according to the agreements and the vocational training plans designed together between the workplaces and colleges or institutes,
5. Certificates of work experience at the end of training issued by the workplaces, and
6. Certificate of completion of dual vocational education co-signed by two parties namely the workplaces and colleges/institutes.

To Start DVE

The Dual Vocational Education is the vocational education which is based on cooperation and readiness of two parties: workplaces and colleges.

DVE can be initiated by any party, and will start by contacting those involved agencies of each party and the presentation of their background information.



At present, the management of DVE of the Office of the Vocational Education Commission covers the cooperative agreements both within the country and overseas through five models as follows.

• The Management of DVE with workplaces within the country

Model A The model refers to the full management of DVE (100%) within the area with workplaces in the location of colleges. Every learner of all programs of study has on-the-job training in workplaces.

Model B The model refers to the full management of DVE (100%) outside the area with no workplaces in the location of colleges. Every learner of all programs of study has on-the-job training in workplaces. However, the accommodations must be organized for learners and be close to the workplaces under the monitoring of teachers.

Model C The model refers to the management of DVE in some programs.

Model D The model refers to the management of DVE for staff of the workplaces.

• The Management of DVE with workplaces overseas

Model E The model refers to the management of DVE with workshops overseas.

Management of DVE with Workplaces within the Country

Model A, B, C and D

Model A

The model refers to the full management of DVE (100%) within the area. This means the management of DVE with workplaces in the location of colleges. Every learner of all programs of study has on-the-job training in workplaces.

Model B

The model refers to the full management of DVE (100%) outside the area. This means the management of DVE with no workplaces in the location of colleges. Every learner of all programs of study has on-the-job training in workplaces. However, the accommodations must be organized for learners and be close to the workplaces under the monitoring of teachers.

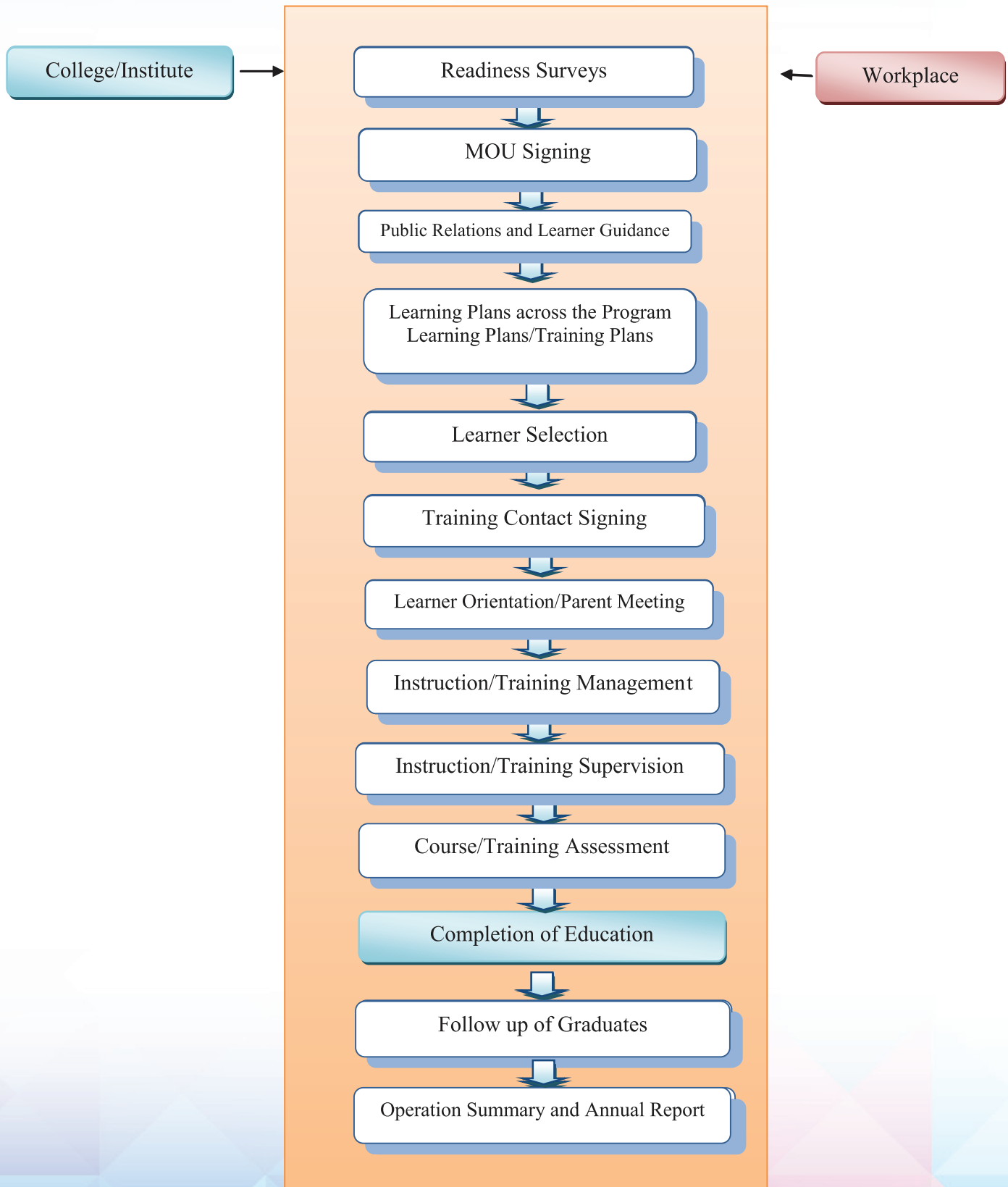
Model C

The model refers to the management of DVE in some programs.

Model D

The model refers to the management of DVE for staff of the workplaces.

**Steps for Operations of DVE Management
between Colleges/Institutes and Workplaces within the Country
Model A, B, C and D**



Readiness Surveys

College/Institute

Readiness for DVE Management

Workplace

Survey the information of workplaces and colleges/institutes

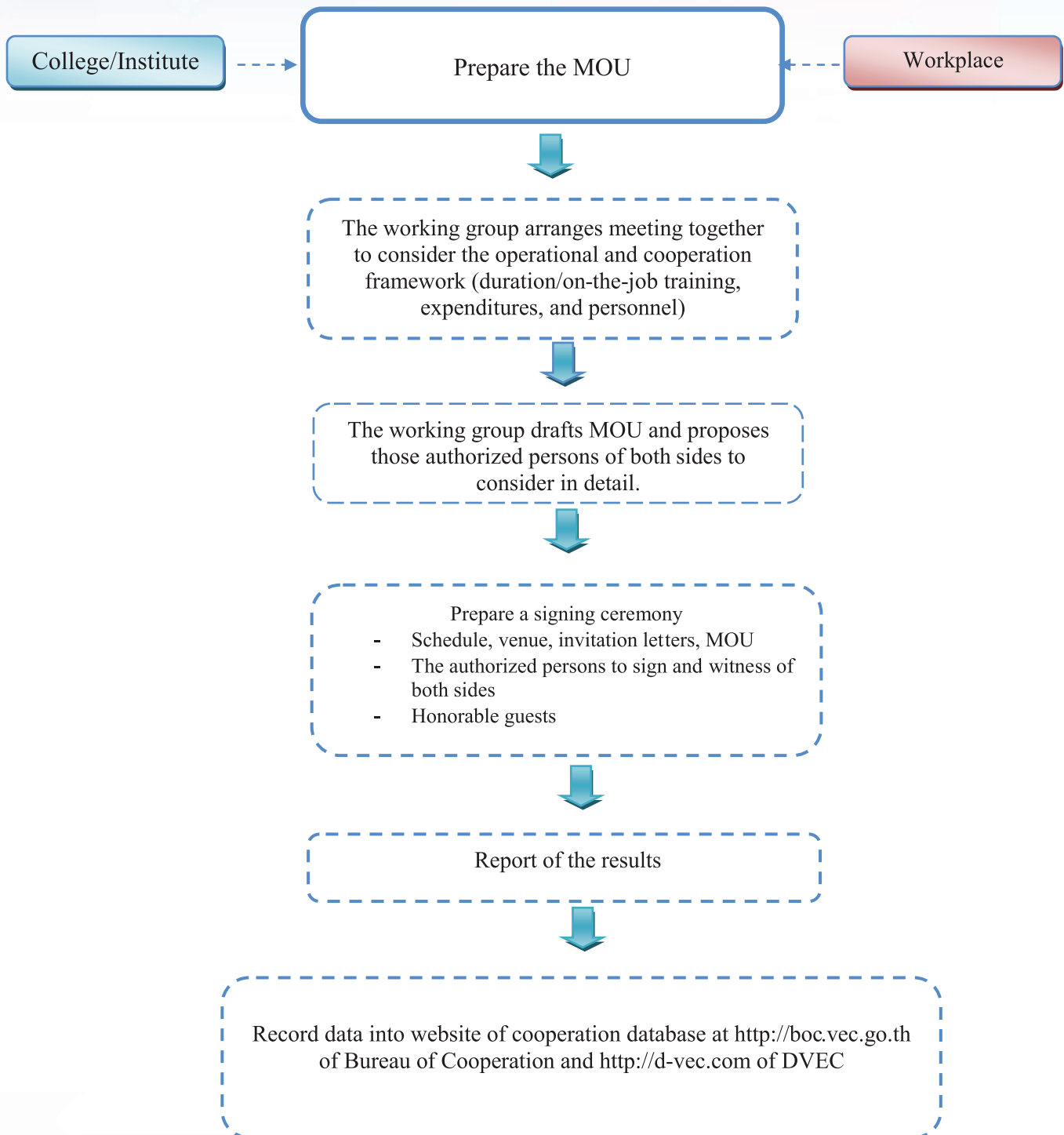
- In the country
- Overseas

from different levels of government, ministry, Office of the Vocational Education Commission, international organizations, colleges, and persons

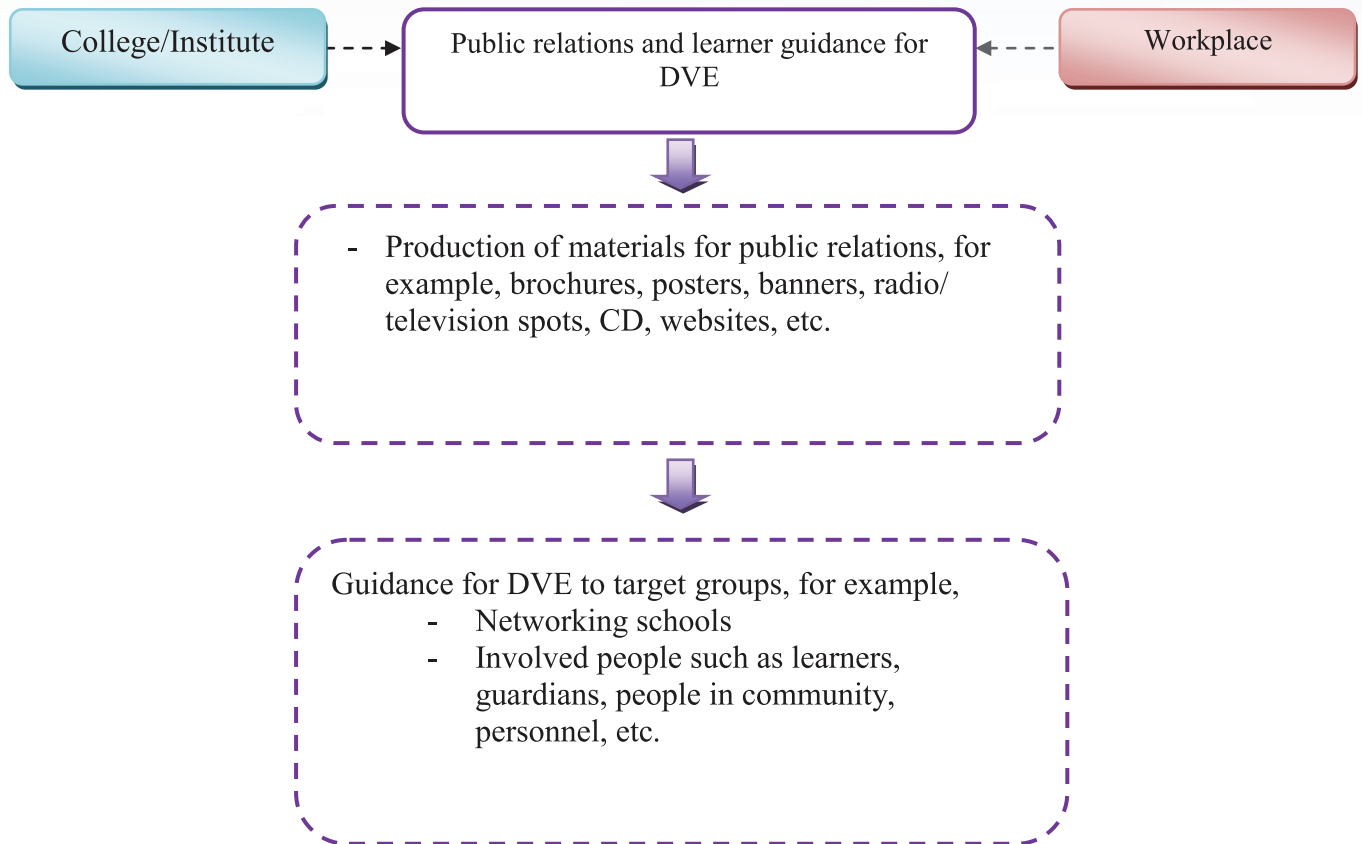
- Personnel
 - Supervising teachers of the colleges
 - Trainers of the workplaces
 - Learners
- Budget for operations
- Materials, equipment, machines, offices and operation rooms
- Management such as learning plans, on-the-job training plans, etc.

If the surveys find that the workplaces for cooperation lack readiness in any areas, they have to prepare their readiness before signing MOU.

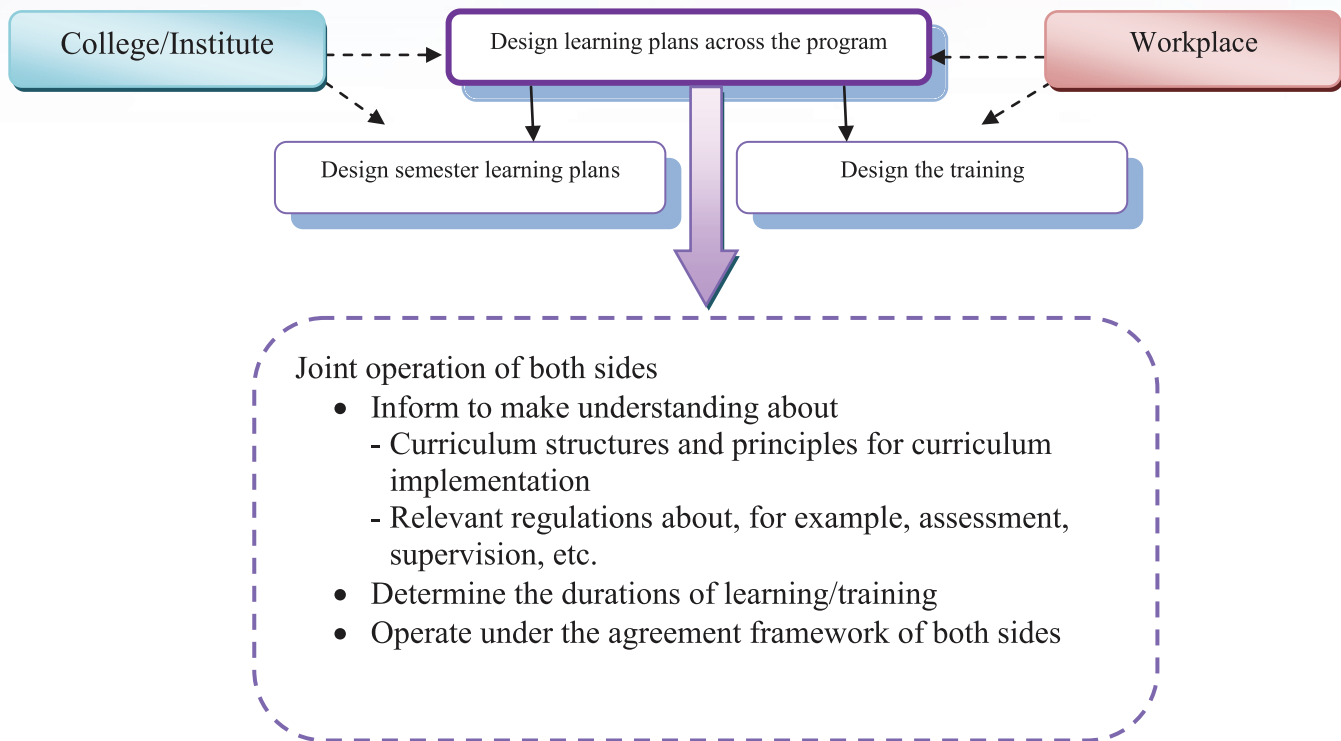
MOU Signing

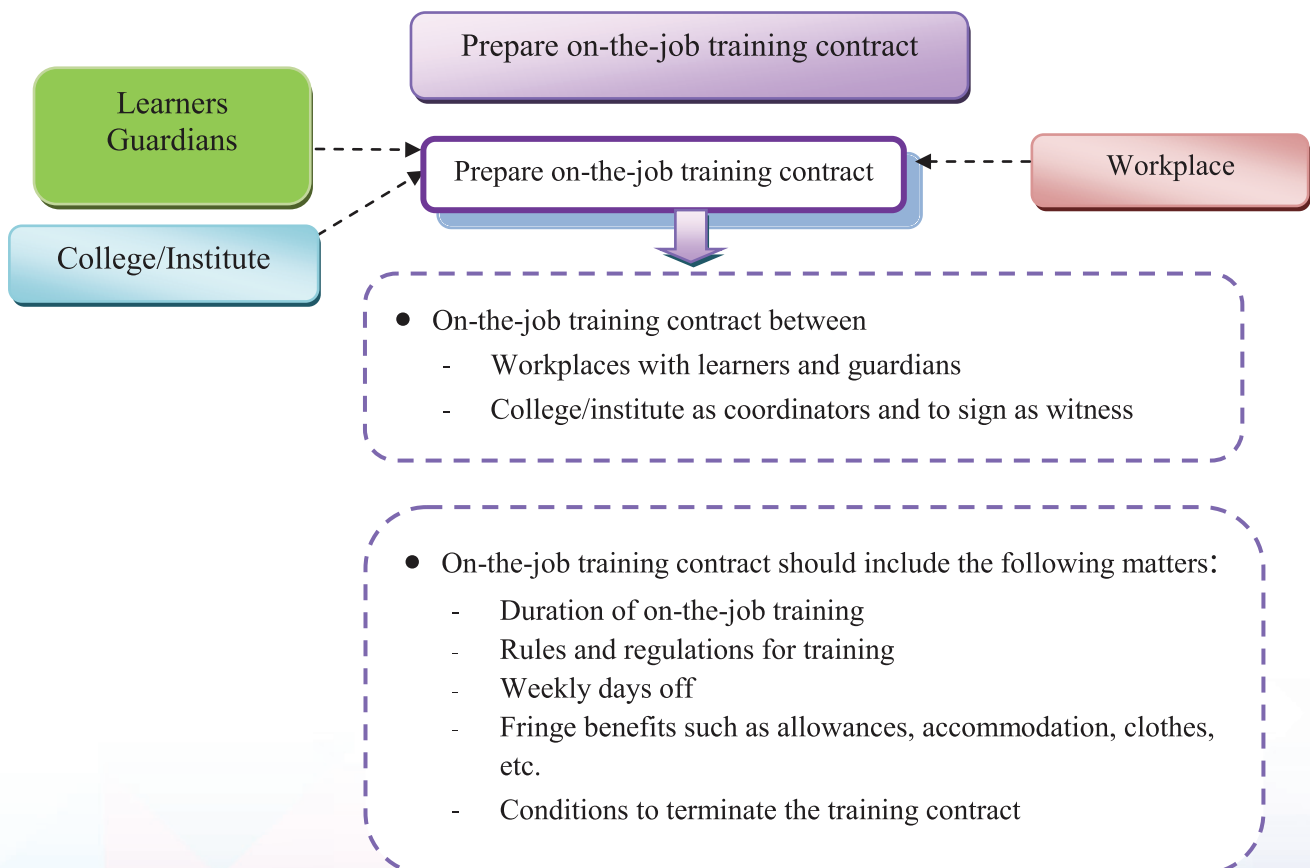
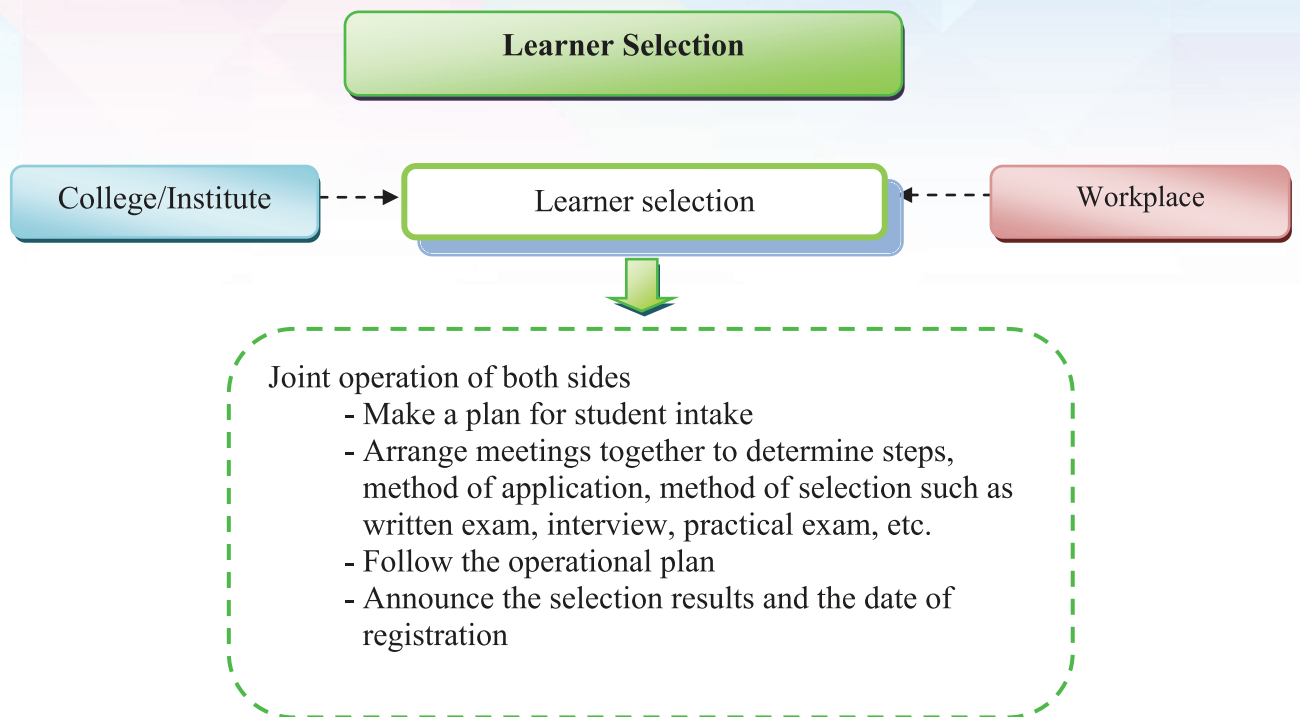


