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Institutional Certification Report

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**Bankhai Technical College,
Rayong Province, Thailand**

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Version: 13.12.2024

Status: final version

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List of Acronyms

ASEAN	Association of Southeast Asian Nations
BTC	Bankhai Technical College
DVE	Dual Vocational Education
DVT	Dual Vocational Training
EEC	Eastern Economic Corridor
EQA	External Quality Assurance
IQA	Internal Quality Assurance
LOI	Letters of Intent
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NQF	National Qualifications Framework
ONESQA	Office for National Education Standards and Quality Assessment
OVEC	Office of the Vocational Education Commission
PDCA	Plan-Do-Check-Act
PVEC	Provincial Vocational Education Committee
QA	Quality Assurance
RBM	Results Based Management
TVET	Technical and Vocational Education and Training
VE	Vocational Education
VET	Vocational Education and Training

A. About the Institutional Certification Process

Certification Subject	Internal Quality Management System at Bankhai Technical College	
Experts	<p>Prof. Dr. Norbert Gruenwald, University of Applied Sciences Wismar, Chair</p> <p>Prof. Dr. Christiane Fritze, University of Applied Sciences Munich</p> <p>Somsiri Nakarawong, Doctoral student at Rajamangala University of Technology Thanyaburi</p> <p>Sema Poolvesh, SCG Chemicals Public Company Limited</p> <p>Assoc.Prof. Dr. Surachai Suksakulchai, King Mongkut's University of Technology Thonburi</p>	
Representative/s of ASIIN Headquarter	<p>LCdr. Kittiya Evans, Ph.D., ONESQA</p> <p>Dr. Siegfried Hermes, ASIIN</p>	
Timeline	Date	Milestone
	11./12.09.2024	Site Visit at BTC
	09.12.2024	Decision of the ASIIN Certification Commission
	Nov./Dec. 2024	Decision of the ONESQA Vocational Education Board
Relevant Criteria and Sources	<p>Criteria for the ASIIN System Seal (Institutional Certification) – Requirements for Good Teaching and Successful Learning as of 20.06.2016</p> <p>Standards and Guidelines for Quality Assurance in the European Higher Education Area as of 15.05.2015</p>	

Description and Depiction of ASIIN's/ONESQA's joint Institutional Certification Approach

ASIIN considers institutional certification as an instrument for organizational development triggered by a two-staged process of an internal evaluation followed by an audit of external experts. In the first stage, members of the evaluated organization will conduct an internal self-reflection process regarding the functionality and effectiveness of its internal quality assurance system. In the course of this exercise, all relevant stakeholders participate. Subsequently, a self-evaluation report (SER) is edited on the part of the reviewed institution containing a shared internal understanding on strengths and weaknesses of the evaluated subject. After receipt of the SER, ASIIN then assembles an independent team of experts representing the required different stakeholder groups (representatives of academia, professional practice, students) and disposing of suitable expertise concerning the evaluated subject. This team reviews the SER and conducts a site visit at the institution, where the SER is validated in discussions with the relevant stakeholders. The findings are compiled in an institutional certification report analysing strengths and weaknesses of the internal QA from an external point of view and summarizing recommendations towards its enhancement.

The structure of the SAR as well as the certification report are based on the Criteria for the ASIIN Institutional Certification / Institutional Assessment.¹ This set of criteria is designed for quality development in teaching and learning. It refers to (I) the definition of quality and its management, (II) their application on the educational provisions the Higher Education Institution (HEI) is offering, (III) the management of its resources and (IV) quality related transparency and documentation. Each aspect is considered in an institutional, procedural and cultural perspective or dimension. The approach is furthermore is based on a system of so-called maturity levels. This makes for a comprehensive description of the development stage at which the quality management system of the institution presently is. A simplified version of the maturity levels is presented as follows:

0 = non-existent

1 = defined

2 = implemented

3 = established and controlled

4 = predictive and proactive

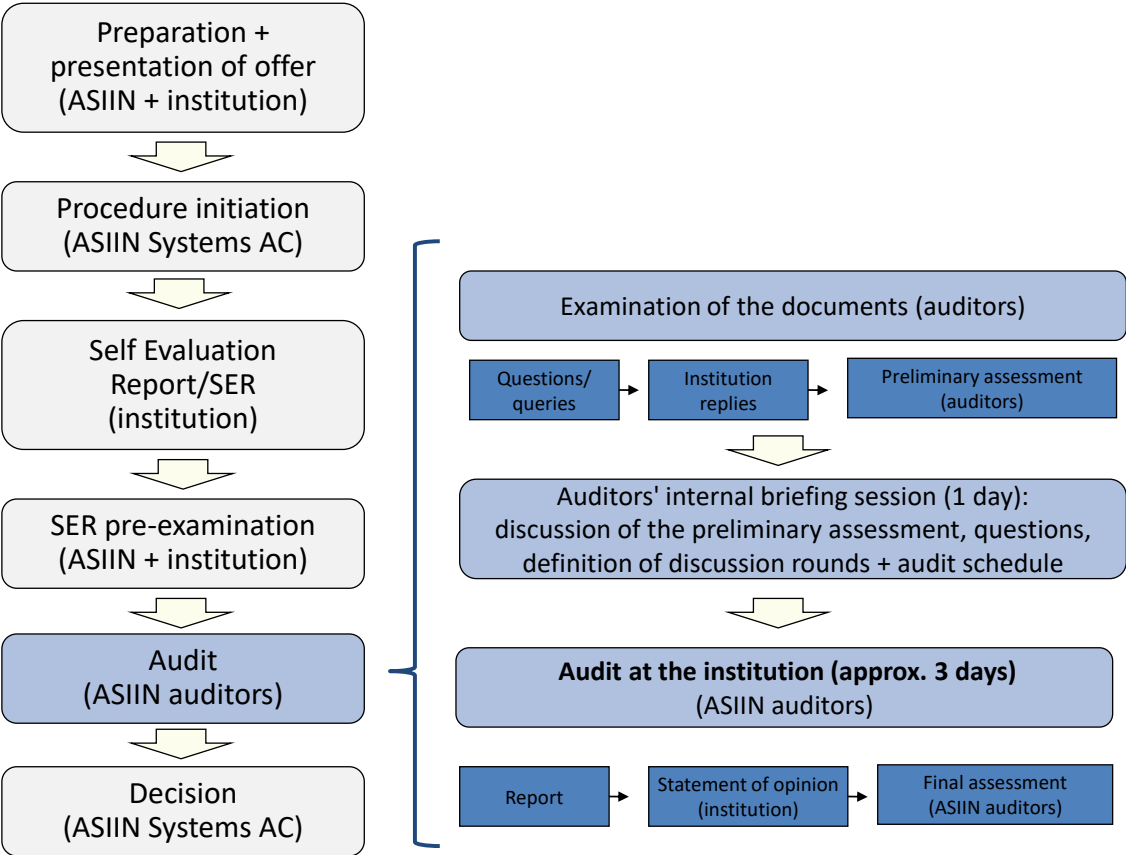
Further information regarding this classification can be found in the above-mentioned ASIIN Criteria.

