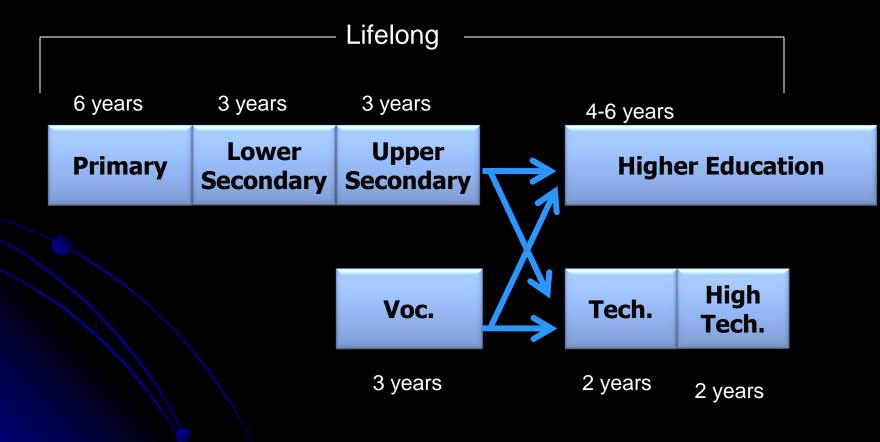


Quality Assurance Mechanism in TVET : Case of Thailand

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Thailand Education System



Mechanism in Quality Control of TVET in MOE

- National TVET Qualifications Framework
- Vocational Education Standards Testing
- Internal Quality Assurance System(IQA)
- External Quality Assurance System(EQA)
- National Education Testing for Vocational Education (V-NET)
- Professional Qualification Standard/Skill Standard Testing 3

National TVET Qualifications Framework

- Voc. Secondary Certificate

Technical Diploma

L Higher Technical Diploma / Degree

Quality Control of TVET in Thailand

Quality Assurance (QA)

Internal QA

To improve quality & standards of TVET institutions

- to assess internal quality
- to monitor & inspect quality of input, process and products
- to improve quality

by institutions & agencies in MOE

External QA

To certify TVET institution standards & quality

- to assess quality of outputs and outcomes
- to monitor & inspect quality

by Office of National Education Standards and Quality Assessment (Prime 5 minister office)

ONESQA-External Quality Assurance

Every 5 Years

MOE-Internal Quality Assurance



External QA issues

- 1. Educational Achievement of students
- 2. Educational Administration/staff development
- Teaching and Learning which focus on Student-Centre and lead to identity and uniqueness of students and institution
- 4. Relevance to Internal QA system

Internal QA for TVET

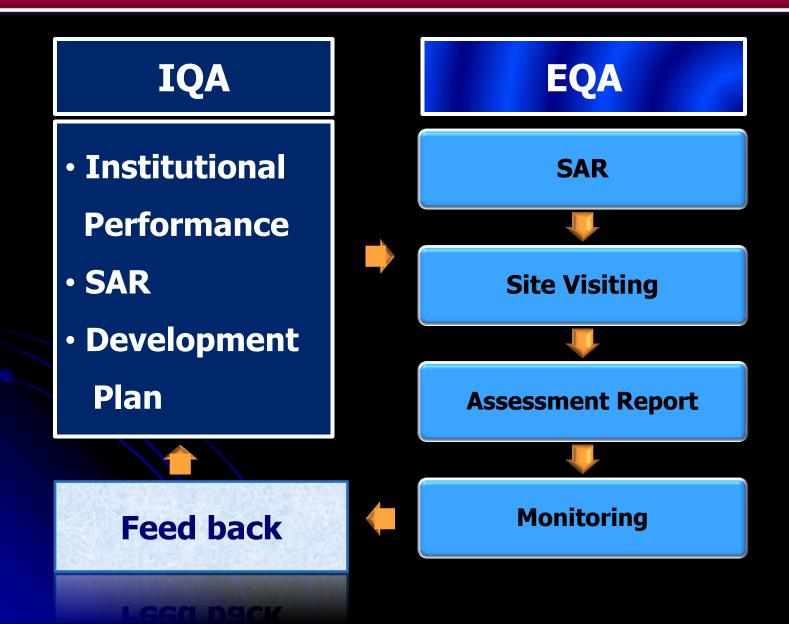


- 1. Student Focus
- 2. Participation
- 3. Continuous QA of Institutions
- 4. Organize and submit SAR every year
- 5. Relate to external QA
- 6. Integrate results of Internal and External QA for institutions' development and implementation

IQA Process of Central Authority

- 1. Decentralization to provincial TVET committee for assessment
- 2. Participation of Institution Staff in quality control
- 3. Provide IQA training and manual
- 4. Organize IQA every three years

Relations of IQA and EQA



Lesson Learnt

Key Success of QA

- Knowledge, Understanding, Commitment
- Administration of QA
- Teachers/ Staff participation
- Team Work
- Partnership/ Networking
- Incentives : Teachers' Professional Promotion
- Student Focus



- Assessors' Quality
- Key Performance Indicators
- Diverse Institutions
- Inaccurate of Assessment Process
- Administrators and Teachers Involvement
- Limited Resources

Future Trends

Development of Standards & KPI

- Small number of Standards & KPI
- Base on Existing/ Possibility/ Critical Issues
- More quality than quantity
- Output & Outcome Focus

Future Trends

More Involvement of users/industries or demand side in QA

Development of QA on each TVET program or qualification

Organization of Learning Networks in TVET QA Among ASEAN and International Community

Future Trends (Cont.)

Establish TVET Qualifications Linkages among ASEAN members

Promotion of international workshop and seminars on TVET QA for sharing expertise, and good practices

Incentives for Institutions to participate in QA

Mandatory provision

Part of staff professional promotion

Essential factor for receiving higher budget allocation for quality improvement

Public image of institutions & staff

Human Resources for QA



Involving industrial representatives

Recruiting experienced staff

AQRF for students and labor mobility

ASEAN criteria reference standards for TVET QA

Linkages among TVET qualifications and QA certifying system in ASEAN

Active international agencies for cooperation & coordination TVET QA networks through research, workshops and seminars.