Public Relations and Learner Guidance

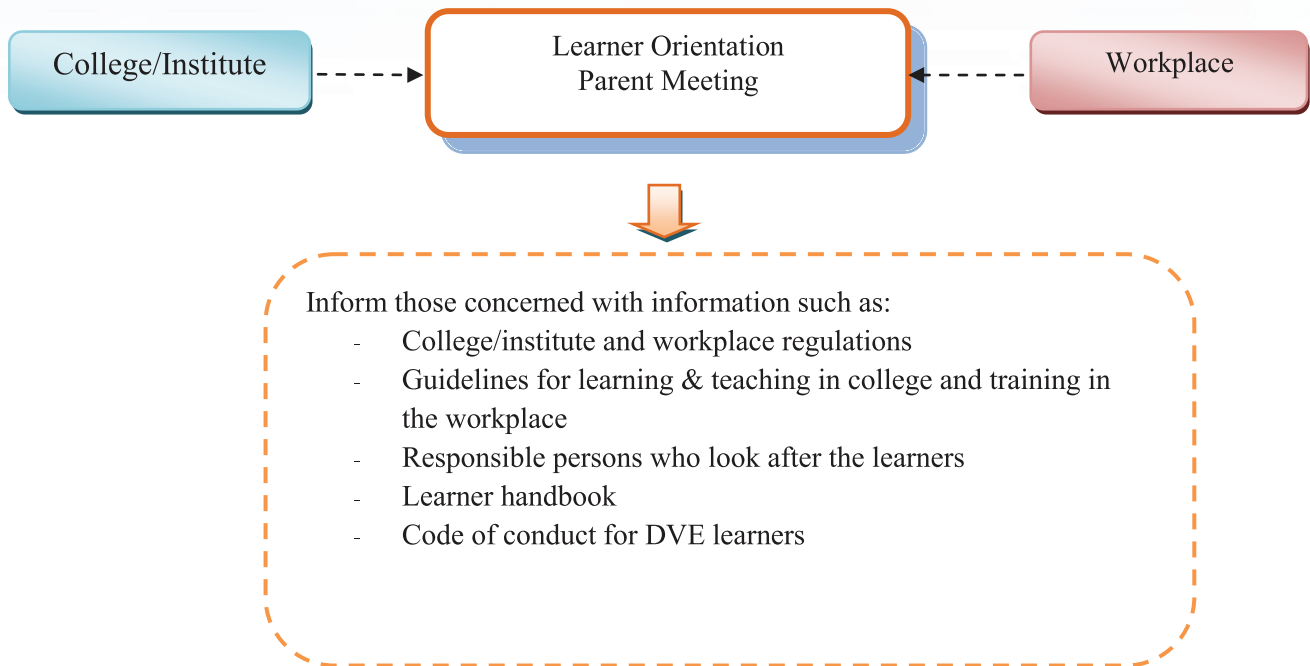


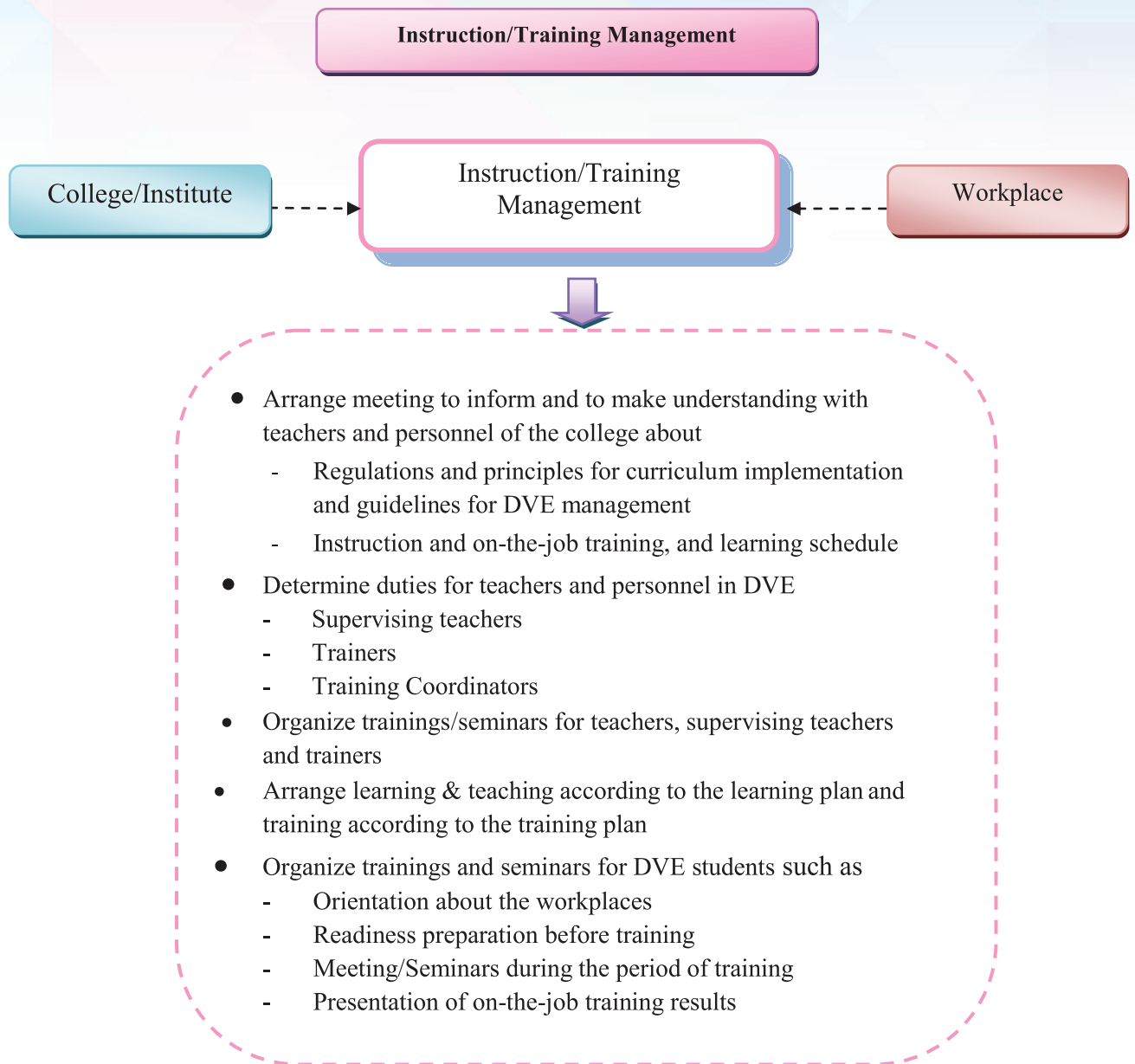
Learning Plan/Training Plan across the Program



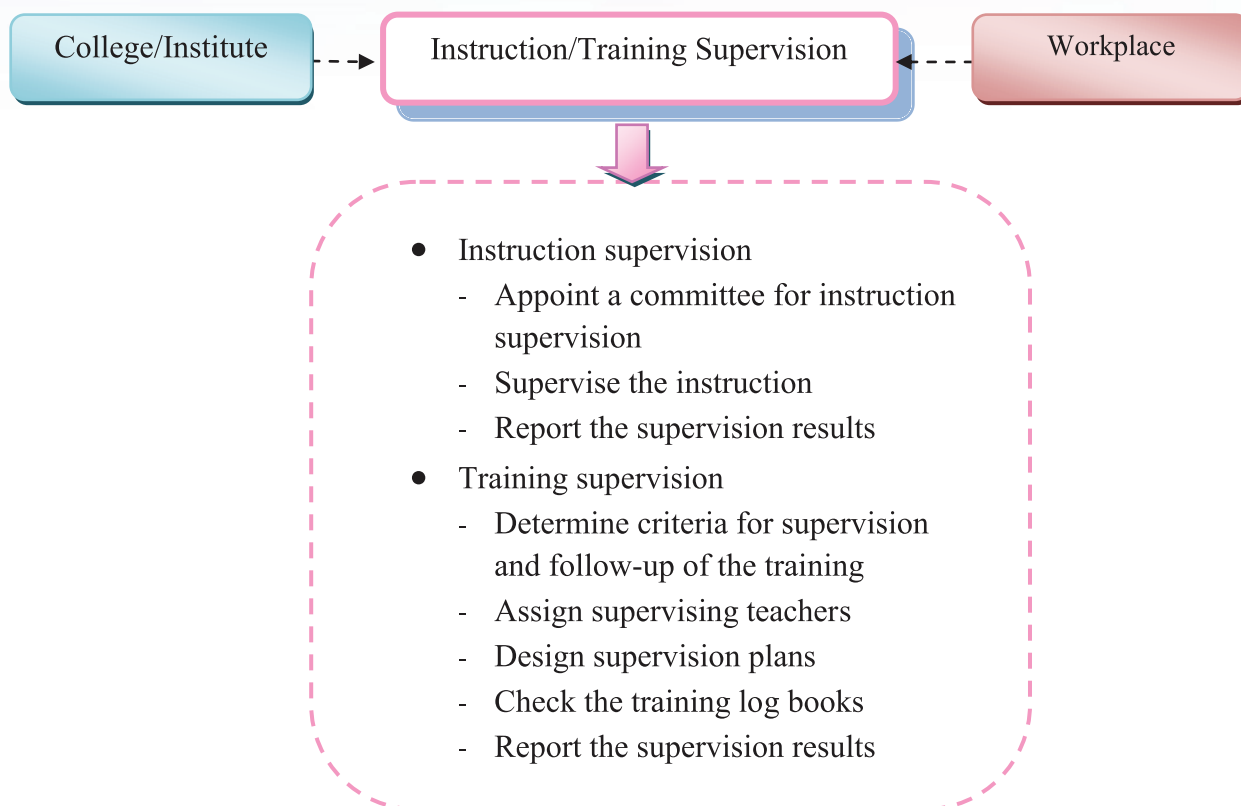


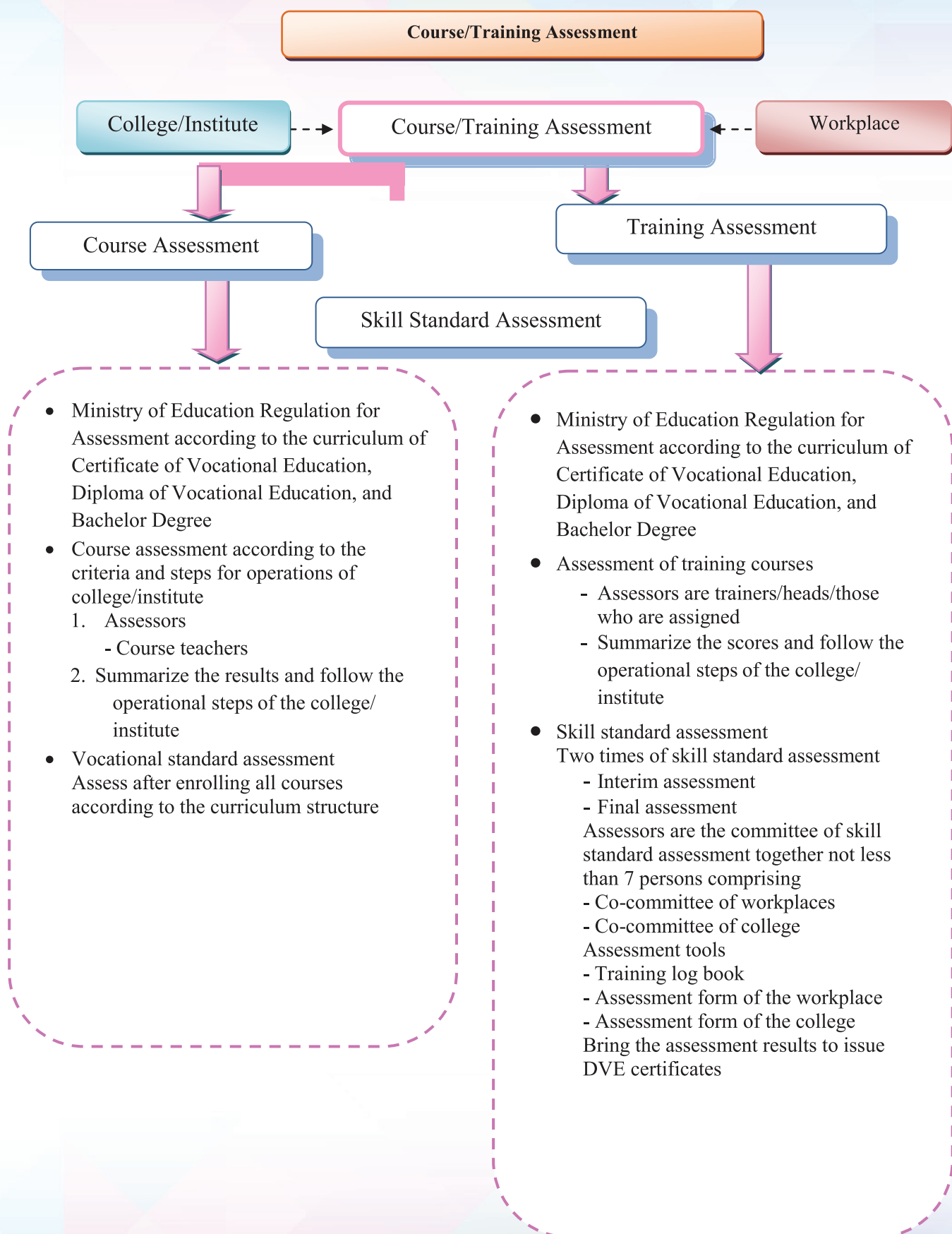
Learner Orientation/Parent Meeting



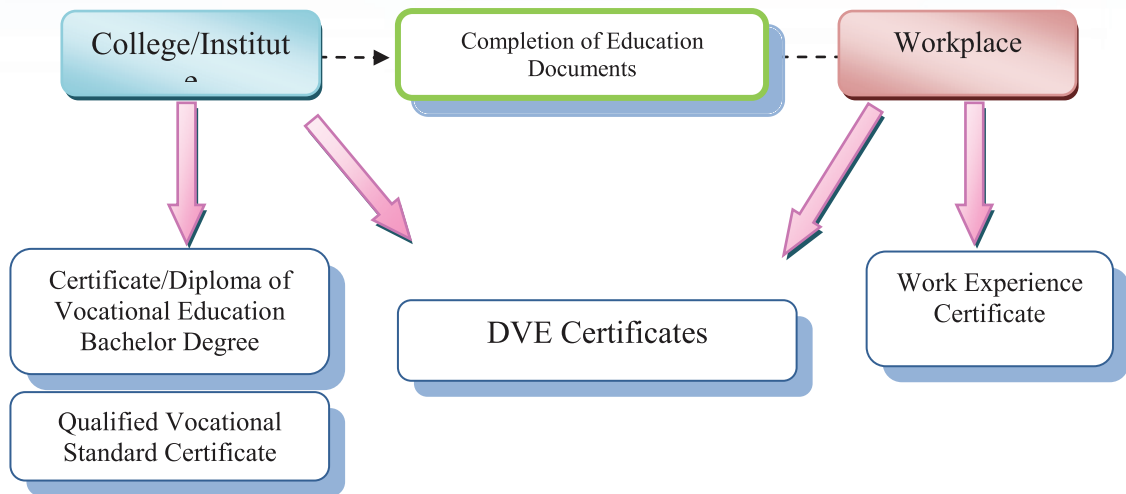


Instruction/Training Supervision





Completion of Education



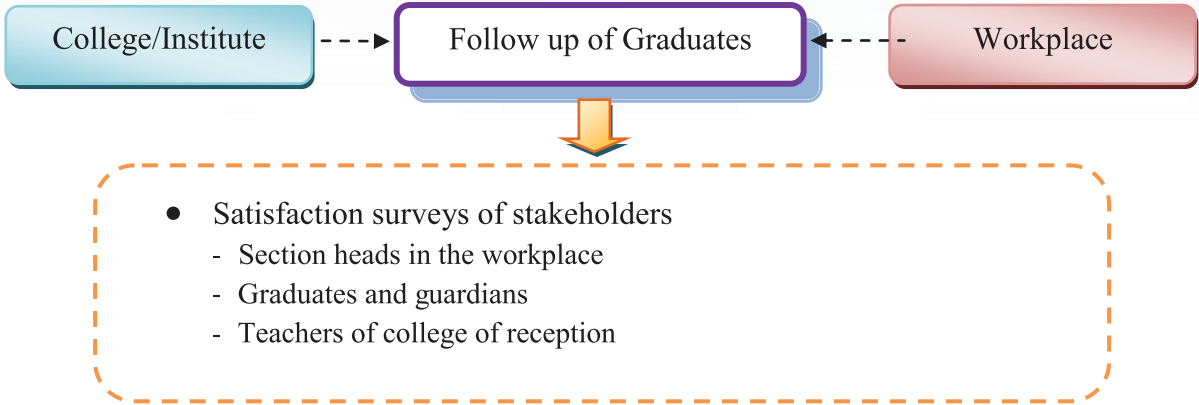
1. Certificate of Vocational Education, Diploma of Vocational Education, and Bachelor Degree
refers to the documents issued by the college according to the assessment regulations when completing the education
2. Work Experience Certificate
refers to the documents issued by the workshop to indicate that the learners participated in training and passed the DVE training according to the program of study
3. Certificate to certify DVE
refers to the documents co-signed by the college and the workshop to certify that the learners passed the learning and vocational training, and completed the education according to the DVE
4. Qualified Vocational Standard Certificate

The arrangement of activities to promote the motivation for achievement under cooperation