The ensuing ASIIN institutional certification report is structured as follows:

Four chapters are presented for each of the four certification criteria. At the beginning of each chapter, the guiding questions are listed, followed by an analysis and findings of the experts as well as the respective maturity level of the organization's structures, processes and their interaction with cultural characteristics observed by the expert team regarding single criteria. Every chapter concludes with requirements and recommendations for further enhancement of quality and organizational maturity.

¹ Criteria for the ASIIN Institutional Certification / Institutional Assessment: Requirements for Good Teaching and Successful Learning (20/06/2016). These criteria are in line with the European Standards and Guidelines 2015.

The certification procedure is divided into the following stages:



B. Characteristics of Bankhai Technical College

Bankhai Technical College (BTC), established in 1997 and located in Rayong Province, Thailand, is a leading institution in technical and vocational education. BTC occupies 100 rai of land provided by the Treasury Department and specializes in delivering practical, industry-focused education. Initially offering programs in Construction and Electronics Technology, the college has since expanded to cover 13 fields at the Vocational Certificate level, 14 fields at the Higher Vocational Certificate level, and a Bachelor of Technology Program in Electronics Technology, which started in 2023.

No.	Field of Study	Vocational Certificate Year1 (NQF 3)			Vocational Certificate Year2 (NQF 3)			Vocational Certificate Year3 (NQF 3)			Higher Vocational Certificate Year 1 (NQF 4)			Higher Vocational Certificate Year 2 (NQF 5)			Bachelor's Degree (NQF 6)			Total
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
1	Industry	392	32	424	333	29	362	458	45	503	236	27	263	236	30	266	11	3	14	1,832
2	Commercial/Business Administration	14	71	85	13	133	146	26	155	181	7	41	48	7	40	47	-	-	-	507
3	Tourism Industry	13	26	39	11	26	37	5	27	32	2	7	9	3	14	17	-	-	-	134
4	Information Technology/Communications	-	-	-	-	-	-	-	-	-	8	-	8	31	6	37	-	-	-	45
5	Maritime	-	-	-	-	-	-	-	-	-	24	-	24	8	-	8	-	-	-	32
6	Logistics Industry	9	31	40	-	-	-	-	-	-	5	39	44	4	37	41	-	-	-	125
7	Digital Industry and Information Technology	19	25	44	-	-	-	-	-	-	8	31	39	15	21	36	-	-	-	119
Grand Total		447	185	632	357	188	545	489	227	716	290	145	435	304	148	452	11	3	14	2,845

Table 1: Number of Students classified according to fields of Study, Source: SAR, p. 6

A distinguishing feature of BTC is its implementation of a Dual Vocational Education (DVE) system. As the only institution in Thailand to implement DVE fully, BTC collaborates with over 300 domestic and international partners from countries like Germany, France, the U.S., Japan, and China. This system integrates academic learning with hands-on training in the workplace, aligning closely with the needs of industries. This partnership model includes curriculum design, teaching, internships, and evaluation, with a focus on both hard and soft skills development.

BTC is part of Thailand's Eastern Economic Corridor (EEC) initiative, which focuses on aligning education with labor market demands. Under the EEC Model's Type A, BTC collaborates with industries to design curricula that ensure students graduate with the skills required by target industries. Type B involves short-term training for workers, with cost-sharing between the government and private sectors. These programs guarantee employment for students after completing their studies, with a competitive salary.

The college also has a robust quality management system aimed at enhancing educational standards and ensuring continuous improvement. This involves coordination with national agencies like the Office of National Education Standards and Quality Assessment (ONESQA) and extensive collaboration with business sectors to develop and implement curricula that meet national vocational standards.

BTC emphasizes integrating research into teaching, promoting innovations, and applying research outcomes to benefit education, industry, and local communities. Through its DVE model and industry partnerships, BTC is advancing modern vocational education in line with Thailand's 20-Year National Strategy, making it a key player in human resource development for the country's industries.

C. Analysis and Findings of the Experts

I. Definition of Quality

Criterion I.1: Objectives

Statement of Facts

5 Institutional Dimension

BTC has set seven key objectives for its vocational education management system, with the most significant aspect being its collaboration with business sectors to align its educational goals with labor market needs. The primary focus is on enhancing teaching and learning systems to meet professional standards set by the OVEC.

10 The institution actively promotes personnel development, the integration of local economic philosophies, and the improvement of internal management and IT systems. The aim is to foster partnerships with communities and businesses while creating an environment conducive to learning. This collaboration helps BTC refine curriculum development and teaching methods to better equip students with relevant competencies for the workforce. The collaborative efforts also include financial and non-financial support from businesses, further strengthening BTC's operational capacity. Strategic planning is integral, with continuous reviews conducted through a SWOT analysis involving all staff to ensure alignment with national directions.