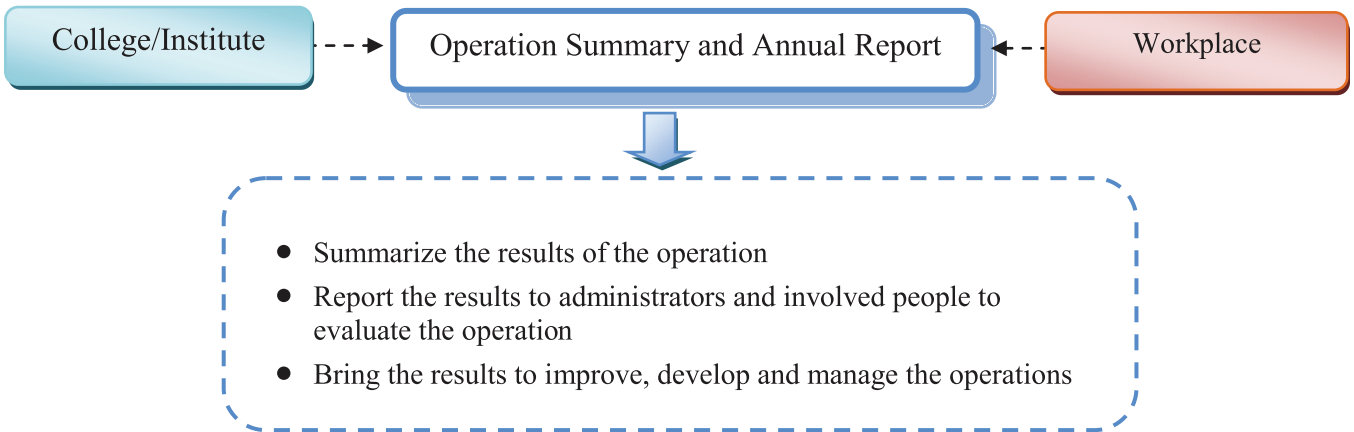
Management of DVE

- Ceremony of certificate/plaque presentation to the workplaces
- Ceremony of certificate to certify on-the-job training in the workplaces/work experience certificate

Follow up of Graduates



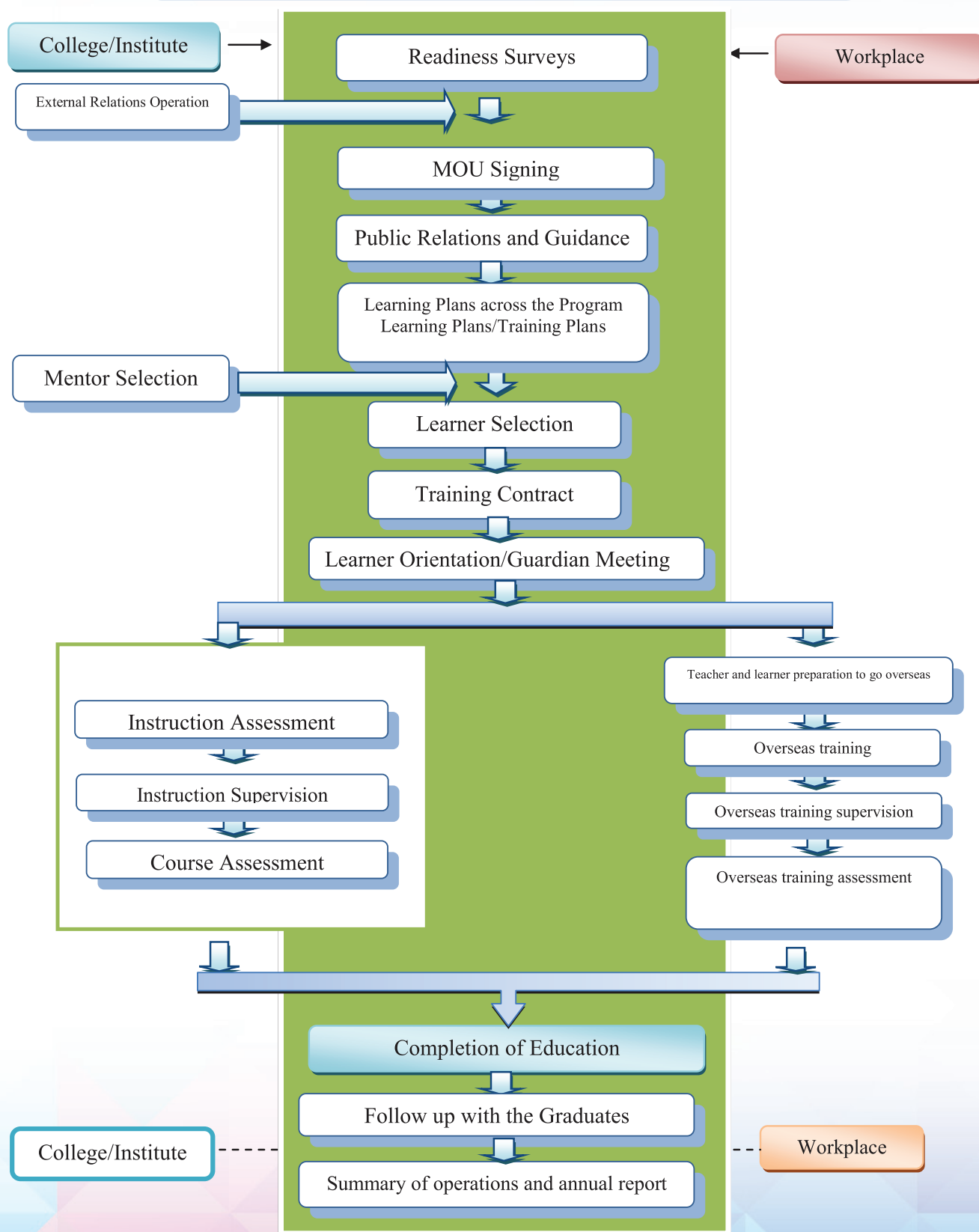
Operation Summary and Annual Report



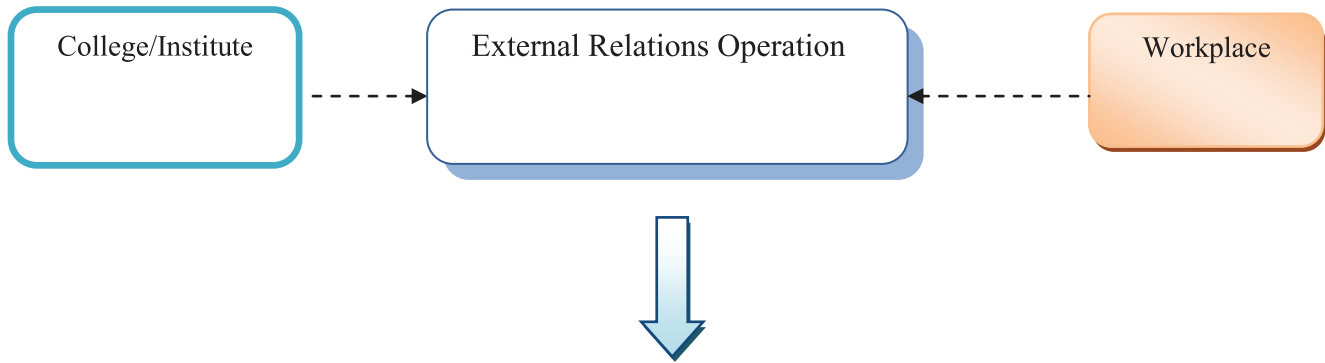
Management of DVE with Workplaces Overseas

Model E Management of dual vocational education overseas

Steps for Operations of DVE Management between Colleges/Institutes and Workplaces Overseas Model E



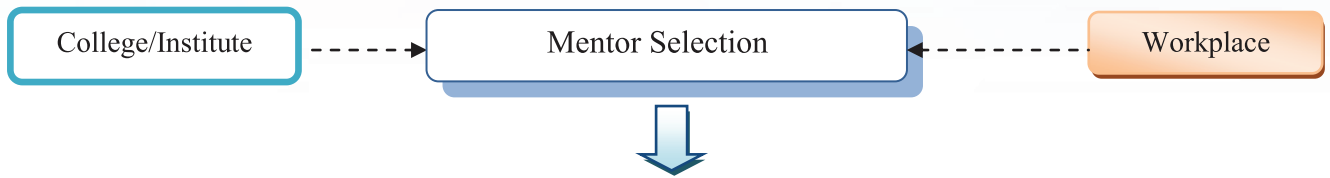
External Relation Operation



A committee is appointed with the following duties:

- Steering Committee provides consultation on overseas DVE.
- Curriculum Committee prepares on-the-job training plan, consider the skills the students will obtain, organize training of language used for communication at work or in everyday life.
- Overseas coordination committee prepares MOU, arranges meetings between agencies, sends students and looks after students while they are overseas.
- Student selection committee considers the qualifications and selects students according to the conditions agreed upon together.
- Teacher selection committee selects teachers who are training coordinators/translate language/translate lessons
- Financial Committee proposes budgets for the whole process for on-the-job training.
- Project Evaluation Committee assesses skill training of students and evaluates the cooperation of the parties. The operations of colleges/ institutes on document production need to coordinate with the external relations unit.

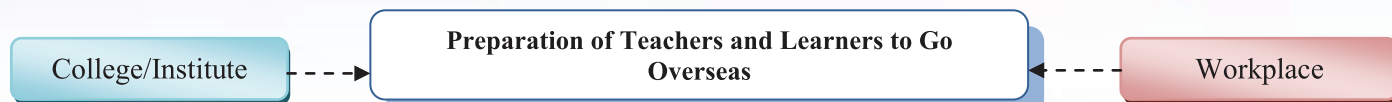
Mentor Selection



A committee is appointed with the following duties:

- Determine the qualifications of the mentors
- Determine the process and method of selection
- Proceed with the selection of mentors
- Conclude the results and announce the results of mentor selection
- Complete other items concerned with the process

Preparation of Teachers and Learners to Go Overseas



Preparation of Teachers and Learners

- Prepare physical and mental readiness
- Communicate via the language and information about the country for training
- Study on-the-job training overseas
- Procure traveling documents, passport, visa and follow the requirements of the country for training (medical examination for prohibited diseases according to the regulations of the country for training, criminal file examination, military service exemptions)

Appendices

Form for the DVE Readiness Surveys of Colleges

College.....
 Address No.....Street.....Sub-District.....District.....
 Province.....Postal Code.....Telephone.....
 Fax.....E-Mail.....

Type of College.....

Type of Management Please✓ in the right box. (can check more than one model)

- ☐ **Model A** Dual Vocational Education Management: full options in college's area
☐ **Model B** Dual Vocational Education Management: full options out of college's area
☐ **Model C** Dual Vocational Education Management in some programs
☐ **Model D** Dual Vocational Education Management for workplace's staff
☐ **Model E** Dual Vocational Education Management outside Thailand

The details of College Readiness: Please✓ in the box which matches your college.

- ☐ 1. The administrator has a DVE policy which is promoted and supported.
☐ 2. The teachers understand Dual Vocational Education Management.
☐ 3. The college has a head of Dual Vocational Education to take care of Dual Vocational Education management
☐ 4. The college has sufficient and appropriate personnel of Dual Vocational Education.
☐ 5. The college is able to sign a contract for DVE with a workplace.
☐ 6. The program is able to operate with the workplace to survey the information needed to make a learning and training plan.
☐ 7. The college can train supervisors and trainers in workplaces about training assessments.
☐ 8. The college can organize teachers to follow up and control the project in the workplace.
☐ 9. The college can facilitate and co-operate in giving the information about learning and activities with the workplace.
☐ 10. The college organizes the graduation ceremony and training certificate for students and an award presentation ceremony for the workplace.
☐ 11. There are workplaces ready to join the project.
☐ 12. There is a network of Dual Vocational Education Management.

The Programs ready for Dual Vocational Education

No.	Program	Level /Number						Remarks
		Certificate	Number	Diploma	Number	Degree	Number	
Total								

Signature.....
 (.....)

Position.....

Calendar for DVE Operations

Semester 1/.....

Date	Details	Place	Responsible Person
Oct.-Mar.	- Consult with the workplace about the Dual Vocational Education System (In case of new workplaces/new programs)	- College - Workplace - Other agencies	- Head. of Program - Head. of DVE
Jan.-Mar.	- Consult with the workplace about the number of students in academic year.....	- College	- Head. of Program - Head. of DVE
Feb.	- Provide guidance to the target students	- College - target schools - local media	- Head. Program - Head. of DVE - Head. of Guidance - Workplace
Mar.	- Open for students to apply for Dual Vocational Education	- College - Workplace	- College - Workplace
Mar.	- Meet with students and parents and discuss the workplace's information in order to make a decision about the students' training (in case of more than one workplace)	- College	- Head. of Program - Head. of DVE - Workplace
Apr.	- Written test - Interview DVE students	- College	- Head. of Program - Head. of DVE - Workplace
May	- Students enroll in DVE Programs	- College	- Head. of Registrar
May	- Consult with the workplace about all of the students' expenses (in case that the workplace provides scholarships)	- College	- Head. of Program - Head. of DVE - Workplace
May	- Sign the training contract - Collect students' background	- College	- Head. of Program - Head. of DVE - Workplace - Parents
May	- Consult with workplaces to confirm the number of students in each program	- College	- Head. of Program - Head. of DVE
May	- Appoint staff to arrange an orientation - Arrange students orientation with workplaces - Send students to the workplaces	- College - Workplace	- Head. of Program - Head. of DVE
Jun.	- Appoint staff for supervision	- College	- Head. of DVE
Jun.– Jul.	- Conclude information of DVE students in academic year.....	- College	- Head. of DVE
Jul.-Aug.	- Continue co-operation with the workplace	- College	- Head. of DVE
Jul.-Aug.	- Manage mobile supervision for students' training (by administrative team)	- Workplace	- Head. of DVE - College Administrators
Aug.	- Follow up and assess the training	- College	- Head. of Program - Supervising Teacher

Remarks

1. College is able to add or delete any steps upon the situations.
2. For Interim and Final Assessments
 - Certificate Level – They are arranged in semesters 3 and 6.
 - Diploma Level – They are arranged in semesters 2 and 4.



.....College

No/.....

Subject: Appointment Committee of Dual Vocational Education
(Program.....)
Academic Year.....

Office of Vocational Educational Commission has cooperated with private sectors in learning management to make students have knowledge and ability to suit labor market, and students will get income during studying.College organized the DVE system with.....Company to promote learning in DVE system in certificate in.....in Academic Year.....

To make the cooperate the DVE andCompany smooth, good response for local labor market and to be reached the objectives, Office of Vocational Educational Commission appointed the following committees to perform on the duty in.....program :

1. Workplace Advisors (Department which has DVE)

- | | | |
|-----------|-----------------|------------------------------------|
| 1.1 | Manager of..... | Chairman |
| 1.2 | | Committee |
| 1.3 | | Committee |
| 1.4 | | Committee and secretary |
| 1.5..... | | Committee and assistance secretary |

2. Administrative Committee

- | | | |
|-----------|---------------------------------|------------------------------------|
| 2.1 | Director of..... | Chairman |
| 2.2 | Deputy Director of..... | Committee |
| 2.3 | Deputy Director of..... | Committee |
| 2.4 | Deputy Director of..... | Committee |
| 2.5 | Academic Deputy Director of.... | Committee and secretary |
| 2.6 | Head of DTV..... | Committee and assistance secretary |

Responsibility: Support, guide, advice, manage the planning between the academic institute and workplace and facilitate the learning management committee until to be successful.

3. Learning Management Committee

3.1	Academic Affairs Deputy Director of....	Chairman
3.2	Head of Curriculum.....	Committee
3.3	Head of Evaluation.....	Committee
3.4	Head of Finance.....	Committee
3.5	Head of Registration	Committee
3.6	Head of Information.....	Committee
3.7.....	Head of Guidance.....	Committee
3.8	Head of Department.....	Committee
3.9	Head of DVE.....	Committee and secretary
3.10.....	Assistance of Head of DVE	Committee and assistance secretary

Responsibility: Follow the plan in lesson plans, project, student timetable, action plan, student record, learning record, transcript and others and then report to Office of Vocational Education Commission under Ministry of education

We hope every committee will effectively perform with each ability and to be successful in Dual Vocational Education.

Issued on.....

Signature.....
(.....)
Director of.....

Form for DVE Readiness Survey of Workplaces

Name of the Workplace.....
Address: No.....Road.....
Sub-District.....District.....
Province.....Postal Code.....Telephone.....
Fax.....E-Mail.....
Type of Business.....
Nature of work.....
Business Size ☐ Small ☐ Medium ☐ Large
Details of past co-operation with DVE ☐ Never ☐ Yes (identify).....year
Level of students ☐ Certificate ☐ Diploma ☐ Bachelor Degree
Program..... **No. of students**.....

Please tick ✓ in the box ☐ which matches the workplace's features

- ☐ 1. Ready to sign MOU with the college for learning management
- ☐ 2. Has a business which matches and is appropriate for the cooperative program
- ☐ 3. Has materials, tools and machines that are suitable for on-the-job training
- ☐ 4. Has personnel to be the trainers and mentors
- ☐ 5. Is able to cooperate with the college in making plans until the students graduate
- ☐ 6. Is able to cooperate with standard tests with the college
- ☐ 7. Is able to send personnel to attend meetings, training and seminars with the college
- ☐ 8. Is able to issue the company's certificate of DVE completion
- ☐ 9. Will allow the college to visit the workplace to survey the nature of work
- ☐ 10. Can communicate conveniently

Students' welfares

- ☐ Transportation ☐ Accommodation
- ☐ Uniform
- ☐ Allowance.....Baht /day and.....Baht/month
- ☐ Tuition Fee (per semester).....Baht
- ☐ Others (Identify).....

Signature.....

(.....)

Position.....

Survey Form for the Nature of Work of Workplaces

This is for the training of Dual Vocational Education students in
 Program..... Specialization..... Level.....
 Academic Year..... Duration of Training/ No. of weeks.....
 Workplace's Name..... Address: No.....
 Road/Street..... Sub-District..... District.....
 Province.....Postal CodeTelephone.....Fax.....
 Email Address.....

Directions Please tick ✓ the Quantity which matches the nature of work of the workplace.

No.	Nature of Work/Competency (Use VQ for consideration)	Quantity of Work			
		High	Medium	Low	None
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Suggestions.....

Signature.....

(.....)

Position.....

For the College Head of Program's opinion

.....

Signature.....

(.....)

Head of Program.....

List of Workplaces and Training Courses

Instruction The department collects and summarizes the information from the nature of work surveys of the workplaces.

1. Workplace's name
Address No.....Road/Street.....Sub-district
District Province..... Postal.....
Code.....Telephone..... Fax E-mail.....
Coordinator's Name..... Position.....
To be able to be trained in the following courses:
1.1 Course Code..... Course Title..... Credit..... (.....)
1.2 Course Code..... Course Title..... Credit..... (.....)
1.3 Course Code..... Course Title..... Credit..... (.....)
1.4 Course Code..... Course Title..... Credit..... (.....)
1.5 Course Code..... Course Title..... Credit..... (.....)
2. Workplace's name
Address No.....Road/Street..... Sub-district
District Province..... Postal
Code.....Telephone..... Fax E-mail.....
Coordinator's Name..... Position.....
To be able to be trained in the following courses:
2.1 Course Code..... Course Title..... Credit..... (.....)
2.2 Course Code..... Course Title..... Credit..... (.....)
2.3 Course Code..... Course Title..... Credit..... (.....)
2.4 Course Code..... Course Title..... Credit..... (.....)
2.5 Course Code..... Course Title..... Credit..... (.....)
3. Workplace's name
Address No.....Road/Street..... Sub-district
District Province..... Postal
Code.....Telephone..... Fax E-mail.....
Coordinator's Name..... Position.....
To be able to be trained in the following courses:
3.1 Course Code..... Course Title..... Credit..... (.....)
3.2 Course Code..... Course Title..... Credit..... (.....)
3.3 Course Code..... Course Title..... Credit..... (.....)
3.4 Course Code..... Course Title..... Credit..... (.....)
3.5 Course Code..... Course Title..... Credit..... (.....)



No...../.....

Regional Vocational Education Institute
College.....

.....
.....

Subject: Invitation to Join the Dual Vocational Education Programs

To.....

Attachment: Reply form to Join Dual Vocational Education System Copy/Copies

.....College arranges learning systems for both Certificate and Diploma of Vocational Education levels in normal and dual vocational education systems and we get good cooperation from a number of workplaces. In this academic year, we are open to offer the dual vocational education system in Program for.....level.

The students will have to be trained in a workplace for.....semesters starting in semester.....academic year..... to semester.....academic year..... (Month.....to month.....).

.....College would like to invite your..... to join our Dual Vocational Education in order to develop student to have a high-quality in their career. We would be grateful if you can join with us.

We look forward to hearing from you soon.

Yours Respectively,

(.....)

Director of..... College

Academic Affairs /DVE Section College..... Tel..... Fax..... E-mail.....
--

Form for the Summary of Surveys

The List of Workplaces with Intention to Join Dual Vocational Education Programs

Department.....

Academic Year.....

No.	Name of Workplace / Location	Level		Learning Type*	Remarks
		Certificate (Number)	Diploma (Number)		
1.	Company's Name No..... St..... Sub-District..... District..... Province..... Tel..... Fax..... E-mail.....				
2.	Company's Name No..... St..... Sub-District..... District..... Province..... Tel..... Fax..... E-mail.....				
3.	Company's Name No..... St..... Sub-District..... District..... Province..... Tel..... Fax..... E-mail.....				
Total.....Company/Companies					

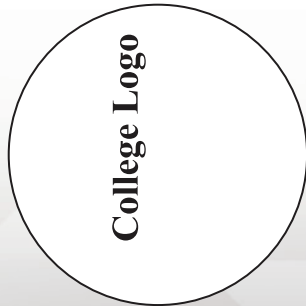
Signature.....

(.....)

Position.....

*Learning Type means

- 1) Study at college 1 semester and training 1 semester
- 2) Study at college in the first year and training in the second year
- 3) Others upon agreements



Sample

Memorandum of Understanding for Dual Vocational Education



between

..... College and Company

..... College Institute, Office of the Vocational Education Commission and Company

Have realized the importance of mutual duty and responsibility to develop and produce manpower in the area of
as a basis for the economic and social development of the country.

Both parties agree to cooperate to organize the dual vocational education, and sign for evidence.

Signed on Day Month Year

(Mr./Miss)

Director of

(Mr./Miss)

Witness of the college

(Mr./Miss)

Administrative position of the workplace

(Mr./Miss)

Witness of the workplace



Sample
Memorandum of Understanding in Academic Affairs
For the Management of Vocational Education
Between

Workplace

Logo

..... College and Company

This MOU is made between:

..... College by the director of College situated at hereby called **college** as one party and Company by position situated at hereby in this MOU called **workplace** as another party.

..... College is under the jurisdiction of the Office of the Vocational Education Commission, Ministry of Education, and has mutual intention to manage vocational education and training to produce personnel at skilled, technician and technologist levels by emphasizing the provision of knowledge, skills and real experience from the workplaces.

Both parties has agreed to do a memorandum of understanding in academic affairs by organizing learning and teaching according to the curriculum of the Certificate of Vocational Education and the Diploma of Vocational Education inProgram andProgram. Students will be provided with on-the-job training in the workplaces and promoted to develop knowledge from real experience with details of agreement as follows.

1. Objective

To coordinate the cooperation on the management of vocational education by co-management of learning and teaching to students in program and program to produce manpower in relation to the National Education Act, government policy, and the needs of the workplaces.

2. Venue of operation

The agency that looks after both parties

3. Responsibilities of each party

3.1 Responsibilities of the College

3.1.1 Assign teachers and students to attend the lecture on knowledge about new techniques and send the students to have on-the-job training according to the program

3.1.2 Appoint teachers to coordinate with the workplaces to be in a working group under the cooperative project and together to develop curriculum and update the learning and teaching materials relevant to academic and technological changes, and present the progress of operations to the administrators

3.1.3 Appoint supervising teachers to supervise DVE students according to the program and rules & regulations of the workplaces and the colleges at least 1 time a month and assess their on-the-job training

3.1.4 Together propose and suggest the operations, attend the meetings, plans, and organize systems, disciplines and other activities depending upon the mutual assistance and supports of both parties for efficient manpower development, and to achieve the objectives of the MOU

3.2 Responsibilities of the Workplace

3.2.1 Provide academic support by assigning personnel/staff with knowledge and ability together with the colleges to support and develop curriculum and learning & teaching materials in Program and Program up-to-date relevant to academic and technological changes

3.2.2 Appoint the training coordinators and/or trainers to coach and provide advice to students according to the program and periodically present the progress of operations to the administrators

3.2.3 Assess on-the-job training of students according to the programs

3.2.4 Issue certificates of work experience to students who pass the criteria according to the program

3.2.5 Provide an allowance and fringe benefits upon the agreement

3.2.6 Attend the meetings, make plans, and organize systems, disciplines and other activities depending upon the mutual assistance and support of both parties for efficient manpower development, and to achieve the objectives of the MOU

3.2.7 Invite experts to lecture to provide knowledge and understanding, and to facilitate study visits about techniques and methods, support the venues for training and practices of teachers and students in agencies under the colleges

4. Duration of the Cooperation

This MOU will become effective from the date of its signature from both parties

5. Changes and Termination of the MOU

If any party or both parties desire to amend the details in this MOU, that party has to inform the other party. When both parties consider and agree with the amendment, the additional MOU will be made in written form and become effective from the date of its signature by both parties

In case one party or both parties desire to terminate the MOU, that party has to inform the other party in written form not less than 60 (sixty) days in advance

6. Desires and Intentions of Both Parties

To indicate the desires and intentions of both parties in operations according to this MOU, both parties agree to co-sign on at College

..... **College**
.....
(.....)
Director of College
..... Witness
(.....)
Deputy Director of

..... **Company**
.....
(.....)
Manager of
..... Witness
(.....)
.....

List of Trainers in the Workplace

College.....



Instruction: Please fill all details in this form for the college to correctly complete the List of Trainers in the Workplace.

Name – Surname.....
Position.....
Company's name.....
Address.....
Telephone Fax
E-mail.....
Specialized in Trainer in Program

- | | | |
|--|--|--|
| <input type="checkbox"/> Maintenance | <input type="checkbox"/> Electronics | <input type="checkbox"/> Construction |
| <input type="checkbox"/> Production Technology | <input type="checkbox"/> Industrial Technology | <input type="checkbox"/> Marine Machinery Technology |
| <input type="checkbox"/> Business Computer | <input type="checkbox"/> Hospitality and Tourism | <input type="checkbox"/> Others |

Thank you very much for your cooperation

2. They can earn during their studies. The allowances can be saved for their investment if they want to have their own businesses. They also obtain other fringe benefits from workplaces. These can help promote the pride of parents.

3. When completing their education, they will receive a Certificate or Diploma of Vocational Education or a Bachelor's Degree, and also a Certificate of Work Experience from the workplaces.



Workplaces

The workplaces cooperate with the colleges or Institutes under the Office of the Vocational Education Commission to organize vocational education and training which assist the education of the society.

1. Plan for manpower systemically for a long period, and to develop personnel to have skills and knowledge to meet the requirements.
2. Prepare personnel qualified to solve the shortage of labor in the future.
3. Gain benefits from tax reductions according to the Occupational Promotion Act.



Dual Vocational Education

Education of Occupations

Choice for Youth

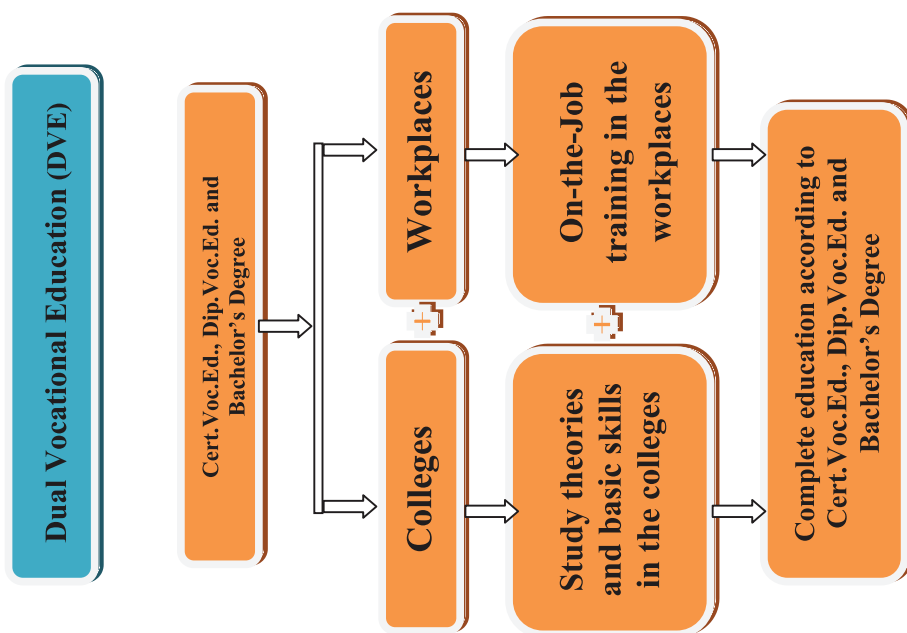
*For the Development of Thailand
To ASEAN Economic Community*

**Dual Vocational Education Center
(DVEC)**

<http://www.d-vec.com>

**Office of the Vocational Education
Commission**

<http://www.vec.go.th>



**For more information, please contact
colleges under the Office of the
Vocational Education Commission or
Dual Vocational Education Center**

Tel 02-2815555 Ext. 1013, 1014



Vocational Education Act B.E. 2551

The Vocational Education Act B.E. 2551 states that vocational education is organized to produce and develop manpower in occupations at skilled, technical, and technological levels; and to upgrade occupational education to meet the needs of the labor market.

Section 8 Vocational education and training shall be provided in different forms of study as follows: Formal Education, Non-Formal Education, and Dual Vocational Education

Dual Vocational Education refers to the vocational education which is based on agreements between vocational colleges or institutes and workplaces, state enterprises or government agencies in managing curriculum, learning & teaching, and assessment. The learners spend time to study in vocational colleges or institutes, and to practice in workplaces, state enterprises or government agencies.

Dual Vocational Education (DVE)

There are 3 levels of DVE students accepted.

Certificate Level: Accepts the graduates of Mattayomsuksa 3 (M 3) to study DVE for 3 years and will receive a Certificate of Vocational Education.

Diploma Level: Accepts graduates of certificate level or Mattayomsuksa 6 (M 6) to study DVE for 2 years and will receive a Diploma of Vocational Education.

Degree Level: Accepts graduates of diploma level to study DVE for 2 years and will receive a Bachelor's Degree.

Steps for applying to be DVE students are as follows.

1. Contact the colleges under the Office of the Vocational Education Commission or Personnel Department of the workplaces with DVE cooperation
2. Apply to be DVE students in programs/ majors, and levels as required.
3. Pass the selection process which is considered together between colleges and workplaces.
4. Enroll to study in the DVE Programs.

Steps for workplaces to participate DVE programs are as follows.

1. Contact the colleges under the Office of the Vocational Education Commission or Dual Vocational Education Center.
2. State the desire to join DVE by specifying the required programs.
3. Inform the staff about the cooperation with the colleges in DVE and provide them an opportunity to study and develop themselves.
4. Sign a Memorandum of Understanding between the workplaces and colleges.
5. Together develop curriculum and on-the-job training plans.



Benefits of Dual Vocational Education

Learners

1. They will study in the programs that they require, learn theories and basic skills in the colleges and practice in the workplaces. This feature will help promote their knowledge and experience from direct on-the-job training in the workplaces.

Sample

.....College

Plan for Diploma Level 2003

Begin Semester 1/2013

End Semester 2/2014

Program: Machinery

Specialization: Automotive Technology

Curriculum Structure	General Course		2. Vocational Course					3. Elective Course	Total Credit
	1.1 Basic General Education Course	1.2 Vocational Based General Course	2.1 Basic Vocational Course	2.2 Core Vocational Course	2.3 Specialized Vocational Course	2.4 Project	2.5 On-the-Job Training		
Curriculum	13	11	15	26	18	4		6	93
Program	13	11	15	26	18	4		6	93

This is correct according to the learning plan and curriculum structure.

..... **Learning Plan Committee**

(.....)

..... **Head of Program**

(.....)

..... **Head of Curriculum Development**

(.....)

..... **Ass.of Academics**

(.....)

.....
(.....)

Director.....

.....College
Vocational Competency-Based Lesson Plan Academic Year2013
Diploma of Vocational Education Curriculum B.E. 2546 (2003)
Industrial: Program.....Automotive (Automotive Technology)....

Diploma Level

Curriculum Structure / Training	First year (2013)										Occupation
	Semester 1/2013 between March-April					Semester 2/2013 starts the first week of final examination					
	Code	Subject	Credit	Hour		Code	Subject	Credit	Hour		
1.General Courses	11 Credits										1. Automotive Technician
1.1 Basic General Courses	5 Credits	3000-1201	English Communication 1	2	3	3000-1202	English Communication 2	2	3		2. Suspension and Power Supply Technician
		3000-1602	Library and Information Techn	1	1						3. Automotive a/c Technician
1.2 Vocational-Based General Courses	6 Credits	3000-1521	Mathematics 2	3	3	3000-1525	Calculus 1	3	3		
2.Vocational Courses	Credits										
2.1 Basic Vocational Courses	9 Credits	3100-0101	Machanical Engineering 2	3	3	3101-0107	Strength of Materials	3	3		
						3000-0203	*Basic Information Technology	3	4		
2.2 Core Vocational Courses	10 Credits	3101-2004	* Automobile Repair	3	5						*study at workplace
		3101-2005	* Automotive Power Supply	2	3						
		3101-2006	* Automotive Suspension	2	3						
		3101-2007	* Automotive Electricity	3	5						
2.3 Specialized Vocational Courses	6 Credits	3101-2110	Diesel Engineering	3	3	3101-2105	* Repair Gasoline System	3	5		
2.4 Project	0 Credit										
2.5 On-the-Job Training	0 Credit										
3.Elective Courses	4 Credits					3101-2109	* Automotive Electronics	2	3		
						3101-2107	* Modern Automotive Technology	2	2		
						3000-2006	Workplace Activity	0	2		
4. Extra Curriculum Activity	72 Hours	3000-2005	Workplace Activity	0	2						
Total	15 Credits			22	31			18	25		
Bridging Courses	13 Credits		<u>Bridging Subject</u>				<u>Bridging Subject</u>				
		3100-0001	*Basic Technical work	3	5	3101-0003	*Gasoline Work	3	5		
		3100-0002	*Technical Drawing	2	4	3101-0004	*Diesel Work	3	5		
						3100-0003	*Electricity and Electronics	2	4		
Total	13 Credits			5	9			8	14		

..... College
Vocational Competency-Based Lesson Plan Academic Year ...2014.....
Diploma of Vocational Education Curriculum B.E. 2546 (2003)
Industrial: Program.....Automotive (Automotive Technology).....

Diploma Level

Curriculum Structure / Training		Second year (2014)										Occupation
		Semester 1/2014 between March-April					Semester 2/2014 starts the first week of final examination					
		Code	Subject	Credit	Hour		Code	Subject	Credit	Hour		
1.General Courses	8 Credits											1. Automotive Electrical Repair
1.1 Basic General Courses	6 Credits	3000-1101	Thai Skill at Work	3	3		3000-1300	Life and Thai Culture	1	1		2. Heavy Machine Repair
		3000-1307	Life, the Environment and Technology	2	2							3. Computer Repair
												4.Auto Gear Repair
												5. EFI Engine Repair
1.2 Vocational-Based General Courses	2 Credits						3000-1221	*English for Specific Purposes	1	2		
							3000-1228	Business English	2	2		
2.Vocational Courses	30 Credits											
2.1Basic Vocational Courses	3 Credits	3100-0103	Fluid Machanics	3	3							
2.2 Core Vocational Courses	11 Credits	3100-0106	Neumatics and Hydraulics	3	4		3101-2008	Fuel and Lubricants	2	2		*study at workplace
		3100-0111	Thermodynamics	3	3		3101-2008	Automotive Engineering	3	3		
2.3 Specialized Vocational Courses	12 Credits	3101-2101	*Automotive Technology Practice1	3	5		3101-2103	*Automotive Technology Practice1	3	5		
		3101-2102	*Automotive Technology Practice1	3	5		3101-2104	*Automotive Technology Practice1	3	5		
							3101-6001	*Project	4	4		
2.4 Project	4 Credits											
2.5 On-the-Job Training	0 Credit											
3.Elective Courses	2 Credits	3101-2108	Engine Tuning	2	1							
4. Extra Curriculum Activit	72 Hours	3101-2007	Workplace Activity	0	2		3000-2008	Workplace Activity	0	2		
Total	40 Credits			22	28				18	26		
Bridging Courses	6 Credits							Bridging Subject				
							3101-0001	*Small Engines	3	5		
							3101-0002	*Motorcycles	3	5		
Total	6 Credits								6	10		

Diploma Level

Curriculum Structure / Training		Third Year (2015)								Occupation	
		Summer Course : March - April (2015)									
		Code	Subject	Credit	Hour	Code	Subject	Credit	Hour		
1.General Courses		6	Credits								1. Automotive Technician
1.1 Basic General Courses		3	Credits	3000-1609	Business Phychology	2	2				2. Suspension and Transmission Technician
											3. Automotive a/c Technician
											4. Spare Parts Seller
1.2 Vocational-Based General Courses		3	Credits	3000-1426	Science 7	3	4				
2.Vocational Courses		8	Credits								
2.1 Basic Vocational Courses		3	Credits	3000-0101	Work Development by Quality Control and Productivity System	3	3				
2.2 Core Vocational Courses		5	Credits	3100-2002	Internal Combustion Engine	3	3				
				3101-2002	Mechanical Test	2	3				
2.3 Specialized Vocational Courses			Credits								
2.4 Project		0	Credit								
2.5 On-the-Job Training		0	Credit								
3.Elective Course		0	Credit								
4. Extra Curriculum Activity		72	Hours	3000-2009	Workplace Activity	0	2				
Total		14	Credits			13	17			0	0

Training Plan Design College and Workplace

Procedures

There are steps as follows

- The company determine required competency
- The company and the college determine which subjects related to the competency required together
- The company and the college determine the training semester
- The coordinator and the trainer perform as follows:
 - To study the competency of on-the-job training determine by the company
 - To make the on-the-job training plan
 - To train students according to the plan
 - To evaluate the students in training

Participants of the on-the-job training works

1. Coordinator/ Project students means the company's personnel who can solve problems understand the difference of human, guide good advice for students. Their responsibilities are as the follows:

- 1.1 To facilitate students in grouping and working with the company's staff.
- 1.2 To coordinate with the college
- 1.3 To follow and enquire students work regularly
- 1.4 To collect the evaluation of the students' work and report the assessment to the college

2. Trainer means company's personal or the experienced officers of the offices who work with the students

- 2.1 to manage the training schedule for students
- 2.2 To pass on knowledge and teach the students
- 2.3 To evaluate the students according to the objectives

3. Teacher means the teacher in the college who are responsible for supervising students

4. Supervising students' means to take care, advice follow the operation, solve problems for students during the training

On the job Training Plan

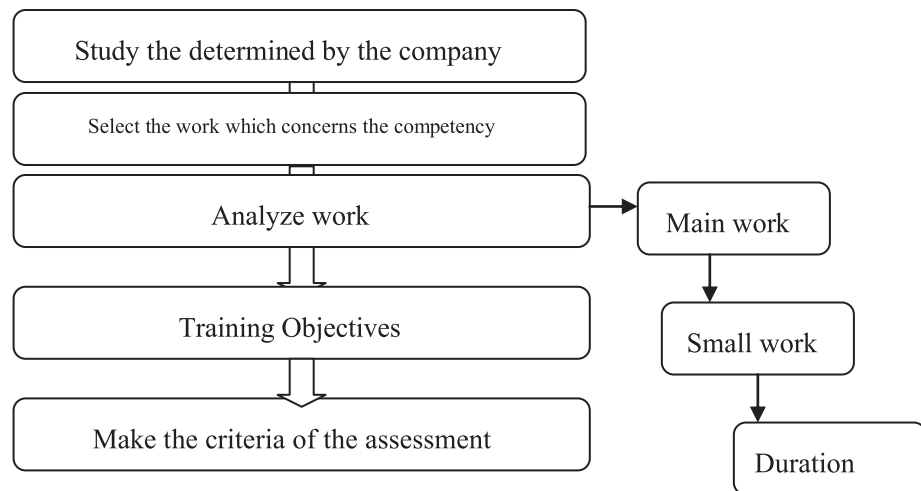
There are 2 types to on-the-job training plan:

- All semester training plan has the following details about on-the-job-training:
 - Name of Institute and number of students
 - Duration (From date - date)
 - Complete in desirable competency
- Training Plan per Unit has the following details about on-the-job training
 - Content
 - Preparation in the following: daily schedule, materials, tools, equipment, media on job training and on-the-job-training
 - Mention assessment criteria

Guideline for Training Plan

1. Study the determined competency
2. Select the work involved the determined competency
3. Analyze work (analyze the man and small work, and learning duration)
4. Determine the objectives of small work
5. Make the criteria of the assessments recording to the objectives

The Guideline for the training Plan



Details you should know in Writing a Training Plan

1. Academic levels (Certificate and Diploma) and programs
2. Number of students in each program
3. Training duration (numbers of semesters, weeks, days per week)
4. Desirable competency
5. Assessment
 - 5.1 There are 3 aspects:
 - 5.1.1 Knowledge
 - 5.1.2 Skill
 - 5.1.3 Behavior
 - 5.2 The proportion each aspect

- Knowledge	30 points	Skill	50 points	Behavior	20 points
- Knowledge	30 points	Skill	60 points	Behavior	10 points
- Knowledge	20 points	Skill	60 points	Behavior	20 points
- Knowledge	10 points	Skill	70 points	Behavior	20 points

Sample of evaluation proportionof training

1. Participators
 - Workplace
 - College

2. The proportion of evaluation

- Company 70 points
 - Trainer evaluates Competency = 50 points
 - Trainer evaluates Behavior = 10 points
 - Trainer evaluates Small Report = 10 points
- College 20 points
 - Teacher evaluates:
 - 1. Summary Report = 20 points
(There is a small Report in each unit as appendix)
 - 2. Presentation = 10 points

How to write a Small Report

- As students have summarized their works in each unit, students have to write a Small Report to present their teachers.
- These are samples of Small Report (can be adjusted by teacher committee of teachers and trainees)

Unit.....Title.....