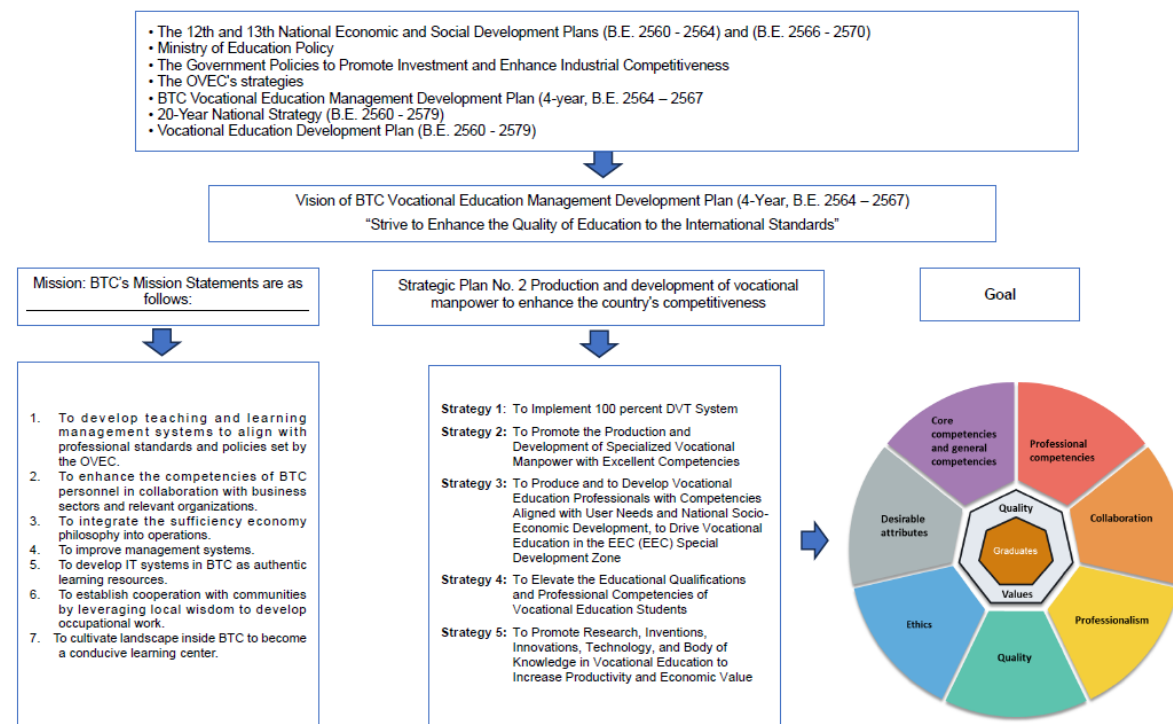


Fig. 1: Vision, Mission and Strategies of the Institution, Source: SAR, p. 9

Procedural dimension

BTC strictly aligns its teaching and learning management system with the vocational standards and policies of the Office of the Vocational Education Commission (OVEC). This process begins with a SWOT analysis conducted by the academic team, leading to the strategic development of vocational education in accordance with Mission 1 (see above Fig. 1), which emphasizes collaboration with the business sector to manage vocational education effectively.

Mission 1 is considered the most influential aspect, focusing on creating vocational education plans that prepare students with both hard skills (practical) and soft skills (industrial attitudes) to meet the demands of the business sector. This mission is directly tied to Strategy 2 (see above Fig. 1), which promotes the production and development of specialized vocational manpower aimed at enhancing national competitiveness. Moreover, it contributes to BTC's vision of enhancing educational quality to meet international standards.

The institution follows a comprehensive strategy to develop vocational professionals, aligned with the country's socio-economic goals and the needs of the so-called Eastern Economic Corridor (EEC), one of Thailand's regional economic growth areas, particularly targeted by the Thai government. Five key strategies are involved:

1. Development of vocational education plans and internships.
2. Production of specialized vocational manpower.
3. Alignment of professional competencies with user needs and the national socio-economic agenda.
4. Elevation of student qualifications and professional skills.
5. Promotion of research, innovation, and technological development to increase economic value.

These strategies also include collaboration with business sectors, vocational institutions, and networks both domestically and internationally, ensuring graduates are well-prepared for employment and that the quality of the Dual Vocational Training (DVT) system can be raised to international standards. There is a structured revision of the strategic plan every five years, along with an annual review for budget alignment and incorporation of necessary adjustments.

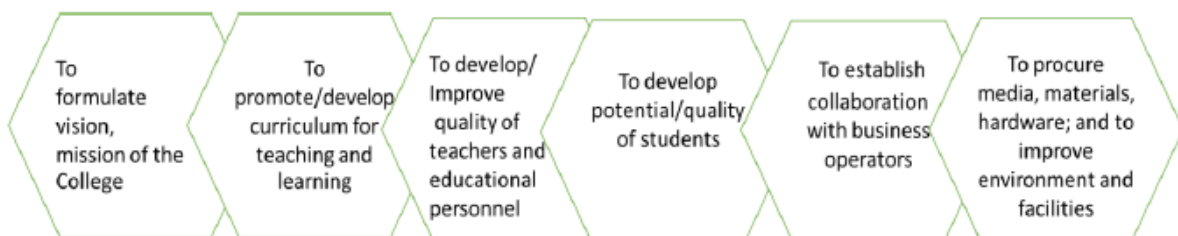


Fig. 2: Steps to implement Quality Objectives at BTC, Source: SAR, p. 10.

Cultural dimension

BTC focuses on the collaborative and symbiotic relationship between the institution and various stakeholders – government agencies, private sectors, businesses, parents, and students. The collaborative system in managing vocational education is reinforced by scholarships from private and public entities, which improve access to learning. Strong relationships with domestic and international businesses contribute to building trust among parents, students, and stakeholders, ensuring their confidence in the institution’s ability to deliver quality education.