1. The name of the workplace
2. The knowledge from training (complete contents)
3. The benefits from training
4. Suggestions

Sample of required Competency

Background

1. Diploma of Vocational Education Program: Electricity
2. Diploma of Vocational Education Program: Mechanics
3. Number of Students 12 students
4. Training Duration 1 semester @ 18 weeks @ 4 days

Competency: These are sample of the competency required by the company:

Switchgear

- C1 Maintenance the electrical instruments of MV Switchgear
- C2 Maintenance the electrical instruments of ACB (LV Switchgear)

Motor

- C3 Maintenance the electrical instruments of MV Motor
- C4 Maintenance the electrical instruments of LV Motor

Control System

- C9 Knowledge in maintenancing the electrical instrument of DCS
- C10 Knowledge in maintenancing the electrical instrument of PLC

Instrument

- C11 Knowledge in maintenancing the electrical instrument
- C12 Be skillful in electrical instruments of measurement and testing

Analyzing Form Company.....

Dual Vocational Education Student at.....

College Academic Year.....

Level..... Program.....

No	Competency	Department	Main work	Duration
Total (training time) (.....week)				

Analyzing Form Company.....

Dual Vocational Education Student at.....

College Academic Year.....

Level..... Program.....

No	Competency	Department	Main work	Sub work	Teacher	Duration
Total (training time) (.....week)						

Analyzed Form Company.....

Dual Vocational Education Student at.....College Academic Year.....

Level..... Program.....

Main work..... Sub work..... Teacher.....Duration.....

No	Objective	Competency			Topic	Teaching Methodology	Media	Duration	Assessment
		B	P	A					
Total (training time) (.....week)									

ตัวอย่าง
แผนการฝึกอาชีพ สาขางานเทคนิคยานยนต์ (ทวิภาคี)

Fields of Competence		Objectives	Time
1 PASSENGER CAR			
1.1 Service and Maintenance		The participant is able to	
1.1.1	Fundamental	Define and perform all service/maintenance jobs according to the manufacturers guide and ASSYST/ASSYST PLUS	
1.2 Engine Mechanism System			
1.2.1 Engine Mechanical Components		The participant is able to	
1.2.1.1	Fundamentals and Function	Explain the working principle, design, layout, arrangement, task of individual components of the petrol and diesel engine	
1.2.1.2	Diagnosing	Test and fault-diagnose engine, determine the appropriate adjustments and repair	
1.2.1.3	Repair	<ul style="list-style-type: none"> Remove and install engine Dismantle engine, inspect, determine individual components for abnormality, replace faulty parts/components and assemble engine according to manufacturers specification Dismantle engine completely for overhauling, measurement, assemble engine according to manufacturers specification 	
1.2.1.4	Overhaul		
1.3 Fuel supply system		The participant is able to ...	
1.3.1	Fundamentals and Function	<ul style="list-style-type: none"> Remove, inspect, determine Tank, Pump, Filter, Piping of Diesel and Petrol engines Replace and install individual components, clean tank 	

Fields of Competence		Objectives	Time
1.4 Cooling system		Participant is able to	
1.4.1	Fundamental	<ul style="list-style-type: none"> Explain the function of the various cooling systems and their individual components Explain the physical principle of water under various conditions Explain the chemical additives and their effect in the cooling water 	
1.4.2	Diagnosing	Inspect cooling system, determine conditions, define remedies	
1.4.3	Repair	<ul style="list-style-type: none"> Remove individual components, check condition, replace and install Filling and bleeding cooling system 	
1.5 Lubrication system		Participant is able to	
1.5.1	Fundamentals	Explain the function of the lubrication system and their individual components	
1.5.2	Diagnosing	Inspect the lubrication system, determine conditions, define remedies	
1.5.3	Repair	Remove individual components, check condition, replace and install	
1.6 Intake and exhaust System		Participant is able to	
1.6.1	Fundamentals	Explain the function of the intake and exhaust system and their individual components	
1.6.2	Diagnosing	Inspect the intake and exhaust system components, determine conditions, define remedies	
1.6.3	Repair	Remove individual components, check condition, replace and install	
1.7 Engine Management System			
1.7.1 Gasoline Fuel Injection		Participant is able to	
1.7.1.1	Fundamentals	<ul style="list-style-type: none"> Explain the history of gasoline fuel Injection (Carburettor, LH, PMS, HFM, ME, ECM) System Explain the difference of each fuel injection system (LH, PMS, HFM, ME, ECM) System Explain the task and function of individual fuel injection components 	
1.7.1.2	Diagnosing	<ul style="list-style-type: none"> Diagnose all electrical/mechanical/hydraulic components, determine the appropriate repair path Perform the diagnostic path according to the current diagnostic strategies Utilize the diagnostics assistance tools and equipments according to the current systems 	
1.7.1.3	Repair/Adjustment	<ul style="list-style-type: none"> Rectify the complaint, remove and install all electrical/mechanical/hydraulic components, Carry out all necessary adjustments according manufacturer specification Perform control modules programming and adaptation according to the vehicle specification 	
1.7.2 Gasoline Ignition System		Participant is able to	
1.7.2.1	Fundamentals	<ul style="list-style-type: none"> Explain the history of ignition (conventional, transistorised, EZL System) Explain the difference of each ignition (conventional, transistorised, EZL System) System Explain the task and function of individual ignition components 	

Fields of Competence		Objectives	Time
1.7.2.2	Diagnosing	<ul style="list-style-type: none"> Diagnose all ignition system component, determine the appropriate repair path Perform the diagnostic path according to the current diagnostic strategies Utilize the diagnostics assistance tools and equipments according to the current systems 	
1.7.2.3	Repair/Adjustment	<ul style="list-style-type: none"> Rectify the complaint, remove and install all electrical/mechanical components, Carry out all necessary adjustments according manufacturer specification Perform control modules programming and adaptation according to the vehicle specification 	
1.7.3	Conventional Diesel injection system	Participant is able to	
1.7.3.1	Fundamentals	<ul style="list-style-type: none"> Explain the history of diesel injection (conventional, EDC, CDI) Explain the difference of diesel injection (conventional, EDC, CDI) System Explain the task and function of individual injection components 	
1.7.3.2	Diagnosing	<ul style="list-style-type: none"> Diagnose all injection system component, determine the appropriate repair path Perform the diagnostic path according to the current diagnostic strategies Utilize the diagnostics assistance tools and equipments according to the current systems 	
1.7.3.3	Repair/Adjustment	<ul style="list-style-type: none"> Rectify the complaint, remove and install all electrical/mechanical components, Carry out all necessary adjustments according manufacturer specification Perform control modules programming and adaptation according to the vehicle specification 	
1.7.4	Common rail diesel injection system	Participant is able to	
1.7.4.1	Fundamentals	<ul style="list-style-type: none"> Explain the difference of each diesel injection (conventional, EDC, CDI) System Explain the task and function of individual diesel injection components 	
1.7.4.2	Diagnosing	<ul style="list-style-type: none"> Diagnose all ignition system component, determine the appropriate repair path Perform the diagnostic path according to the current diagnostic strategies Utilize the diagnostics assistance tools and equipments according to the current systems 	
1.7.4.3	Repair/Adjustment	<ul style="list-style-type: none"> Rectify the complaint, remove and install all electrical/mechanical components, Carry out all necessary adjustments according manufacturer specification Perform control modules programming and adaptation according to the vehicle specification 	
1.8	Chassis System		
1.8.1	Clutch	Participant is able to	
1.8.1.1	Fundamentals	Explain the working principle of the clutch operation system	
1.8.1.2	Diagnosing	Diagnose the individual components of the clutch system	

Fields of Competence		Objectives	Time
1.8.1.3	Repair	<ul style="list-style-type: none"> Remove the individual components of clutch, determine condition, replace components and install Bleed the hydraulic clutch actuation circuit Adjust pedal free play 	
1.8.2	Manual Transmission	Participant is able to	
1.8.2.1	Fundamentals and Function	Explain the Working principle, design, layout, arrangement, task of individual components	
1.8.2.2	Diagnosing	Test and fault-diagnose transmission, determine the appropriate adjustments and repair	
1.8.2.3	Repair	<ul style="list-style-type: none"> Remove and install transmission Dismantle transmission, inspect, determine individual components for abnormality, replace faulty parts/components and assemble transmission according to manufacturers specification 	
1.8.3	Automatic Transmission	Participant is able to	
1.8.3.1	Fundamentals and Function	Explain the Working principle, design, layout, arrangement, task of individual components	
1.8.3.2	Diagnosing	Test and fault-diagnose transmission, determine the appropriate adjustments and repair on the electrical and mechanical system	
1.8.3.3	Repair	<ul style="list-style-type: none"> Remove and install transmission Dismantle transmission, inspect, determine individual components for abnormality, replace faulty parts/components and assemble transmission according to manufacturers specification 	
1.8.4	Transfer case	Participant is able to	
1.8.4.1	Fundamentals and Function	Explain the Working principle, design, layout, arrangement, task of individual components	
1.8.4.2	Diagnosing	Test and fault-diagnose transfer case, determine the appropriate adjustments and repair	
1.8.4.3	Repair	<ul style="list-style-type: none"> Remove and install transfer case Dismantle transfer case, inspect, determine individual components for abnormality, replace faulty parts/components and assemble transfer case according to manufacturers specification 	
1.8.5	Propeller shaft	Participant is able to	
1.8.5.1	Fundamentals and Function	Explain the function of various construction of propeller shaft	
1.8.5.2	Diagnosing	Test and fault-diagnose based on the joint clearance, noise and vibration of the propeller shaft	
1.8.5.3	Repair	Remove and install propeller shaft	

Fields of Competence		Objectives	Time
1.8.6 Steering system		Participant is able to	
1.8.6.1	Fundamentals and Function	Explain the working principle of steering gear, and hydraulic components, design, layout, arrangement, task of individual components	
1.8.6.2	Diagnosing	Test and fault-diagnose steering gear, determine the appropriate remedy	
1.8.6.3	Repair	<ul style="list-style-type: none"> Remove and install steering gear, replace seal rings and dust boot, adjustment according to the manufacturer specification Dismantling and reassembling the re-circulating ball steering system 	
1.8.7 Brake System		Participant is able to	
1.8.7.1	Fundamentals and Function	<ul style="list-style-type: none"> Explain the principal of "Pascal's Law". Explain the types and nature of brake fluid, durability and service interval. Determine data of brake performance recommended by manufacturer and law. Check function and actual performance of brake system. Explain the working principle and function of brake system, their control units (ABS, SBC, ESP, ETS, BAS), components, design, layout, arrangement, task of individual components. 	
1.8.7.2	Diagnosing	Test and fault-diagnose brake system, determine the appropriate remedy	
1.8.7.3	Repair	<ul style="list-style-type: none"> Rectify complaint, remove and install, renew components, carry out all necessary adjustment according to manufactures specification Check condition and change brake fluid. 	
1.8.8 Wheels and tyres		Participant is able to	
1.8.8.1	Fundamentals of wheels and tyres	<ul style="list-style-type: none"> Explain the design, layout, arrangement, task of individual components Identify wheels and tyres according to the manufacturers' specification. Determine data of wheels and tyres recommended by manufacturer and law. Explain the design, layout, arrangement, task of individual components Identify tyres according to the manufacturers specification 	
1.8.8.2	Diagnosing	<ul style="list-style-type: none"> Inspect wheels and tyres, determine conditions, define remedies Inspect tyres, determine conditions Check tyre pressure monitoring system 	
1.8.8.3	Repair	<ul style="list-style-type: none"> Change tyres, Balance the wheels, rotate the wheels and tyres position Correct tyre pressure according to manufacturers specification 	

Fields of Competence	Objectives	Time
1.8.9 Wheel alignment	<i>Participant is able to</i>	
1.8.9.1 Fundamentals	Define all angles related to wheel alignment and their interrelationship	
1.8.9.2 Diagnosing	<ul style="list-style-type: none"> Diagnose incorrect wheel alignment adjustment, operate the wheel alignment equipment Interpret tyre wear pattern, retrieve the correct angle adjustment values 	
1.8.9.3 Repair/Adjustment	Measure the vehicle level, adjust the angles according to manufacturers specification	
1.8.10 Front axle	<i>Participant is able to</i>	
1.8.10.1 Fundamentals	Explain the different front axle designs and identify them on a vehicle	
1.8.10.2 Diagnosing	Check the front axle for wear and damage	
1.8.10.3 Repair/Adjustment	Remove and install, renew the individual components of the front axle, adjust wheel bearing free play	
1.8.11 Rear axle	<i>Participant is able to</i>	
1.8.11.1 Fundamentals	Explain the different rear axle designs and identify them on a vehicle	
1.8.11.2 Diagnosing	Check component of the rear axle for wear and damage	
1.8.11.3 Repair/Adjustment	Remove and install, renew the individual components of the rear axle, adjust wheel bearing free play	
1.8.12 Conventional suspension	<i>Participant is able to</i>	
1.8.12.1 Fundamentals	Explain the different shock absorber designs and identify them on a vehicle	
1.8.12.2 Diagnosing	Check the suspension for wear and damage	
1.8.12.3 Repair	Remove and install, renew the individual components of the suspension	
1.8.13 Adaptive Damping System (ADS I+II)	<i>Participant is able to</i>	
1.8.13.1 Fundamentals	Explain the function of the ADS system including its individual components	
1.8.13.2 Diagnosing	Diagnose the hydraulic/electrical circuit and electrical/mechanical components of the ADS system	
1.8.13.3 Repair/Adjustment	Remove and install, renew all components of the ADS system, carry out all necessary adjustments according manufacturer specification	
1.8.14 AIRmatic	<i>Participant is able to</i>	
1.8.14.1 Fundamentals	Explain the function of the AIRmatic system including its individual components	
1.8.14.2 Diagnosing	Diagnose the pneumatic/electrical circuit and electrical/mechanical components of the AIRmatic system	
1.8.14.3 Repair/Adjustment	Remove and install, renew all components of the AIRmatic system, carry out all necessary adjustments according manufacturer specification	

Fields of Competence		Objectives	Time
1.8.15 Active Body Control System (ABC)		<i>Participant is able to</i>	
1.8.15.1	Fundamentals	Explain the function of the AIRmatic system including its individual components	
1.8.15.2	Diagnosing	Diagnose the hydraulic/electrical circuit and mechanical components of the AIRmatic system	
1.8.15.3	Repair/Adjustment	Remove and install, renew individual components of the AIRmatic system, carry out necessary adjustments according to manufacturer specification	
1.9 Electric and Electronics			
1.9.1 Basic Electric / Electronics		<i>Participant is able to</i>	
1.9.1.1	Fundamentals	<ul style="list-style-type: none"> • Use the Ohm's law to calculate basic circuits • Explain the relation between current, voltage and resistance • Set-up and diagnose electrical circuits connected in series, parallel as well as series and parallel • Choose methods and measurement devices, measure check and rate electrical values and signals for electronically components (eg. Diodes, transistors) and systems • Identify electrical components used in wiring diagrams by their symbol or circuit description • Understand the circuit in the wiring diagram • Document the result of measured values 	
1.9.1.2	Repair	Repair connectors i.e. soldering and shrinking, wire harness according to manufacturers specification	
1.9.2 Power Supply Systems (Battery, Charging-System, Starter motor)		<i>Participant is able to</i>	
1.9.2.1	Fundamentals and Function	<ul style="list-style-type: none"> • Explain the physics of generating electricity • Explain the physics of an electric motor • Explain the physics of storing electricity • Explain the working principle, function, design, layout, arrangement and task of battery, generator and starter motor 	
1.9.2.2	Diagnosing	<ul style="list-style-type: none"> • Carry out performance and function tests • Determine defective components according to manufacturers specification • Check components for function according to the appropriate diagnose path 	
1.9.2.3	Repair	<ul style="list-style-type: none"> • Rectify complaints, repair, exchange parts or components according to manufacturers specification 	

Fields of Competence		Objectives	Time
1.9.3 Lighting System		<i>Participant is able to</i>	
1.9.3.1	Fundamentals and Function	<ul style="list-style-type: none"> • Explain physics and function of the different lighting system • Explain the optical function of reflector and lenses • Determine the relevant data of lighting system according to the manufacturer specification and law • Explain the working principle, design, layout, arrangement and task of the individual components. • Determine defective cables, connection, parts and components according to manufacturers specification 	
1.9.3.2	Diagnosing		
1.9.3.3	Repair	<ul style="list-style-type: none"> • Rectify complaints, replace defective parts, carry out all necessary adjustments according to manufacturers specification • Perform the headlight range adjustment according to the manufacturer specification and country specific law 	
1.9.4 Electric and Electronic Networking (CAN-Bus, D2B, LIN-Bus, MOST)		<i>Participant is able to</i>	
1.9.4.1	Fundamentals and Function	<ul style="list-style-type: none"> • Explain the working principle of the networking system • Explain the operating chain of individual bus system 	
1.9.4.2	Diagnosing	<ul style="list-style-type: none"> • Check the signal pattern of individual bus system • Identify a bus wake-up with appropriate diagnostic instruments 	
1.9.4.3	Repair	<ul style="list-style-type: none"> • Replace components according to diagnose and manufacturers specification 	
1.9.5 Comfort, Safety and Security Systems (DAS, SRS, Seat adjustment)		<i>Participant is able to</i>	
1.9.5.1	Fundamentals and Function	<p>Explain the working principle, function, design, layout, arrangement and task of DAS, SRS, Comfort systems and Seat adjustment</p>	
1.9.5.2	Diagnosing	<ul style="list-style-type: none"> • Carry out difficult and complex diagnoses using up-to-date diagnosis technology, approaches, methods and procedures. • Determine defective components with the appropriate diagnose path according to manufacturers specification 	
1.9.5.3	Repair	<ul style="list-style-type: none"> • Rectify complaints, remove and install components, replace faulty parts according to manufacturers' specification. • Parameterisation by using Star Diagnosis and other technologies/ systems and perform data transfer/updates software (flashing). 	

Fields of Competence		Objectives	Time
1.9.6	Communication and Audio System	<i>Participant is able to</i>	
1.9.6.1	Fundamentals and Function	<ul style="list-style-type: none"> • Explain the working principle, design, layout, arrangement of Telephone, Radio, TV systems • Explain the principle of MOST, D2B, LIN Bus systems 	
1.9.6.2	Diagnosing	<ul style="list-style-type: none"> • Carry out difficult and complex diagnoses using up-to-date diagnostic technology, approaches, methods and procedures. • Determine defective components with the appropriate diagnostic path according to manufacturers specification • Handle all currently used equipment and systems 	
1.9.6.3	Repair	<ul style="list-style-type: none"> • Rectify complaints, remove and install components, replace faulty parts according to manufacturers' specification. • Parameterisation by using Star Diagnosis and other technologies/ systems and perform data transfer/updates software (flashing). 	
1.9.7	Air Conditioning System	<i>Participant is able to</i>	
1.9.7.1	Fundamentals and Function	<ul style="list-style-type: none"> • Explain the working principle and function, design, layout, arrangement and task of the individual components. • Explain the physics and principle of refrigerant circuits • Obtain and consider environment measure • Describe the different climate control systems, the function of sensors, blower system and flap operation. 	
1.9.7.2	Diagnosing	<ul style="list-style-type: none"> • Perform A/C function and performance test • Determine defective components according to manufacturers specification. • Carry out leak detection test and identify leaks. • Check electrical and pneumatic components, determine defective parts according to the appropriate repair path. 	
1.9.7.3	Repair	<ul style="list-style-type: none"> • Rectify complaints, recover, recycle and recharge refrigerant circuit. • Remove identified components, check function, replace according to manufacturers specification and install 	

Sample
Automotive Technology Training Center
Rotation Plan Semester 1/2012

Year		2012																																							
Month		May		June					July				August					Sept																							
Week		20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37																						
No.	Batch	Day		14.5 - 18.5		21.5 - 25.5		28.5 - 1.6		4.6 - 8.6		11.6 - 15.6		18.6 - 22.6		25.6 - 29.6		2.7 - 7.7		9.7 - 13.7		16.7 - 20.7		23.7 - 27.7		30.7 - 3.8		6.8 - 10.8		13.8 - 17.8		20.8 - 24.8		27.8 - 30.8		3.9 - 7.9		10.9 - 14.9			
1	group 24	Automobile Mechanic 1st year																																						Basic Gasoline&Diesel Engine	

2		Vehicle Comfort System					Automatic Transmission					Project					Job rotation in service workshop																								
		Automobile Mechatronic 2nd year																																							

Sample

Automotive Technology Training Center

Rotation Plan Semester 2/2012-2013

Year		2012										2013																																					
Month		oct		November					December			January			February			March																															
Week		43	44	45	46	47	48	49	50	51	52	1	31.12 - 4.1			2	3	4	5	6	7	8	9	10	11	12	18.3 - 22.3																						
No.	Batch	Day		15.10 - 19.10	22.10 - 26.10	29.11 - 2.11	5.11 - 9.11	12.11 - 16.11	19.11 - 23.11	26.11 - 30.11	3.12 - 7.12	10.12 - 14.12	17.12 - 21.12	24.12 - 28.12	Job rotation in service workshop																																		
																Maintenance ASSYST		Non tech		CMT test		Pre-project																											
1	group 24	Automobile Mechanic 1st year	Transmission&Suspension		Lab-Electronic		Happy new year										Job rotation in service workshop																																
2	group 23	Automobile Mechatronic 2nd year	Telematic		Chassis System					Vacation										Advance Engine										Air-condition										AMT test									

Sample

Interview Questions to Select Students for Dual Vocational Education Program: Business Retailer

Characteristics

1. cheerful
2. tidy
3. speaks with a clear accent
4. responds promptly
5. active

Family Background

1. What is your goal in life?
2. Who do you love most and who has the most influence on you?
3. How many brothers and sisters do you have? What do they do?
4. When you have problems, who do you talk with?
(If it is not a family member, ask who is the first one in the family)
5. What is your hobby?
6. Do you exercise and what is your favorite sport?
7. What was the most impressive period of your life?
8. Do you have any responsibility in helping with your family expenses?
9. Who will be responsible for you while you are in the program?

Education and Activities

1. What activities did you do in your college? What was your responsibility in the activity?
2. Would you change your program if you were allowed to?
3. Were you ever punished during your study?
4. Did you get a scholarship? If yes, where was it from?

Attitude and Emotion Control

1. What do you think you are like and what do your friends think about you?
2. How many close friends do you have?
3. When was your last quarrel?
4. What do you do when you get angry?
5. If your friend had a different opinion from you, what would you do?
6. Do you think you have the ability to be a salesman?

Appropriate Job / Salesman Abilities

1. What extra activities did you do in the college?
2. What kind of job do you like and dislike and why
3. What kind of job are you good at/not good at?
4. Do you like service work or meeting people?
5. In a team, are you a leader or a follower?
6. What do you think about being a salesman representative?
7. What are the characteristics of a salesman?
8. What kind of work do you want to do?

Sample Interview Schedule

Content	Time (estimate)
1. Introduce herself/himself	1 minute
2. Interview	7 minutes
3. Answer questions	2 minutes
Total	10 minutes

Sample

Consideration of the Candidate's Characteristics

Title	Contents for Consideration
1. Characteristics	Walks smartly, active, cheerful, tidy, clear voice, responds promptly and answers clearly
2. Family Background	Family relationship with other family members, family's warmth, financial status, candidate's expenses (privacy and food), no inferiority complex, the ability to solve problems and who is responsible while the student is studying?
3. Educational and College Activity	Shows willingness to learn, accepts responsibility, learns from their mistake, takes a chance to learn, can evaluate situations and develop themselves
4. Attitude and Emotion	patience, self-control, positive thinking, can talk about their feelings
5. Appropriateness for a salesman position	Listens attentively, polite, easy going, adjusts with the environment, understands feelings in all situations? / experiences
6. Attitude toward Home Mart	Views with salesman's work, the shopping atmosphere and the system
7. Readiness to join the project	Has a customer-service mind, focuses on working after graduation, wants to work while studying, no further studying immediately after graduation, whether has problems in working in other areas, can earn his/her life on their own.
8. Communication / Message communication	Has strong communications and verbal interpersonal skills, expresses ideas with excellent analytical skills, has comprehensive listening skills and answers questions clearly
9. Resourcefulness	Is clever and resourceful, has good judgment and discretion.
10. Ethics	Responsible for his/her work, honest, kind, unselfish and patient

Sample

Form for Rating Interview Questions

Candidate's Name.....

Title	Rating Scale					Remarks
	1	2	3	4	5	
1. Characteristics						
2. Family Background						
3. Educational and College Activity						
4. Attitude and Emotion						
5. Appropriateness for the salesman position						
6. Attitude toward Home Mart						
7. Readiness to join the project						
8. Communication / Message communication						
9. Resourcefulness (decision making/ problem analysis /problem-solving skills)						
10. Ethics and teamwork						
Total						

Rating Scale

1. = much less than requirement
2. = less than requirement
3. = fit requirement
4. = higher than requirement
5. = much higher than requirement

Suggestions

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Interviewer

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Memorandum

OfficeNo.....Date

Subject: Requesting permission to propose rules and regulations for the consideration of
Students for training.....

Dear Director.....

The Dual Vocational Education section has been assigned by the college to propose rules and regulations for the consideration of students for training. These rules and regulations will start from semester _____ of _____ academic year as follows:

1. The qualifications required of students for training in workplaces.
2. The guidelines for considering the qualifications required of students for training in workplaces.
3. The trainee rules and regulations for the students during training in workplaces.
4. Selecting the appropriate punishment for the rule violations committed by the students or deciding to allow students to change their workplace.

The Dual Vocational Education section attached the following 4 documents which include 6 pages of detail.

Your respectfully

.....
(.....)

Head of Dual Vocational Education section

LOGO

The qualifications required of students for training in workplaces. .

The Vocational Certificate and Diploma students selected must have the following qualifications:

1. The students must be registered as students.
2. The students must have accident insurance.
3. The students must have the G.P.A of 2.00 or higher.
4. The students must have passed the Fundamental subjects and Specialized Vocational Courses.
5. The students must have passed the Activities Course.
6. The students must have good behavior, be responsible, and have good ethics and punctuality.

.....
(.....)
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(.....)
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(.....)
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LOGO

The guidelines for considering the qualifications required of students for training in workplaces.

The Vocational Certificate and Diploma students selected must have the following qualifications:

1. Students must be registered in the required subjects otherwise they will not be allowed to study in the workplaces.

2. Students must have accident insurance otherwise they will not be allowed to study in the workplaces.

3. The students must have a G.P.A of 2.00 or higher.

3.1 If the students with a G.P.A lower than 2.00 but not be lower than 1.5 for Certificate students, not lower than 1.75 for certificate 2 students and not lower than 2.00 for certificate 3 students qualification no.5 must be considered.

3.2 If the students have a GPA lower than the average learning outcome, for Diploma students that is not lower than 1.75 for Diploma 1 and not lower than 2.00 for Diploma 2, then qualification no.5 must be considered.

3.3 If the students have a GPA lower than the average learning outcome for both Certificate and Diploma students they will not be allowed to learn at the Workplaces.

4. The students must have passed the Fundamental Subjects and Specialized Vocational Courses. If the students have not passed these courses then qualification no.5 must be considered.

5. The students must have good behavior and not have dropped out due to punishment. They must not be a disgrace but have good ethics and punctuality. The students must pass through their advisor, Head of the department, Head of Dual Vocational Education section and The Deputy Director. The marks given on the form for selecting the qualifications required of the students for Training in Workplaces should not be lower than 5 marks otherwise the students will not be allow to study at the workplaces.

6. The students must have passed the Activities Course otherwise the students will not be allowed to learn at the workplaces.

7. The students must have passed the orientation before attending the training in the workplace otherwise the students will not be allowed to study at the workplaces.

.....
(.....)
.....

(.....)
.....

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(.....)
.....

The qualifications required of students for training in workplaces

The Vocational Certificate and Diploma students selected must have the following qualifications:

1. The students must be registered as students.
2. The students must have accident insurance.
3. The students must have the G.P.A of 2.00 or higher.
4. The students must have passed the Fundamental subjects and Specialized Vocational Courses.
5. The students must have passed the Activities Course.
6. The students must have good behavior, be responsible, have good ethics and punctuality

Selecting the appropriate punishment for the rule violations committed by the students or deciding to allow students to change their workplace.

1. In case of violations committed by the students and the students are not permitted to continue the training in their workplace.

If there were violations committed by the students and they were sent back from their workplace, the Dual vocational section has to set up a committee to determine the facts. The committee should include the mentor, the advisor, the head of the department, the head of the Dual Vocational Education section and the Deputy Director. The students should not be permitted to continue training for 1 week. If the students are found to have violated rules action will be taken as follows:

1.1 The students who do not follow the behavior as agreed upon in the contract with the workplace will not be permitted to continue the training for 1 semester.

1.2 The students who do not follow the rules and regulations of the workplace, will not be permitted to continue the training for 1 semester.

1.3 The students who commit a violation of adultery, theft , quarrelling or drugs, both in the college or at the workplace, the students will not be permitted to continue the training.

1.4 The students who are not willing to work with full capacity , not sacrifice themselves or are not obedient and respectful of the trainer will not be permitted to continue the training for 1 semester.

1.5 The students who do not show goodwill and maintain the good reputation of the workplace will not be permitted to continue the training for 1 semester.

1.6 The students who do not have good rapport or willingness to work as a team or with the college will not be permitted to continue the training for 1 semester.

1.7 The students who have health problems or serious accidents and have to take leave for a long period of time will not be permitted to continue the training for 1 semester or until they recover.

2. In case of rule violations committed by students and they need to change their workplace during the semester.

If there are rule violations committed by students and they need to change their workplace during the semester, they should use the following rules:

2.1 The students must submit the form to change the workplace and then wait for the results from the investigating committee. In the meantime the students should continue at the existing workplace.

2.2 The Dual Vocational Education section will set up a committee to investigate the facts from their advisor. The committee includes the mentor, the advisor, the head of the department, the head of the Dual Vocational Education section and the deputy director of academics.

2.3 The committee considered that คณะกรรมการพิจารณาโทษแล้วพบว่า

2.3.1 If the students request to change their workplace and the Dual Vocational Education section accepts the request they will continue the procedures immediately.

2.3.2 If the students request to change their workplace is necessary but the Dual Vocational Education section denies the request, they will postpone the request for 1 term but will let the students change their workplace in the next semester.

2.3.3 If the students request to change their workplace is unnecessary, the Dual Vocational Education section will deny the request immediately and will not let the students change their workplace as requested.

.....

(.....)

.....

.....

.....

(.....)

.....

(.....)

List of Workplaces and Training Courses

Instruction The department collects and summarizes the information from the nature of work surveys of the workplaces.

1. Workplace's name
Address No.....Road/Street..... Sub-district
District Province..... Postal Code.....
Telephone..... Fax E-mail.....
Coordinator's Name..... Position.....
To be able to be trained in the following courses:
 - 1.1 Course Code..... Course Title..... Credit..... (.....)
 - 1.2 Course Code..... Course Title..... Credit..... (.....)
 - 1.3 Course Code..... Course Title..... Credit..... (.....)
 - 1.4 Course Code..... Course Title..... Credit..... (.....)
 - 1.5 Course Code..... Course Title..... Credit..... (.....)
2. Workplace's name
Address No.....Road/Street..... Sub-district
District Province..... Postal Code.....
Telephone..... Fax E-mail.....
Coordinator's Name..... Position.....
To be able to be trained in the following courses:
 - 2.1 Course Code..... Course Title..... Credit..... (.....)
 - 2.2 Course Code..... Course Title..... Credit..... (.....)
 - 2.3 Course Code..... Course Title..... Credit..... (.....)
 - 2.4 Course Code..... Course Title..... Credit..... (.....)
 - 2.5 Course Code..... Course Title..... Credit..... (.....)
3. Workplace's name
Address No.....Road/Street..... Sub-district
District Province..... Postal Code.....
Telephone..... Fax E-mail.....
Coordinator's Name..... Position.....
To be able to be trained in the following courses:
 - 3.1 Course Code..... Course Title..... Credit..... (.....)
 - 3.2 Course Code..... Course Title..... Credit..... (.....)
 - 3.3 Course Code..... Course Title..... Credit..... (.....)
 - 3.4 Course Code..... Course Title..... Credit..... (.....)
 - 3.5 Course Code..... Course Title..... Credit..... (.....)

Request form for Training in the Workplaces

Address.....

Date.....Month.....Year.....

Subject: Request for Training in the Workplaces

Dear Director of.....

I Mr/Miss.....student code no.....
level of study () certificate () diploma year.....group.....section.....department.....
Cumulative grade average.....would like to request training in the.....semester
until.....semester. From date.....month.....year until date.....month.....year.....

1. Name of the workplace the student contacted
name and position of the person contacted.....address.....
house no.....street.....district.....subdistrict.....province.....
Postal code no.....telephone no.....

2. Name of the workplace the college contactedname and position of
the person in contact.....address.....house no.....
street.....district.....subdistrict.....
province.....postal code no.....telephone no.....yours respectfully,

Signature.....

(.....) Student's name

Parent's opinion.....

Signature.....

(.....)

Advisor's opinion ☐ agree ☐ certified the workplace

Signature.....

(.....)

Head of the department's opinion ☐ agree ☐ certified the workplace

Signature.....

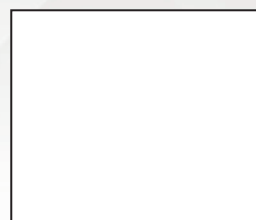
(.....)

Head of the DVE section's opinion ☐ agree ☐ certified the workplace

Signature.....

(.....)

DVE Student's curriculum vitae



1. Name..... Last nameyear.....group.....
Student code no.....datemonth.....year of birth
Height cm. weightkg.
Nationality.....race.....religion.....
Health problems.....
Drug allergies.....blood group.....
Telephone no.....
2. Home town.....
3. Present address.....
Name of bestfriend.....address.....
4. Father's name.....age.....year.....
Occupation.....
Mother's name.....age.....year.....
Occupation.....
Address of parents.....
5. Guardian's namerelation.....
Address.....
Telephone no.....
6. Cumulative grade average.....
7. Special abilities 1.....
 2.....
 3.....
8. A person who can provide details about the student.....
Occupation.....address/workplace.....
Telephone no.....
9. Name of advisor.....
Name of mentor.....

DRAW A MAP FROM THE COLLEGE TO THE WORKPLACE

Map with details of main road, soi and distance.



Name of the workplace.....

House no.....moo.....soi.....road.....

District.....subdistrict.....province.....

Telephone no.....nearby place.....

Name of students for training

1. section.....year.....
2. section.....year.....
3. section.....year.....
4. section.....year.....
5. section.....year.....
6. section.....year.....
7. section.....year.....

PARENTAL PERMISSION FORM

Address.....
.....

Date.....month.....year.....

Subject: Request permission for Training in the Workplaces

Dear Director of.....

I Mr/Miss....., identity card
no.....Contact address.....

Relationship.....with Mr./Miss.....

year.....section.....is under my responsibility, give permission
for the student to be trained on the dates, time and place the college mentioned.

In case Mr./Miss.....experiences an accident or any other
injury due to the training, although intentionally or unintentionally, by the equipment or the
surroundings in the workplace, that is both inside or outside the workplace, I hereby state that I
will not file a complaint on the basis of the provisions of the law.

I agree to indemnify in case Mr./Miss..... causes damage to property arbitrarily
during the training that is both of the workplace and the college.

Incase Mr./Miss.....violates the rules and regulations
of the workplace or the college which is considered a serious offense, I hereby give permission
to the college to drop the name of Mr./Miss.....from the college
students list without any complaints.

Signature.....parent/guardian
(.....)

Signature.....witness
(.....)

Signature.....witness
(.....)



MOE...../.....

.....

.....

.....

Subject: Request for support

Dear Sir, the Personnel Manager.....

Attachment 1. Students' name listyear.....copies

2. Letter of reply from the workplace.....copies

As the.....college has agreed to signed an MOU with your company to arrange for the Dual Vocational Education for.....levelsection.....Department.

In thesemester ofyear, there are students who would like to join the training with your company between date..... until date.....

The number is as in the attached name list. Please fill in the Letter of Reply from the workplace form and return it to the college by.....

We hope that you would consider the matter and thank you for giving us the opportunity.

Yours Sincerely

(.....)

Director of.....

Name of the workplace.....

Address.....

Date



MOE...../.....

.....

.....

.....

Subject: Request for support

Dear Sir, the Personnel Manager.....

Attachment 1. Students' name listyear.....copies

2. Letter of reply from the workplace.....copies

As the.....college has agreed to signed an MOU with your company to arrange for the Dual Vocational Education for.....levelsection.....Department.

In thesemester ofyear, there are students who would like to join the training with your company between date..... until date.....

The number is as in the attached name list. Please fill in the Letter of Reply from the workplace form and return it to the college by.....

We hope that you would consider the matter and thank you for giving us the opportunity.

Yours Sincerely

(.....)

Director of.....

Name of the workplace.....

Address.....

Date

...../.....

.....

.....

.....

Subject: Letter of reply from the workplace.

Dear Director of.....

In the letter of request for support from the college.....dated.....

The college attached the details of the students

for.....level.....section.....

department and now(name of workplace) has considered the matter and welcome the students into a vocational training educational program on the date set.

Number of students..... Name list as following

1.....

2.....

3.....

4.....

The students should report on date.....month.....year.....

We cannot have students for the vocational training educational program

Due to.....

Please be informed accordingly.

Yours respectfully,

(Signature).....

(.....)

Position.....

Name of company.....

**Summary form for Information about Acceptance of Students for
Training in Workplace Department.....**

Semester...../..... training from date.....until date.....

1. Name of workplace.....
address.....moo.....street.....District.....subdistrict.....
province.....postal code..... telephone no.....fax

E-mail.....

Information for Acceptance

- 1.1 Name.....class/year/group..... () Accept () not accept
1.2 Name.....class/year/group..... () Accept () not accept
1.3 Name.....class/year/group..... () Accept () not accept
1.4 Name.....class/year/group..... () Accept () not accept

2. Name of workplace.....

Address.....moo.....street.....District.....subdistrict.....
Province.....postal code..... telephone no.....fax

E-mail.....

Information for Acceptance

- 2.1 Name.....class/year/group..... () Accept () not accept
2.2 Name.....class/year/group..... () Accept () not accept
2.3 Name.....class/year/group..... () Accept () not accept
2.4 Name.....class/year/group..... () Accept () not accept

3. Name of workplace.....

Address.....moo.....street.....district.....subdistrict.....
Province.....postal code..... Telephone no.....fax

E-mail.....

Information for Acceptance

- 3.1 Name.....class/year/group..... () Accept () not accept
3.2 Name.....class/year/group..... () Accept () not accept
3.3 Name.....class/year/group..... () Accept () not accept
3.4 Name.....class/year/group..... () Accept () not accept

Contract for DVE Training (1)

At.....

Date.....month.....year.....

This contract is made at company.....which in this contract is now called ‘**company**’ with another party Mr./Miss age.....years old, address no.....moo...street.....district..... subdistrict.....province.....postal code.....

with another party Mr./Miss.....which in the contract is called student/DVE trainee. Both of the parties had agreed on the following agreements

1. The company agreed to have the students as a trainee in the.....sectiondepartment
2. Start the training from date.....until date..... total time.....days. That is the student/DVE trainee who works as a sales person and in the office should have 8 working hours per day with one hour lunch.
3. In case of allowance, the company will pay at the rate of.....baht/day/month. The trainee will pay his own income tax by which the company will withhold from the allowance then pass it on to the Revenue Department in accordance with the law.
4. The student must keep confidentiality about the workplace and not use the authority that may result in the company defamation, and for personal benefit.
5. The Student must attentively learn in the workplace with full capacity. He must obey the rules and regulations of the company strictly. If the student caused damages to the product or by any action, defamed the company’s goodwill or the third party both intentionally or unintentionally, the student must agree to indemnify the real damage for which the company took responsibility.