BTC places great emphasis on the communication with stakeholders to link educational visions and operational goals. This fosters a sense of shared responsibility in the management vocational education. By working closely with the private sector, BTC nurtures a harmonized quality culture. Government employees are well-versed in public sector operations, while feedback from private partners helps refine BTC’s Dual Vocational Training (DVT) management. The private sector’s involvement from the early stages ensures that the institution develops relevant work force, while businesses benefit from reduced in-house training costs by receiving well-prepared graduates.

Analysis and Findings of the Experts

Institutional Dimension

The experts acknowledge BTC’s status as one of the countries most renowned vocational education institutions. They notice that this rank has earned BTC particular consideration and support of the government and responsible ministries in recent years. It is therefore reasonable that BTC’s vision and mission are primarily focused on ensuring the sustainable quality of its vocational education and training (VET) programmes by maintaining and improving the institutional conditions. Accordingly, the key quality aims have been clearly defined and are closely aligned with both internal and external quality standards, emphasising strong external collaboration, strategic alignment with national education policies, and the promotion of an effective learning environment. In addition to the organisational chart (see Figure 3 below), the explanatory comments of the BTC management provide information on who is involved in deciding on the key objectives and strategic directions of the institution. According to this, the *Department of Planning and Cooperation* plays an important role in the strategic decision-making structure, while the management also clarifies that key decisions are taken collectively, taking into account feedback and reactions from key stakeholders, including in particular students and industry. When setting measurable performance indicators (KPIs), BTC also establishes and reviews benchmarks for revising and, if necessary, adapting its goals and strategies to further enhance the quality of the institution’s VET programmes. This applies to key outcomes such as graduate employment rates in reputable companies, the impact of external partnerships, or student employability, which are tracked through qualitative and quantitative measures, with the results used to review and adjust related quality objectives. The experts acknowledge that BTC invests significant effort, particularly in human resources, to align its strategic planning, annual operational plans, and the associated feedback and review processes.

Overall, the institution demonstrates a clear commitment to quality through partnerships with the business sector and alignment with OVEC policies. These efforts contribute to a future-oriented approach to vocational education. The strategic plan and the active engagement of staff in its implementation further strengthen the robustness of BTC's internal processes.

5 *Procedural Dimension*

The BTC management demonstrates the internal processes of defining, implementing and reviewing the key quality objectives. The experts understand that these processes, similarly to all processes in the key management areas of the institution, are not only defined, but also publicly accessible on the internet. As this does not extend to an English version of those descriptions, the Thai experts in the review team verified and confirmed their existence and adequacy. As already indicated, the BTC management convincingly underlines that the procedure of agreeing on the key quality aims and implementation strategies although formally vested in the Department of Planning and Cooperation to a considerable extent is put into effect almost entirely by the collective efforts of all members of the institution and its major stakeholders.

15 In this respect, the experts highlight the clear focus on vocational education management, strategic alignment, and collaboration with external stakeholders. The use of the PDCA (Plan-Do-Check-Act) cycle, supported by SWOT analysis, demonstrates a structured approach to continuous improvement. However, there is still room for refinement.

20 Despite the commendable inclusion of major stakeholders in the cyclical review process of guiding the institute through its vision and mission, the experts noted that students, as the institution's key stakeholder group, are not significantly involved in BTC's strategic decision-making processes. Since students begin their studies at BTC at an early age, and their parents are naturally involved on their behalf, students may be considered too immature to have their own input in matters inherently related to the institution. However, this argument may not apply to older students in later semesters or those in advanced VET programs, who could represent 'the students' in this case. The existence of a student council at BTC is commendable and could serve as an institutional anchor in this regard, though it currently does not. The experts acknowledge that there are cultural and, as indicated, factual reasons for the limited influence students have in shaping BTC's vision, mission, and strategies. Nevertheless, they recommend reasonably including students, especially in the process of defining the institution's orientation and future direction. Whether this is best achieved through student representation in decision-making bodies, a systematic process for collecting student feedback on strategic, quality-related matters, or another mechanism is entirely up to the institution's autonomous decision.

30 *Cultural Dimension*

BTC's understanding of quality and its mission and vision has resulted in a strategy of strong partnerships and communication with both internal and external stakeholders. It reflects an organizational culture built on collaboration, mutual benefit, and shared responsibility in vocational education. The strategic alignment with industry needs and the support from both private and public sectors demonstrate an understanding of how to blend education and practical experience. BTC clearly outlines the values of cooperation, communication, and mutual support that are central to BTC's

vocational education system, making it an effective model for fostering student readiness for the workforce and enhancing the institution's role in national competitiveness. However, more visibly including students in those processes, which are related to shaping and deciding the institution's future, could meaningfully enhance the already developed quality culture at the institution.

5

Judgment of the Experts / Levels of Maturity Observed

After having studied and discussed the material provided, the ASIIN experts come to the following conclusions and level of maturity:

Institutional Level of Maturity Observed: 3

10

Procedural Level of Maturity Observed: 2

Cultural Level of Maturity Observed: 2

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *generally fulfilled* on all three levels.

15

Recommendation

The review team strongly recommends that consideration be given to involving students in the decision-making related to the institution's quality objectives and implementation strategies. This will help to achieve the next level of maturity, in particular with respect to the procedural and cultural dimension.

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Criterion I.2: (Quality-) Management Systems/Governance

Statement of Facts

Institutional Dimension

25 In BTC's management system, responsibilities are divided among four key departments:

- 1) Department of Resource Management
- 2) Department of Planning and Cooperation
- 3) Department of Student Affairs Development
- 4) Department of Academic Affairs

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Task assignments at BTC are distributed based on the abilities and aptitudes of teachers and educational personnel, ensuring that each individual's role aligns with their strengths. This applies to

both managerial and educational roles of BTC’s personnel and is done in accordance with the OVEC regulations on school administration (2009), which aim to enhance the overall management efficiency of the college. The institution emphasizes the decentralization of management power to allow for greater autonomy, agility, and compliance with education laws, regulations, and policies. Supervision and directives are provided to monitor critical areas, including academic administration, personnel management, budget allocation, and general operations. The management policy is rooted in the principles of transparency and good governance, ensuring that all actions ultimately enhance the quality and skills of the students.

It is noteworthy in this respect to point out that the *Internal Quality Assurance* (IQA) of the Technical Vocational Education and Training (TVET) in Thailand as such lies in the remit of each educational institution and its supervisory office, which in case of TVET is the OVEC. This means that the OVEC is setting the IQA standards for TVET providers such as BTC (guidelines, quality code and criteria), while the institutions are supposed to *implement* those standards through their development plans, governance and quality policies. The OVEC’s understanding of quality in TVET provision focuses on five key quality criteria through a set of indicators for each of them: 1) Learners and Graduates (8 indicators), 2) Curriculum and Teaching Process (4 indicators), 3) Teachers and Administrators (5 indicators), 4) Participation (3 indicators), and Basic Infrastructure (5 indicators). Within this framework set by the OVEC and aligned with the strategic plans of the Ministry of Education, BTC – as any other TVET provider in Thailand, public or private – is allowed to autonomously define its quality objectives, standards for teaching and learning, as well as QA mechanisms and procedures. However, OVEC as the sub-sector authority for TVET is not only responsible for establishing the quality and quality assurance framework for TVET educational providers, but is also required to provide counselling, assistance, and instruction to institutions in order to continuously enhance their internal QA.

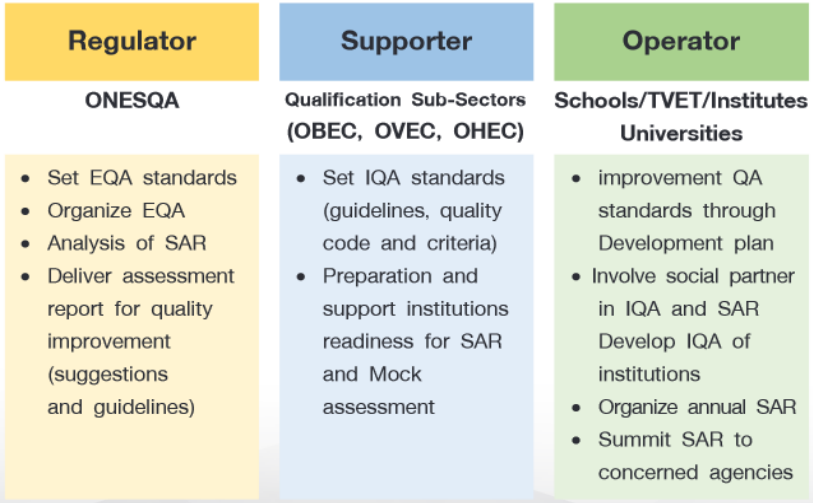


Fig. 3: Roles of Bodies in Thailand Quality Assurance System²

Accordingly, BTC places great emphasis on the professional development of its employees. This includes providing opportunities for self-development in areas such as language skills, media usage,

² AQRF Referencing Report of Thailand. Bangkok 2020, p. 90; available on the internet: <https://asean.org/wp-content/uploads/AQRF-Referencing-Report-Of-Thailand.pdf>

and digital technology to foster personal and professional growth. Similarly, BTC aims to improve teaching and learning management through initiatives designed to reduce student dropout rates, develop student competencies, and support systems that address student challenges. Infrastructure and resources—such as buildings, classrooms, laboratories, service centers, media, learning resources, IT equipment, and budgets—are managed with the goal of maximizing their potential and efficiency. The budget and resource utilization plans are carefully crafted to ensure optimal management of the institution’s assets and operations.