This contract, both the parties have read and understood this Agreement in all respects and then signed as evidence.

Signature.....college Signature..... (company)
(.....) (.....)

Director

Director

Signature.....trainee Signature.....consenter
(.....) (.....)

Student

father/mother/guardian

Signature.....witness Signature.....witness
(.....) (.....)

Supervisor

Head of DVE

I Mr./Mrs./Miss.....father/mother/guardian of
Mr./Mrs./Miss.....The DVE trainee agreed to compensate for the damage
caused by the DVE trainee as mentioned in the agreement.

Signature..... Father/mother/guardian....
(.....)

Logo of the
workplace

Contract for DVE Training (2)

At.....

Date.....month.....year.....

This contract is made at company.....which in this contract is now called ‘**company**’ with another party Mr./Miss age.....years old, address no.....moo.....street..... district.....subdistrict.....province.....postal code..... with another party Mr./Miss.....which in the contract is called student/DVE trainee. Both of the parties had agreed on the following agreements

1. The company agreed to have the students as a trainee in the..... sectiondepartment

2. Start the training from date.....until date..... total time.....days. That is the student/DVE trainee who works as a sales person and in the office should have 8 working hours per day with one hour lunch.

3. In case of allowance, the company will pay at the rate of.....baht/day/month. The trainee will pay his own income tax by which the company will withhold from the allowance then pass it on to the Revenue Department in accordance with the law.

4. The student must keep confidentiality about the workplace and not use the authority that may result in the company defamation, and for personal benefit.

5. The Student must attentively learn in the workplace with full capacity. He must obey the rules and regulations of the company strictly. If the student caused damages to the product or by any action, defamed the company’s goodwill or the third party both intentionally or unintentionally, the student must agree to indemnify the real damage for which the company took responsibility.

This contract, both the parties have read and understood this Agreement in all respects and then signed as evidence.

Signature.....college
(.....)

Director

Signature..... (company)
(.....)

Director

Signature.....trainee
(.....)

Student

Signature.....consenter
(.....)

father/mother/guardian

Signature.....witness
(.....)

Supervisor

Signature.....witness
(.....)

head of DVE

I Mr./Mrs./Miss.....father/mother/guardian of
Mr./Mrs./Miss.....
The DVE trainee agreed to compensate for the damage caused by the DVE trainee as mentioned in the agreement.

Signature..... Father/mother/guardian....
(.....)

College.....
Summary of Information of DVE students Certificate Level Academic Year.....
Program.....section.....

NO.	NAME OF WORKPLACE	ADDRESS	Type of Subject	PROGRAMME	AMOUNT	SEX		WORKERS	Newly recruit.	Allowance /hour	Allowance/ day	others	MOU available or not	Organization concern
						M	F							
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														



College order.....

No. /

Subject: To arrange the DVE Students Orientation Member for certificate and diploma level
for academic year..... /

According to the practical rules of which arranges for the orientation of DVE students before they start their training in the workplace to prepare them for real situations, the college will arrange the orientation for the certificate and diploma students ondate..... month.....year.....time.....at.....

To reach the target efficiently and successfully the member is arranged as follows:

1. Board of member consists of

- | | | |
|----------|--------------------------------|----------------------|
| 1.1..... | Director | Chairman |
| 1.2..... | Deputy Director of planning | member |
| 1.3..... | Deputy Director of development | member |
| 1.4..... | Deputy Director of academics | member and secretary |
| 1.5..... | Head of the DVE section | member and assistant |
- secretary Duty - To advise, to consider and to give orders to make the process completely successful.

2. The Operating members consists of :

2.1 The board of Students Orientation Member to prepare orientation documents consists of:

- | | | |
|------------|------------------------------|--------------------------------|
| 2.1.1..... | Deputy Director of Academics | chairman |
| 2.1.2..... | Teacher | member |
| 2.1.3..... | Teacher | member |
| 2.1.4..... | Head of the DVE section | member and secretary |
| 2.1.5..... | Teacher | member and assistant secretary |

Duty – Prepare DVE students name list for orientation

- prepare internship documents
- prepare the students for the workplace
- coordinate with the member

2.2 The board of maintenance department – sound arrangement consists of:

- | | | |
|-------------|--|--------------------------------|
| 2.2.1 | Deputy Director of resource management | chairman |
| 2.2.2 | Teacher | member |
| 2.2.3 | Teacher | member |
| 2.2.4 | Head of the maintenance department | member and secretary |
| 2.2.5..... | Teacher | member and assistant secretary |

Duty – Prepare the meeting room..... sound arrangement, set the visual projector, decorate the stage, arrange for registration documents, arrange the meeting room and to cooperate with other parties for the best result.

2.3 The board of registration – documents

- | | | |
|-------------|-----------------------------|--------------------------------|
| 2.3.1..... | Deputy Director of academic | chairman |
| 2.3.2 | Teacher | member |
| 2.3.3 | Teacher | member |
| 2.3.4 | Head of the DVE section | member and secretary |
| 2.3.5 | Teacher | member and assistant secretary |

Duty –Register by each separate department.

- Prepare the parental permission forms for DVE students

2.4 DVE Advisor

2.4.1	advisor	member
2.4.2	advisor	member
2.4.3	advisor	member
2.4.4	advisor	member

Duty – Supervise the students during the orientation. Hand out the letter of supervision and supervise the monitoring plan.

2.5 The board of evaluation consists of

2.5.1	Deputy Director of planning	chairman
2.5.2	Teacher	member
2.5.3	Teacher	member
2.5.4	Head of research	member and secretary
2.5.5	Teacher	member and assistant secretary

Duty – Design the questionnaire, cooperate with the head of the DVE section to distribute and collect the questionnaire.

-to evaluate and prepare a summery in the form of chapter 5: research.

The Orientation Member has to give guidance to the DVE students for the successful operation.

Order at date month year..... .

(.....)
Director of.....

Sample

MOE/.....



.....
.....
.....
.....

Subject Sending DVE students for training in the workplace

Dear sir,

Attn.: personal manager of

Attachment 1. Training timetable.....
2. Evaluation forms

As your company has been very cooperative and allowed the students to work as trainees in the DVE project, the college would like to sendstudents for training this semester, starting from date.....until date.....according to the timetable attached.

1. Certificate 2 (starting date..... May until February) studying in the college.....days and training at the workplace..... days until.....

2. Certificate 3 (starting date..... May until..... February) studying in the college.....days and training at the workplace..... days until

Please be informed accordingly and we appreciate your cooperation with the college.

Yours respectfully,

Section.....
tel.....
fax.....
E-mail:

Director of.....

College.....

DVE STUDENTS ATTENDANCE FORM IN THE WORKPLACE

NAME OF WORKPLACE.....

Address.....

Telephone no.....fax.....

Duration of training from date.....until date.....

Name of the student.....

Level / department.....group no.....

date / month / year	Start time	Student signature	Departure time	Student signature	Supervisor signature	remarks

Total days for training in the workplace.....

Day's sick leave times /days

Official leave.....times/.....days

Remarks: DVE students must write down the real starting and departing time.

In case of 3 days of sick leave there should be a medical certificate.



..... College

.....

No.....

.....

Subject Staring and Ending Semesters and submission of Learning Results

To The manager of the Personnel Department of.....

The.....College would like to express our appreciation for
accepting our students into our dual vocational program,
level.....department.....program.....

The college will notify your company regarding

1. The starting and finishing dates for our students.....semester is
from.....to.....
2. The date to submit the final score for this semester.....

Please try to respond by the date given.

Your Sincerely

(.....)

Director of.....

Academic Affairs, Dual Vocational Section

Tel.....

Fax No.. ..

E-mail.....



By order of the College

No/.....

Subject: Official Assignment for Supervisory Teachers with training in a workplace

To assist student's practicing in the work place to be efficient and follow the curriculum of our college, the college appoints the staff members as follows:

1. Directory

- 1.1Director of.....president
- 1.2.....Deputy Director of Planning member
- 1.3.....Deputy Director of Developing Activity member
- 1.4Deputy Director of Academic member and secretary
- 1.5Head of Dual Vocational Section member and assistant secretary

Duties: Give advice and monitor the performance of the program.

2. Committee

- 2.1 The committee which plans how to advice
 - 2.1.1..... Deputy Director of Academic Affairs president
 - 2.1.2..... teacher member
 - 2.1.3 teacher member and secretary
 - 2.1.4 ...Head of Dual Vocational Section member and assistance secretary

Duties: - organize and arrange meetings and inform the advisors

- address any concern addressed in the meeting
- prepare an orientation to explain the rules of the workplace to the students
- coordinate with the workplace and the student's program of study
- provide any necessary documents for the students

2.2 Advisory Committee

- 2.2.1 Head of each Department president
- 2.2.2The teacher concerned committee (attachment)

Duties: - examine the suitability of the workplace with the teachers in each department.

- Co-ordinate with the workplace to ensure proper working techniques.
- discuss the theory and practice with the students before they start to work to ensure the responsibility of the students
- prepare the advisor's plan to evaluate the students' work for each department
- advise and evaluate the students' work in the workplace
- Report to the director
- arrange the date for the students' evaluation and notify the dual vocational section.
- arrange more time for the students if needed.
- prepare the test to evaluate students in each department.
- at the end of the program, every advisor has to evaluate their students by using the evaluation form of the college.

2.3 Evaluating Committee:

- 2.3.1Deputy Director of Planning president
- 2.3.2teacher member
- 2.3.3teacher member
- 2.3.4.....Head of Research Section member and secretary
- 2.3.5.....teacher member and assistant secretary

Duties: - prepare a questionnaire

- give the questionnaire to the advisors to hand out to the students and collect them when completed
- analyze, summarize and bind the documents together along with 5 research books

The staff in charge of the order of the college maintains the efficiency in all aspect of their duties and will be reimbursed any cost incurred

Date.....

(.....)
Director of.....

Calendar for Supervision of Training Semester.....Year.....

Level.....Program.....

Name of the Advisor.....

[illegible]

Note: Reservations should be made in advance at the supply room.

Form for the Supervision and Evaluation of Training of Vocational Students
With co-operation between.....and.....

Month.....

Name.....Last name..... Department.....level.....class..... Semester...../ Training from Date.....Month.....Year..... To Date.....Month.....Year.....	Statistics in training Duration of evaluation from Date.....Month.....Year... To Date.....Month.....Year..... () late.....time () absent.....day () sick.....day () personnel leave.....day Date of evaluation.....
--	--

Part 1 Instruction Please mark ✓ in the blank that is true.

No.	Title Work Assessment	marks				
		Very good (4)	Good (3)	Fair (2)	Needs To Improve (1)	Failure (0)
1	Quantity of work					
2	Quality of work					
3	Knowledge of work assignments					
4	Works responsibly					
5	Work completed on time					
6	Maintaining the company's machines and assets					
7	Following directions and controlling emotions					
8	Ability to study and develop oneself					
9	General health					
10	Practice, co-ordinate and listen to the opinions of others					
marks						
Total						

Part 2 Morals and Ethics

1	Dresses properly and follows the rules					
2	Punctuality					
3	Keeping the work environment clean					
4	Preparedness and tolerance					
5	Honesty					
marks						
Total						

Request and Advice.....

Name.....
 (.....)

The advisor

Note Please stamp on the top right corner of this page

College.....
Supervision Report Form

Date.....Month.....Year.....

Name of the advisor.....Department.....

Name of the Workplace.....

Tel.....

From.....to.....course.....hours.

- Number of the students
- School system ☐ regular ☐ dual
level ☐ vocational ☐ diploma

Suggestions from the workplace.....

.....

Problems.....

.....

Problem solutions.....

.....

I (Mr. / Miss).....will follow the guidelines.....

.....

Name..... Name.....

(.....) (.....)

Student

Name.....

(.....)

Advisor

Workplace Company Stamp

The next student advisory time:

Date.....Month.....Year.....

The name of the workplace

1.

Tel.....

2.

Tel.....

Name.....

Name.....

(.....)

(.....)

Head of..... Department

Head of Dual Vocational Division

Name..... Name.....

(.....) (.....)

Deputy Director of Academics Affairs Director of.....



Memorandum

DVEC

No

No.....Date.....Month.....Year.....

Subject: Letter for Supervision Report

To: Director of.....

I am Mr. / Miss.....position.....
with.....total students.....went to advise
students on (date)..... semester..... (Year).....as follows:

1. Code.....The number of the subject.....
2. Code.....The number of the subject.....

The number of students.....The number of workplaces..... They are

- 1.....signature of the workplace.....
- 2.....signature of the workplace.....
- 3.....signature of the workplace.....

- Travel by ☐ own car (no cost) ☐ own car (have cost) ☐ other.....
- General atmosphere of students in the workplace
- Problems in training
- Suggestions or requests from the workplace

Attached is the advisor's form of the students for.....papers.

Name.....Advisor
(.....)

Name.....
(.....)
Head of Department

Name.....
(.....)
Head of Dual Vocational Division

Name.....
(.....)
Deputy Director of Academy

Name.....
(.....)
Director of.....

College.....

Request form for Reimbursement of Petrol of DVE Student Advisors

To the Director of.....

I am Mr./ Miss..... I certify that I want to advise the students in the subject

of.....code.....level.....

Program.....by the route that is marked on the attached map Date.....Month

.....Year.....

The reason that I had to use my own car was because the college's car was used for other affairs and I would like to have.....baht for petrol.

Date	from	to	kilometer	note
	Total			

(The reimbursement rate for the car is 4 baht per kilometer and 1.50 baht for a motorcycle, it is the mean of the Administrative Committee of the College)

Name.....
.....
...../...../.....

Name..... Name.....
(.....) (.....)
Head of Dual Vocational Division Deputy Director of.....
...../...../...../...../.....

☐ Allowed

Name.....
(.....)
Director of.....
...../...../.....

Petrol credit No.....I have a petrol credit card.....
...../...../...../...../.....

Name..... Name.....
(.....) (.....)
Deputy Director of.....

Form for Evaluation of Student Training
With co-operation betweenand.....

Name.....Surname..... Department.....Level.....Class..... Semester...../ Training from Date.....Month.....Year..... To Date.....Month.....Year.....	Statistics in training Duration of Evaluation from Date.....Month.....Year...to Date.....Month.....Year..... () late..... time () absent.....day () sick.....day () personal leave.....day Date of Evaluation.....
---	---

Instruction Please mark √ in the blank that is true

No.	Title	marks				
		Very good (5)	Good (4)	Fair (3)	Needs to Improve (2)	Failure (1)
Part 1 Knowledge Evaluation (20 marks)						
1	Knowledge and understanding of the assigned work					
2	Ability to learn and develop oneself					
3	Tries to do the assigned work correctly					
4	Has knowledge and ability in each subject					
marks						
Total						
Part 2 Skill and evaluation results (30 marks)						
5	Quality of work and finished on time					
6	Quality of work done carefully and safely					
7	Ability to analyze and solve problems					
8	Has skill in communication					
9	Maintaining the company’s machines and assets					
marks						
Total						
Part 3 Moral Evaluation (20 marks)						
10	Dresses properly and follows the rules					
11	Punctuality and Honesty					
12	Diligence, Patience and Sacrifice					
13	Saving the environment and not involved with drugs					
14	Participates in the organization and listens to others					
marks						
Total						

Suggestion.....Note

please stamp your company's seal

Name.....workplace (Evaluator)
 (.....)



MOE.....

Vocational Education Commission.
.....

.....

Subject: Sending Final Exam Test of DVE students

To: The manager of.....

Attachments: ... answer sheets

The.....college will hold the final examination for DVE students
level.....program.....semester.....year.....
on.....time.....as we have already informed you.
So the college would like you to send the exams and the answer sheets of the
DVE students to the Dual Vocational Section by.....
We hope to receive your help in this matter.
Thank you for your help.

Yours Sincerely

(.....)
Director of.....



MOE.....

Vocational Education Commission.
.....

.....

Subject: Sending Final Exam papers of DVE students

To: The manager of.....

Attachments: answer sheets

The.....college will hold the final examination for DVE students
level.....program.....semester.....year.....
on.....time.....as we have already informed you.
So the college would like you to send the exams and the answer sheets of the
DVE students to the Dual Vocational Section by.....
We hope to receive your help in this matter.
Thank you for your help.

Yours Sincerely

(.....)
Director of.....

-Example of the Project -

College.....

Name of the project: Training Potential Development of DVE Students

Responsible Party: The director, the deputy director of Academics, the head of the Retail Department

Duration: Fiscal year.....

Principle and Reason

For DVT students to be able to exchange their knowledge and experiences in practicing in the workplace, each program must find a representative of each group in the workplace and have them bring their experiences to discuss with each group. This means giving an opportunity for the workplace to discuss with the students how to work and how to behave in the workplace so that they can develop their thinking, problem solving and decision making abilities and how to work in an efficient way.

Objectives

1. To learn about the problems which occurred in the workplace and the solutions to them?
2. To find ways to develop the personal section.
3. To increase the quality of their work.
4. To be able to solve problems immediately.

Goal

1. Quantity
 - 10 representatives from the workplace
 - 31 parents
 - 31 DVT students
2. Quality
 - study the development of the students
 - integrate ways of studying and participating
 - teach how to behave and manage time
 - give advice and urge them to be patient in working

Strategies

This is in response to government strategy no.10 to improve the curriculum taught to our students, to improve discipline and to produce high quality workers.

This is in response to the office of the Vocational Education Commission strategy no.1 developing vocational education management and improving the quality of practice and training about careers to reach standard no.2 to develop efficiency rapidly.

Important Matter

To allow DVE students to exchange their experiences while in training at each workplace and give them a chance to see and to try to solve the workplace problems of the students and to give ideas to the students on how to develop their potential in working in the real place in order to make them efficient technicians.

Plan

procedure	20....			20....								
	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Jun.	July.	Aug..	Sept.
1. prepare the project			←→		→							
2. find and suggest the cost				←→	→							
3. appoint the committee				←→	→							
4. do the project												
5. follow up and evaluation					←→					→		
											←→	

Budget and Plan

Paying list	No.	Budget	income	supported	other	Note
list						
compensation						
material supplies						
educational durable objects			10,000			average
Land and building			5,000			
Total			15,000			

Expectations

1. to having good quality students who can work efficiently.
2. to have guidelines for taking care of students
3. to have an understanding between the workplace, college and parents
4. to exchange student experiences by visiting with them in their work areas and to give them some ideas to use in developing our students.
5. to integrate the teaching between college and workplace

Aims

Quantity The attendances (DVE students + parents) 50 persons

Quality The evaluation of the meeting

Name.....

(.....)

Head of Dual Vocational Education

Suggestions.....

(.....)

Deputy Director of Academic

☐ allowed

☐ not allowed

(.....)

Director.....

-Example of Project-
College.....

Name of the Project: Seminar on Learning and Teaching Management of DVE Students
in fiscal year 2013

Responsibility: Dual Vocational Education Section

Duration: from..... to.....

Principle and Reason

In order to build economic strength and to make progress in economic development in the terms of competition in the present and in the future, we need to have quality people. Vocational Education plays an important part in producing career manpower to meet the needs of productivity and services. To accomplish this, the curriculum should be flexible and easy to adapt to the needs of the private industrial sector. Educational management must emphasize integrating education with work practice and evaluations in real working conditions as a part of the curriculum of vocational and diploma students.

The Dual Vocational Education Management of the college, in order to meet the goals of student efficiency and the curriculum of Dual Vocational Training, sets a seminar on Learning and Teaching the management of DVE Projects. It will give those responsible for the projects familiarity and understanding in the form, procedures and management of how to educate by exchanging experiences and skills. They should also learn how to apply their knowledge to both prevent and solve problems in the students' careers and lives. It is dependent on the ability, interests and differences of people, including the morality and quality of students which is in accordance with the 1999 Statue of National Education which was adapted in 2002 to meet the needs of the labor market, by utilizing the theory and the national knowledge to develop student's potential abilities to work and to work efficiently.