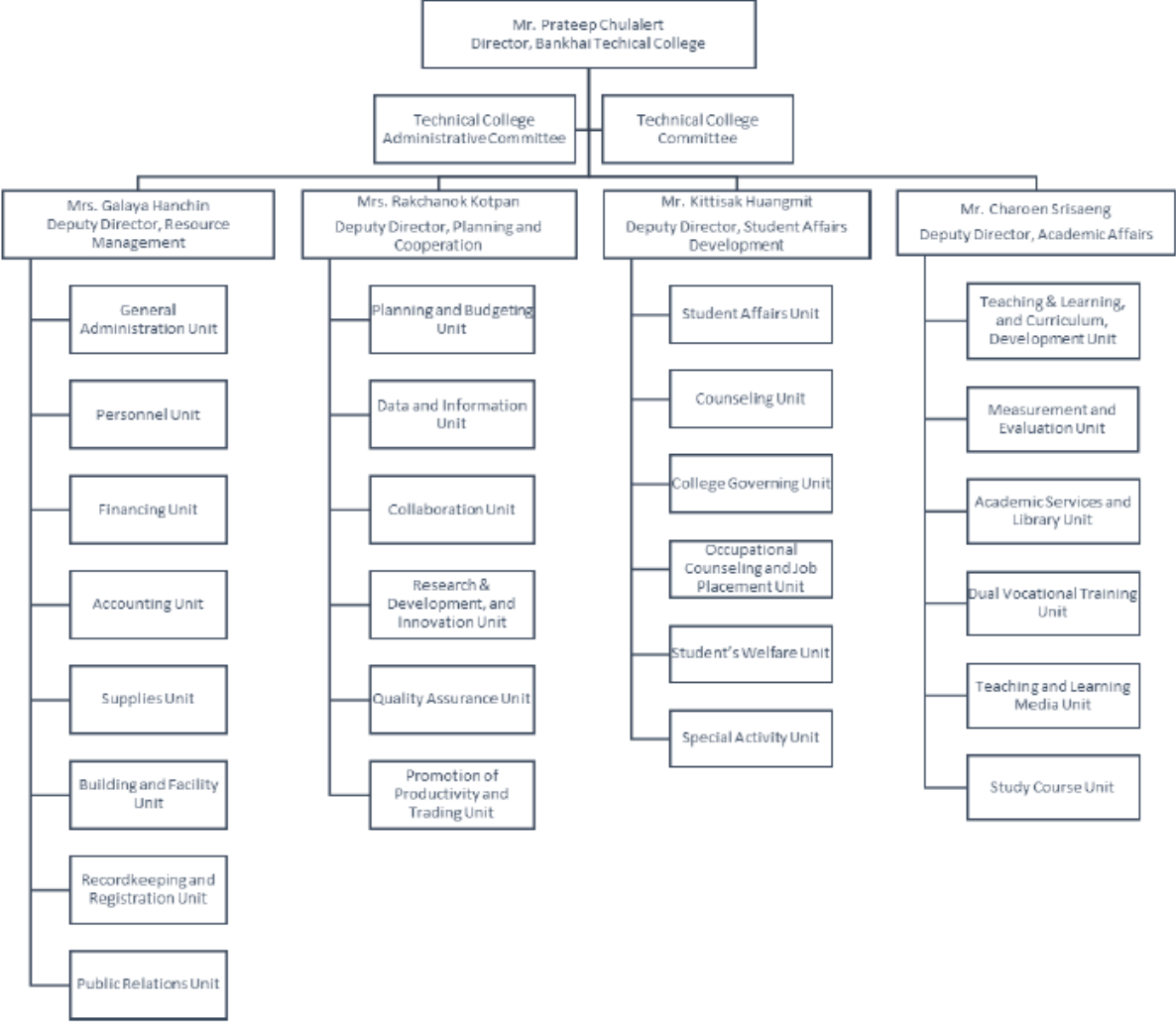


Fig. 3: Structure and Organization of BTC, Source: SAR, p. 15.

Procedural Dimension

BTC states that it integrates national strategies, plans, and policies into its vocational education management practices, ensuring alignment with business, community, and labor market needs. According to this, the institution promotes full stakeholder participation through Memorandums of Understanding (MOUs) with educational institutions, businesses, and agencies, aiming to elevate the quality of vocational education and to meet international TVET quality standards.

In describing its procedural approach, BTC highlights several key initiatives:

1. *Learning Standards and Curriculum Development*: BTC focuses on student-centered learning, the promotion of innovation, technology integration in teaching, and continuous monitoring and evaluation to ensure students meet competency goals.
2. *Collaborative Institutional Development*: Teachers, parents, communities, businesses, and networks are encouraged to collaborate on strategic plans to enhance student quality. Emphasis is placed on developing digital media for student development and fostering teamwork for sustainable change management.
3. *Dual Vocational Training (DVT)*: In close collaboration with the business and industry sectors, BTC promotes hands-on training through DVT, enabling students to earn money while learning.
4. *Collaboration with Businesses/Industry*: BTC establishes joint agreements with business and industry companies to enhance on-the-job training and align vocational education with labor market needs. Funds and resources are to be mobilized through these partnerships to ensure students acquire the necessary skills for employment.
5. *Use of Deming Cycle (PDCA)*: BTC claims to consequently utilize the PDCA system in teaching management to improve operations and enhance the quality of education. It emphasizes recruitment of skilled personnel, its professional development, and the implementation of a system for tracking employment outcomes.

According to BTC, these key governance strategies are oriented towards a Results-Based Management (RBM), focusing on outcomes and accountability more than processes and regulations. Concerning the accountability, BTC has to submit annual self-assessment reports to the OVEC summarising the performance of the institution in terms of the KPIs in teaching and learning. Every three years, the OVEC undertakes an assessment of the internal QA at BTC, inquiring whether BTC's programme delivery and QA successfully implements the educational standards set by the Office.

Cultural Dimension

BTC sees its institutional culture centered around collaboration, support, and continuous development of educational personnel. From the institution's perspective, faculty and staff work together to align with institutional policies and keep up-to-date with modern learning management practices. Professional development opportunities are thus provided, allowing teachers to enhance their knowledge and advance their academic qualifications.

Supervision and follow-up are seen as key components of the institution's DVT system. Teachers are required to monitor students' satisfaction and business sector feedback at least three times annually, adhering to the vocational education standards for DVT management.

Analysis and Findings of the Experts

Institutional level

The available information provides a clear outline of BTC's structured management approach. The division of responsibilities across departments, adherence to OVEC regulations, and the focus on decentralization to increase operational efficiency are all well articulated. The institution's commitment to good governance, transparency, and personnel development are positive indicators of a robust institutional framework. The experts particularly note that BTC – in alignment to the IQA policies and standards of the OVEC – has established a separate Quality Assurance Unit under the supervision of the Department of Planning and Cooperation. According to BTC, this unit coordinates all quality assurance activities such as surveys, evaluations, internal QA meetings, reporting to OVEC, preparation and guiding External Quality Assurance (EQA) procedures, etc. related to the key areas of BTC's engagement (teaching and learning, student support, cooperation, management and documentation). It thus functions as major communication channel between the multiple departments, committees and subcommittees. As the organisational chart indicates a clear distinction of responsibilities and division of labour, it also suggests an incremental differentiation of roles and competences in multiple departmental sub-units. Principally, this complicates the coordination and communication role of the Quality Assurance Unit. However, the review team learns that to a large part administrative and teaching roles are incurred by the same (teaching) personnel. While this situation explains to a certain degree, why the review team did not encounter difficulties in the cooperation between the different entities, it at the same time raises the question of an overburdening of the teaching personnel by a plethora of obligations and positions within the institutions (see Standard III.1 below). Irrespective of this, the experts find the organisational chart barely explanatory without the information about the cross-departmental responsibilities of the teaching staff. To this end, the recommend substantiating the information given in the organisational chart accordingly.

The review team commends BTC for having effectively established a QA system in line with the OVEC requirements for IQA. At the same time, the experts understand that the OVEC has primarily provided the framework for the IQA of those educational providers who are to implement TVET education and related IQA. Consequently, the guidelines and manuals for setting up the institutions' QA systems should not be confused with the quality manuals or handbooks of the institutions themselves. In this regard, the experts noted that while process descriptions of key QA processes exist and are even available on the internet, a quality manual or equivalent that comprehensively demonstrates BTC's QA policies and processes could not be verified. The experts are convinced that the preparation of a QA manual will contribute to the transparency of an already well functioning QA system and could also provide useful indications for its further refinement.

Furthermore, the review team acknowledges the range of surveys and evaluations used as key quality assurance tools to monitor student progress and overall teaching and learning performance. However, the available documents, in particular the document "Quality System Policy of the Educational Institution in alignment with the Office of the Vocational Education Commission's Policy" (Annex 7), of which it is unclear whether it is an official document, do not clarify the different types, responsibilities, target groups, implementation cycles, procedures, etc. of those tools. With regard to the transparency

and effectiveness of the QA instruments and procedures used at the BTC, the expert team considers that the establishment of a corresponding regulation or statute is necessary.

The focus on professional development for personnel, as well as, reflects Overall, the alignment of management and QA practices with good governance principles and the efficient use of the available resources and infrastructure reflect BTC's institutional commitment to enhance both educational and operational outcomes.

Procedural level

The expert team gains an overall comprehensive understanding of how BTC's management system is structured and operates. BTC has plausibly demonstrated that the internal QA mechanisms and tools are focused on achieving the objectives set out in the annual operational plan and thus the strategic goals of the institution. The institution has convincingly explained how key quality objectives such as the improvement of the teaching management system, the recruitment of qualified teaching staff, the enhancement of their didactic and disciplinary competences, and the systematic strengthening of links with business/industry sectors are supported by the implementation of efficient feedback cycles with the relevant stakeholders. The emphasis on DVT and stakeholder collaboration demonstrates BTC's strong commitment to ensuring student success and aligning educational practices with market demands. The use of the PDCA cycle and RBM further supports BTC's focus on continuous improvement, accountability and efficient use of resources.

Process descriptions of core quality related procedures at BTC appear to be there and communicated publicly, although in Thai language only. Nevertheless, a statute or regulation that guides the performance surveys and evaluations of the BTC and clearly sets out responsibilities, procedures, timelines, target groups, and – not least – objectives of the use of these monitoring tools is urgently required from the experts' point of view. In addition, the production of a quality manual that comprehensively describes the institution's IQA system could strengthen the awareness and implementation of the institution's IQA (see above).

The review team explicitly notes that BTC treats students as key stakeholders. In this capacity, they are given the opportunity to provide meaningful input, for example through several surveys and evaluation questionnaires related to teaching and learning management. Nevertheless, the experts consider that the role of students in the institution's internal quality assurance (IQA) and their corresponding self-awareness in IQA processes could be strengthened, e.g. by formally extending the competences of the student council.

In summary, however, the experts commend BTC's efforts to align educational outcomes with industry needs while fostering innovation, transparency, and collaborative engagement with stakeholders. The integration of national strategies and the focus on performance management indicate that BTC is committed to delivering high-quality vocational education.

Cultural level

With regard to the cultural dimension, the audit has highlighted BTC's strong collaborative environment, both internally among teachers and externally with business/industry sectors. The

institution fosters a supportive culture through professional development, active supervision, and an institutionalized exchange of views with all stakeholders. The continuous monitoring of the students' learning progress and business/industry feedback fosters a collaborative environment between the institution, students, and business sectors. The emphasis on communication and coordination particularly ensures that teachers gather data from businesses before students start internships, facilitating a smooth transition into the workplace.

With its performance-oriented approach, BTC drives organizational efficiency, fosters a culture of mutual support, and encourages continuous professional development through training, feedback, and resource optimization.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 2

Cultural Level of Maturity Observed: 2

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *generally fulfilled* on all three levels.

Requirement

A regulation or statute setting out the regulatory framework for the QA tools used in the institution must be established and made available to all stakeholders.

Recommendations

1. BTC should consider involving students more actively in its internal quality assurance system, e.g. by strengthening the relevant competences of the student council.
2. The organisation chart should be adapted to make the different roles and responsibilities of the teaching staff more visible.
3. BTC should comprehensively demonstrate the QA policies and mechanisms in a QA manual or equivalent.

II. Educational Programmes / Courses / Trainings

Criterion II.1: Creation and Development of Programmes / Courses / Trainings

Statement of Facts

Institutional Dimension

5 BTC offers education at three levels: Vocational Certificate, Higher Vocational Certificate, and a Bachelor's degree in Technology or Operation, as well as seven short courses. Curriculum standards for the different qualification levels are developed and revised by the Bureau of Vocational and Professional Education Standards under the OVEC, ensuring alignment with national VE standards.³ The
10 legislation leaves room for BTC (and educational providers in general) to concretise the curriculum in terms of subjects, credit volumes, and sequence of courses per semester, study year, and the entire study period. In these study plans, BTC or BTC in agreement with business/industry partners may adjust or supplement the curriculum, subject to the approval of the OVEC/VEC.

The Academic Affairs Department and, in particular, its *Teaching&Learning and Curriculum Development Unit* play a key role in the development (and implementation) of BTC's educational
15 programmes. Members of this unit are full-time teaching staff of the institution. BTC collaborates closely with business sectors to develop and/or refine the professional training plans and curriculum content. This includes core curriculum, elective subjects, and extracurricular activities designed to meet industry needs. Professional training integrates business collaboration, allowing students to acquire both theoretical and practical skills. In line with the standards, BTC must ensure comprehensive
20 supervision of students in business sectors, utilizing both in-person and technological methods.