Objective

1. To create knowledge and understanding of the Dual Vocational Training
2. To create knowledge and understanding of the role of the teacher concerned with DVT
3. To create co-operation between colleges and workplaces in order to develop DVT students
4. To give co-operation to the workplaces

Goal Quality

1. Samutprakan Technical College with the concerned workplaces

Quantity

1. The concerned teachers and the relevant departments
2. The 50 concerned teachers in DVT Sections.

Area

Meeting 3 Samutprakan Technical College. Respond to the policies, strategies and standards

1. Strategy of the Office of Vocational Education
Strategy 1 reevaluates the instruction to meet the requirements of the labor market and to link it to lifelong learning.
Strategy 2 Giving and being impartial to Vocational Education
2. Inner Insurance
Standard 3 No. 312 gathering the level of resources needed for Vocational studies.
3. Outer Insurance Managing and giving continuous opportunities

Procedure and calendar

procedure	2011			2012								
	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.
1. prepare the project				↔								
2. suggestion for allowance					↔							
3. set the meeting and delegate work						↔						
4. work							↔					
5. follow up and evaluation										↔		
6. report the results											↔	

Budget

expense list	amount	money			note
		From the government	From the college	Other sources	
<u>Compensation and material</u>					Average cost
/ Stage poster	50 sheets		1,000		
/ Poster of the co-operation with workplaces			25,000		
/ pencil	50		250		
/ paper	4 pack		500		
/ snack and lunch	70 sets		9,000		
Total			35,750		

Evaluation

1. By using a questionnaire
2. By observing the interest and co-operation of participants

Members

All of the DVT teachers and the heads the each department (20 persons)
The teachers of the DVT program in the workplaces (80 persons)

The expected results

1. The trainers of the workplaces will have knowledge and understanding of the procedures of DVT.
2. The trainers of the workplace can plan how to train the students involving the content and the standards
3. Workplaces will receive more students in training.
4. The college will know the problems which can occur during training and make plan to manage our students to meet the needs of the workplaces

Output with productivity index

The college will sign MOUs with 20 workplaces

Outcome with productivity index

1. There are MOUs for receiving the students to train in the workplaces
2. The students can train in the college program

(.....)

The head of Dual Vocational Education Section

Considered by Deputy

Director.....

(.....)

Deputy Director of Academic

☐ allowed ☐ not allowed

(.....)

Director.....

Example

Logo of the
college

Instructions for Interim Evaluation Vocational Education Certificate Curriculum 2002 (Adapted 2003)

Industrial Education Mechanical Department (Auto-mechanics)

Office of the Vocational Education Commission Ministry of Education

Examination Committee

1. Mr.....College.....president
2. Mr.....College.....committee member
3. Mr.....College.....committee member
4. Mr.....College.....committee member
5. Mr.....College.....committee member
6. Mr.....College.....committee member and secretary

Instruction Form for Interim Evaluation
Vocational Education Certificate Curriculum 2002 (Adapted 2003)
Industrial Education Mechanical Department (Auto-mechanics)
Qualifications of the students who are to be evaluated

The ones who are to be evaluated about their career's standards should be vocational students who registered for all of the subjects as required in the curriculum for the Mechanical Department (Auto-mechanics) or experienced students who are being evaluated on their experience.

Areas to be evaluated

1. Knowledge

- 1.1 To know the parts, functions and how an engine works
- 1.2 To know the parts, functions and how the suspension and transmission work
- 1.3 To know the parts and functions of electrical systems of cars and motor bikes
- 1.4 To know how to maintain cars and motor bikes.

2. Practice

- 2.1 remove, assemble and check auto parts.
- 2.2 remove, assemble and check a suspension system and transmission
- 2.3 check the parts of an electrical system of cars and motor bikes.
- 2.4 demonstrate the maintenance of cars and motor bikes.

3. Behavior

- 3.1 responsibility and punctuality
- 3.2 honesty and discipline
- 3.3 interest and creativity
- 3.4 tolerance and diligence
- 3.5 ability to work with others
- 3.6 concern for the environment

Objective of the assessment

This assessment consists of

1. Theory assessment (1.30 hours)

It is a 100 question choice examination for 100 total marks

2. Practical assessment (4 hours)

The practical assessment has 5 sets worth 40 marks each for a total of 200 marks

Set 1 set the valves for a 4 stroke engine.

Set 2 change the timing belt

Set 3 change a brake drum

Set 4 change a disc brake.

Set 5 remove and assemble a starter motor

Assessment Form for Interim Standard Skilled Test of Dual Vocational Education Students College

Program..... Class Name of Advisor..... Year Date

[illegible]

.....College

Assessment Form for the Approval of a Vocational Project (Proposal)

Name of the Project.....

Name of the Head of the

Group.....

Name of the member

1.....Department.....Program.....

2.....Department.....Program.....

Direction: Put the symbol ✓ in the blank according to your opinion.

Remark: The score level: 5 means agree strongly 4 means agree 3 means acceptable
2 means need more work 1 means unacceptable

Lists of Assessment	5	4	3	2	1	Suggestions
1. The name of the project is clearly and meaningful about the objectives.						
2. The Principles and the reasons of the project are relevant to the objectives and goals.						
3. The objectives are clearly and appropriately.						
4. The goals showed the achievement in both quantity and quality sides.						
5. The operation activities are relevant to the objectives and limited time.						
6. The venue is appropriately.						
7. The possibility of fundraising.						
8. The operation of the follow up and assessment are clearly.						
9. The benefit is worthy to the project operation.						
10. It is assured that the project presentor can succeed in operating the project.						

Name of the Assessor.....

(.....)

Position.....

Assessment Form of a DVE Student Project

Name of the Project.....

Names of the Students

1.....2.....3.....

4.5.....6.....

Directions: Put✓ in the blank according to your opinion.

Titles of the assessment	Levels of opinion					Remarks
	5	4	3	2	1	
1.Title of the Project (10 marks)						
1.1 The title of the Project is possible under the retailing subject.						
1.2The presentation was made in a limited time.						
2. The operation of the student. (20 marks)						
2.1The focus of the operation of the project.						
2.2 Team Working						
2.3 Regular consultation with the trainer.						
2.4 The project was completed on time.						
3. Making a book about the project(20 marks)						
3.1 The book was completed and interesting.						
3.2 The project details are completed according to each required section.						
3.3 The project details are relevant to the objectives and goals.						
3.4 The project has reliable reference books.						
4. The Presentation (30 marks)						
4.1The quality of the presentation.(dressing / interesting / readiness)						
4.2 The presentation preparation and set up of equipment						
4.3 To be able to answer questions about the project						
4.4The presentation is in order, easy to understand and on topic						
4.5 To be able to solve unexpected problems in answering questions						
4.6 Keeping on time in the presentation						
5. The results of the project (20marks)						
5.1The results of the project are relevant to the objective and goals						
5.2The benefits of the project						
5.3 Giving useful suggestions						
5.4 Publicizing the project in the workplaces and community						
Total marks						

Committee of the College.....

(.....)

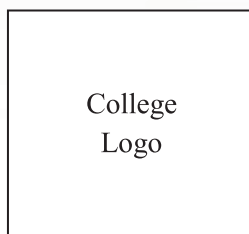
Position.....

Committee of the Workplace

(.....)

Position.....

SAMPLE



Sample Instruments for Final Assessment
Certificate of Vocational Education Curriculum B.E. 2545
(Revised B.E. 2546)

Industrial Trades
Mechanical Technology Program (Automotive)

The Office of the Vocational Education Commission
The Ministry of Education

The Committee for writing the exams:

- 1.....College Chairperson
- 2.....College Committee
- 3.....Company Committee
- 4.....Company Committee
- 5.....College Committee
- 6.....College Committee and Secretary

Instructions

The Use of the Instruments for Final Assessment The Certificate of Vocational Education Curriculum B.E. 2545 (Revised B.E. 2546) Industrial Trades, Mechanical Technology Program (Automotive)

The qualifications of the student to be assessed under the Vocational Standards

The student to be assessed has to have studied in the Certificate of Vocational Education level and been completely enrolled according to the curriculum structure of the college in Industrial Trades, Mechanical Technology (Automobile) and according to the period of time specified to complete the program when the Committee of Vocational Standards assessment is approved and has the required experience in related courses.

The items of the assessment.

1. The knowledge part

- 1.1 To know about the parts, functions and operation of the engine.
- 1.2 To know about the parts, functions and operation of the suspension system and the transmission.
- 1.3 To know about the parts, functions and operation of the motor vehicle electrical system.
- 1.4 To know about motor vehicle maintenance.

2. The practice part

- 2.1 To remove, assembly and check the parts of the engine.
- 2.2 To take off, assembly and check the parts of the suspension system and the transmission.
- 2.3 To check the parts of the motor vehicle electrical system.
- 2.4 To properly maintain motor vehicles.

3. Behaviors and Characters.

- 3.1 Be responsible and punctual
- 3.2 Be honest and disciplined
- 3.3 Be curious to know and show creative thinking ability
- 3.4 Be patient and intelligent
- 3.5 Be able to work on team
- 3.6 Practices environmental conservation

The Types of Instrument Used in the Vocational Standard Assessment.

It includes of 2 types of assessments.

1. The Instrument for the Theory Part of the Vocational Standard Assessment.

(1:30 hours)

It is a multiple choice examination.

There are 100 questions for a total of 100 points.

2. The Instrument for the Training Part of the Vocational Standard Assessment

(4 hours)

It is a practical examination.

There is 5 Modules, 40 points each for a total of 200 points.

Module 1	To set the Valve of a 4 stroke engine.
Module 2	To change the timing belt.
Module 3	To change a drum brake.
Module 4	To change a disc brake.
Module 5	To remove and assemble the starter motor.

First Work Piece Practice
Mechanical Technology Program (Automobile)

Name of College.....
Date.....Month.....Year.....
Student's name.....
Student's code..... class level.../...
Name of the workplace.....

Task: Replace the brake drum liner

Directions: Follow the instructions

1. Replace the brake drum liner of a wheel
2. Use the proper equipment and tools
3. Perform the work based on the repair manual
4. Check the condition and then record it on the form
5. Report to the supervisor after finishing the work for examination
6. The test takes 50 minutes
7. If you cannot continue working because of any problem or obstacle report it to the supervisor

Table of the Values Record from a Condition Check

Type of Machine.....Model.....

No.	Standard of Valve		Notation
	Proficient	Not Proficient	
1			
2			
3			
4			

The results of the condition check:

☐ Proficient because.....

☐ Non Proficient because.....

Method of Solving

Second Work Piece Practice
Mechanical Technology Program (Automobile)

Name of College.....
Date.....Month..... Year.....
Student's name.....
Student's code..... class level..../
Name of the workplace.....

Task: Replace the brake drum liner

Directions: Follow the instructions

1. Replace the brake drum liner of a wheel
2. Use the proper equipment and tools
3. Perform the work based on the repair manual
4. Check the condition and then record it on the form
5. Report to the supervisor after finishing the work for examination
6. The test takes 50 minutes
7. If you cannot continue working because of any problem or obstacle report it to the supervisor

Third Work Piece Practice Mechanical Technology Program (Automobile)

Name of College.....
 Date.....Month.....Year.....
 Student's name.....
 Student's code..... class level..../
 Name of the workplace.....

Task: Replace the brake drum liner

Directions: Follow the instructions

1. Replace the brake drum liner of a wheel
2. Use the proper equipment and tools
3. Perform the work based on the repair manual
4. Check the condition and then record it on the form
5. Report to the supervisor after finishing the work for examination
6. The test takes 50 minutes
7. If you cannot continue working because of any problem or obstacle report it to the supervisor

Table of the Values Record from a Condition Check

Checked Points	Measured Values	Consideration		Notation
		Proficient	Not Proficient	
Brake Drum				
Bore				
Brake Liner1 st				
Brake Lining2 nd				

The results of the condition check:

☐ Proficient because.....
☐ Non Proficient because.....
 Method of Solving

Forth Work Piece Practice

Mechanical Technology Program (Automobile)

Name of College.....

Date.....Month.....Year.....

Student's name.....

Student's code..... class level.../...

Name of the workplace

Task: Replace the brake drum liner

Directions: Follow the instructions

1. Replace the brake drum liner of a wheel
2. Use the proper equipment and tools
3. Perform the work based on the repair manual
4. Check the condition and then record it on the form
5. Report to the supervisor after finishing the work for examination
6. The test takes 50 minutes
7. If you cannot continue working because of any problem or obstacle report it to the supervisor

Table of the Values Record from a Condition Check

Checked Points	Measured Values	Consideration		
		Proficient	Not Proficient	
Brake Drum				
Bore				
Brake Liner 1 st				
Brake Liner 2 nd				

The results of the condition check:

O Proficient because.....

O Non Proficient because.....

Method of Solving

Fifth Work Piece Practice

Mechanical Technology Program (Automobile)

Name of College.....

Date.....Month.....Year.....

Student's name.....

Student's code..... class level..../...

Name of the workplace

Task: Replace the brake drum liner

Directions: Follow the instructions

1. Replace the brake drum liner of a wheel
2. Use the proper equipment and tools
3. Perform the work based on the repair manual
4. Record the values measured in the table in sequence
5. Record the standard values in the table
6. Check and analyze the condition and then record it on the form
7. Inform the supervisor when the work is finished for examination
8. The test takes 50 minutes
9. If you cannot continue working because of any problem or obstacle report it to the supervisor

Table of the Values Record from a Condition Check

Checked Points	Measured Values	Consideration		
		Proficient	Not Proficient	
Brake Drum				
Bore				
Brake Lining 1 st				
Brake Lining 2 nd				

The results of the condition check:

O Proficient because.....

O Non Proficient because.....

Method of Solving

.....

.....



Example Evaluation Form

Skill Standards Test (Final) for DVT Students

Retail Business

College.....Name.....

Department..... Program

Level.....Workplace.....Date.....

Test	Evaluation Resume		
	Good	Passed	Fail
Written			
Interview			
Practical			
Results/Conclusion			

No	Items Interview test evaluation	Evaluation		notes
		passed	failed	
1	Dress politely and pleasant personality			
2	Obedient to superiors			
3	Has a good relationship and speaks politely with customers			
4	Listens to other opinions and is helpful			

No	Items Performance skills evaluation	Evaluation		Note
		Passed	Failed	
1	Has knowledge of the policy of customer service			
2	Serves customers politely, quickly and correctly			
3	Understands and uses documents correctly			
4	Has good communicative skills			
5	Has the ability to respond to customers' questions			
6	Has a good attitude toward service work			
7	Looks after equipment and tools			
8	Understands healthfulness			
9	Understands how to take care of customers' belongings			
10	Has knowledge of solving problems and is able to solve daily problems			
11	is creative			
12	is attentive in learning and gains experience from the trainers and others			
13	Gives suggestions to customers and answers their questions politely			
14	Participates in work demonstrations			
15	Pays attention to the training in order to become skillful and to reach the required standards			

Evaluator's signature
(.....)



College.....
The Evaluation form of Skill Standards Examination (FINAL)
 Date.....Month.....Year.....

No.	Name	Consideration Results			Notice
		Good	Passed	Failed	

The Committee of Skill Standards Evaluation (FINAL)

Signed.....
 ()
 Signed
 ()
 Signed
 ()
 Signed
 ()
 Signed
 ()
 Signed
 ()

Program..... Class Name of Adviser..... Year Date

Dual Vocational Education Center (DVEC) Office of the Vocational Education Commission 123

Standard Test of Students in Dual Vocational Education College

Program..... Class Name of Adviser..... Year Date

No	Student ID No.	Name-Surname	Score			Result of the Assessment	
			Interim (30)	Final (70)	Total (100)	Pass	Fail
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
					</		

Ministry of Education

This certificate is awarded to indicate that

has completed the Certificate of Vocational Education

in the field of Program

Specification

from

under the Office of the Vocational Education Commission Province

Awarded on Month

Wishing you happiness and prosperity

Registrar

Director of

Size 14.2 x 21 cms.

Ministry of Education

This certificate is awarded to indicate that

Has completed the Diploma of Vocational Education

In the field of Major in

Minor in

From

Under the Office of the Vocational Education Commission Province

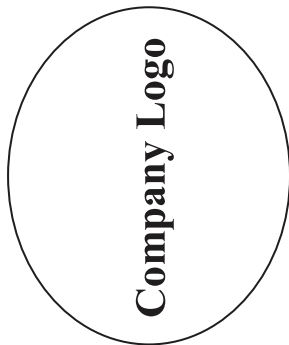
Awarded on Month

Wishing you happiness and prosperity

Registrar

Director of

Size 14.2 x 21 cms.



..... **Company**
Awards this certificate to

Mr./Miss

DVT Student of Certificate of Vocational Education at College
To indicate that he/she has completed Dual Vocational Education and Training in
Under the cooperation between the Office of the Vocational Education and
From academic year to academic year

Awarded on

Wishing you happiness and prosperity

(.....)

Position

College.....

Workplace Questionnaire on Satisfaction with Learners

General Instructions: Please mark ✓ for the answer which is the best representative

Part 1 General Information

1. Sex 1) Male 2) Female
2. Age 1) below 20 years 2) 21 - 40 years 3) 41 – 60 years 4) above 60 years
3. Highest level of education
 1) Primary 2) Secondary/High School/ Equivalent
 3) Bachelor's Degree 4) above Bachelor's Degree

4. Name of the workplace.....

Address.....

Tel No.....

Part 2 The Satisfaction level of the workplace with the learners

Satisfaction aspects	Satisfaction Levels				
	Highest	High	Fair	Low	Lowest
	5	4	3	2	1
1. Required characteristics					
1.1 Morality					
1.2 Ethics					
1.3 Professional Ethics					
1.4 Behavior					
1.5 Intelligence					
2. Main and General Capability					
2.1 Communicative Knowledge and Skills					
2.2 Information Technology use					
2.3 work development					
2.4 work learning and performance					
2.5 working with others					
2.6 Use of the scientific process					
2.7 Figure applications					
2.8 Work arrangement and development					
3. Professional capability					
3.1 Their ability to apply their knowledge and skills To perform the workplace					
3.2 The application of vocational subjects to his/her job					

Part 3 Problems / Suggestion

Problems 1.

2.

Suggestion 1.

2.

Thank you for your cooperation

Sample

Student Questionnaire on Their Satisfaction with the workplace

College.....

ProgramMajor.....

SemesterAcademic Year.....

Level ☐ Cert. ☐ Dip. ☐ Bachelor's Degree

General Instructions: Please indicate your agreement or disagreement with the following statements by marking ✓ on the numbers 5,4,3,2 or 1

5 = Strongly agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly Disagree

No.	Topics	levels				
		5	4	3	2	1
1	The general condition of the workplace was proper for vocational training					
2	There was proper discipline and regulation for the students					
3	There was a working calendar for the students.					
4	The workplace provided the students with vocational training related to the training plan					
5	The workplace assigned safe tasks to the students					
6	The trainers gave the students suggestions and took good care for him					
7	The workplace supervised and checked the quality of the work assigned to the students					
8	There was support for the proper development of morals, ethics and attitude					
9	The workplace took care of the students and helped them to solve problems					
10	The trainers checked the students' recording books and gave them suggestions					
	Total in levels					
	Total					

Suggestions

.....

.....



..... College

Awards this certificate to indicate that

..... Company

Has continuously provided cooperation and support to the management of dual vocational education
Wishing you happiness and prosperity

Awarded on Month,

(.....)

Director of College

คณะกรรมการจัดทำเอกสารแนวทางปฏิบัติ
การจัดการอาชีวศึกษาทวิภาคีฉบับภาษาอังกฤษ

ฝ่ายอำนวยการ

นางสุปรียา ลำเจียก

นายศิริ จันบำรุง

นางสาวฉันทนา โพธิ์ครูประเสริฐ

นางสาวจงสถาพร ดาวเรือง

นางสาวปิยะนุช เจริญศรี

นางทัศนีย์ แม่นพยัคฆ์

นางพัชรา ศรีคำ

นางรุ่งนภา จิตต์ประสงค์

ผู้เชี่ยวชาญเฉพาะด้านการประเมินผล

ผู้อำนวยการศูนย์อาชีวศึกษาทวิภาคี

ผู้อำนวยการวิทยาลัยเทคนิคนครนายก

วิทยาลัยเทคนิคสมุทรปราการ

วิทยาลัยสารพัดช่างระยอง

วิทยาลัยเกษตรและเทคโนโลยีเพชรบุรี

วิทยาลัยเทคนิคนครนายก

วิทยาลัยเทคนิคนครนายก

ศูนย์อาชีวศึกษาทวิภาคี

ฝ่ายแปลและบรรณาธิการกิจ

Mr. William David Booth

นายประพนธ์ จันทวิเทศ

นายชาตรี ชนนานู

นางกীরตยา มาศดิตถ์

นางลมูล ทัศนาศ

นางอุมารณณ์ พรหมแก้ว

นางกรณิการ์ พุทธิพิทย

นางปฐิมา มเหศวร

มหาวิทยาลัยราชภัฏเพชรบุรี

หน่วยศึกษานิเทศก์

หน่วยศึกษานิเทศก์

ศูนย์ส่งเสริมและพัฒนาอาชีวศึกษาภาคตะวันออกและ
กรุงเทพมหานคร

วิทยาลัยอาชีวศึกษาเพชรบุรี

วิทยาลัยพัฒนวิชาการอินทราชัย

วิทยาลัยเทคนิคราชบุรี

วิทยาลัยเทคนิคนครนายก

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