As a rule, technological or labour market developments trigger the introduction of new programmes in the BTC portfolio, which must apply to the OVEC/VEC for approval before starting the programme. In the application procedure, the institution must demonstrate, among other things, that it has sufficient human and material resources to implement the programme. The feedback processes that
25 are part of the programmes are seen by the BTC management as the most important source for the further developing the programmes and for ensuring that they remain relevant to the needs of the stakeholders and the labour market.

Procedural Dimension

30 BTC claims to having implemented a curriculum development process that follows the OVEC's 2020 standards for Dual Vocational Training (DVT), emphasizing collaboration with business sectors to ensure competency-based learning.

³ See for example for the Higher Vocational Certificate programmes the "Announcement of the Vocational Education Commission On "the criteria for vocational qualifications at the Higher Vocational Certificate level 2019", and for the Bachelor's degree the "Announcement of the Vocational Education Commission on "the Criteria and Standards for Vocational Qualifications at the Bachelor's Degree Level in Technology or Operations" 2019", English translations of the correspondent Thai legislation, Annexes 17 and 18 to the SAR.

In compliance with the relevant standards, BTC has put in place QA mechanisms to ensure that the introduction of new programmes and the adjustment/supplement of existing ones respond to the stakeholders needs. BTC reports to regularly collect feedback from teachers, students and business/industry partners to ensure that its programmes fit with the needs of the stakeholders.

5 *Cultural Dimension*

BTC emphasises clear communication and mutual understanding between teachers, students, parents, and business/industry sectors regarding curriculum implementation and the DVT system. Regular training sessions for workplace trainers and meetings with parents and students aim to ensure that all stakeholders understand the curriculum’s objectives and assessment methods.

10

Analysis and Findings of the Experts

Institutional level

The expert team notes that the framework for the implementation and further development of VET programmes is provided by the standards of the OVEC/VEC and the MoE. Within the boundaries of this framework, BTC in collaboration with business/industry sectors has put in place an adequate institutional structure for curriculum development. Similarly, the essential resources to establish, implement and develop the programmes seem to be in place.

However, no constitutive documents or statutes of the Department of Academic Affairs (and, for that matter, of the other departments) could be verified, which specify the tasks, competences, composition, procedures, decision-making, etc. of the Department and its sub-units. The only document that points in this direction is a College Order on the “Appointment of Government Officials, Teachers and Educational Staff to Practice and be Responsible for the Work in Educational Institutions” (No. 290/2021, Appendix 5). This decree somewhat confusingly mixes the duties and responsibilities of the Resource Management Department (1.) with the “Quality Assurance and Educational Standards (Unit)” (2.), which according to the organisational chart is a sub-unit of the Planning and Cooperation Department. Notwithstanding this, and assuming the existence of statutes or rules of procedure of the departments, the review team would be interested to have a look at the constitutive document of at least the Academic Affairs Department (in English version). The BTC is requested to provide such documentation together with its comments on the report.

Otherwise, the institutional framework for the development, adaptation and closure of programmes is considered adequate and in line with national standards for vocational education. At the same time, the current lack of human and material resources may pose risks for the future development of the institution in terms of a gradual increase in student numbers and the introduction of new programmes. In particular, the introduction of more Bachelor’s programmes could raise concerns in this respect (for the conclusions of the team of experts, see also the assessment of Criterion III.1 and III.2 below).

35

Procedural level

BTC's procedural approach to curriculum development aligns with the National Qualifications Frameworks and policies. At the same time, the emphasis on collaborative processes with business sectors is well-articulated, reflecting the institution's commitment to evolving standards and the practical needs of industries.

In this context, the equal involvement of students in the development of programmes is not a priority objective of the institution's QA policies. Students could influence the development process passively by participating in satisfaction surveys and performance assessments, as they explicitly confirmed in the audit meetings. However, student involvement in the design and development of programmes does not seem to be proactively encouraged by the institution. This is partly due to the age structure of the learners, who in the Vocational Certificate programmes start their studies at a very young age. However, this argument would hardly apply to older students in the Higher Vocational Certificate or Bachelor's programmes. Another argument is that these student groups lack clear perceptions about the demands of curriculum planning and need at least a certain degree of exposure to the programmes before being asked for their ideas and perceptions. Irrespective of these and other arguments, the Student Council, as a representative student body, could provide the institutional capacity to take an active student role in this regard. As already mentioned in relation to the institution's strategic objectives, the team of experts suggests that BTC consider establishing a more active role and status for learners in its curriculum development and adaptation processes.

Cultural level

BTC has demonstrated its strong commitment to continuous improvement through stakeholder engagement and feedback integration. This increases the awareness of the stakeholders to also being involved in the core process of curriculum development and thus deepens the impact of QA in the institution generally. Not least, in addressing stakeholder needs BTC's efforts ensure that the programmes develop in line with academic and professional developments. Pro-actively strengthening the students participatory role in these processes could further enhance the quality culture at BTC.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *generally fulfilled* on all three levels.

Request for additional material

_Standing order/statute or equivalent for the Academic Affairs Department (in English language)

Recommendation

5 BTC should consider establishing a more active role and status for students in its curriculum development and adaptation processes.

Criterion II.2: Implementation of Programmes / Courses / Trainings

Statement of Facts

10 *Institutional Dimension*

BTC operates its DVT programmes through agreements with various sectors – businesses, state enterprises, and government agencies. This collaboration is intended to align curricula, study plans, and teaching management with the needs of the labour market. One characteristic feature of programme delivery is that students spend a significant part of their study time at business/industry sector premises. The collaboration with industry facilitates students' access to the most current machinery and technologies. This can mitigate shortcomings in on-campus resources and supports practical learning experiences.

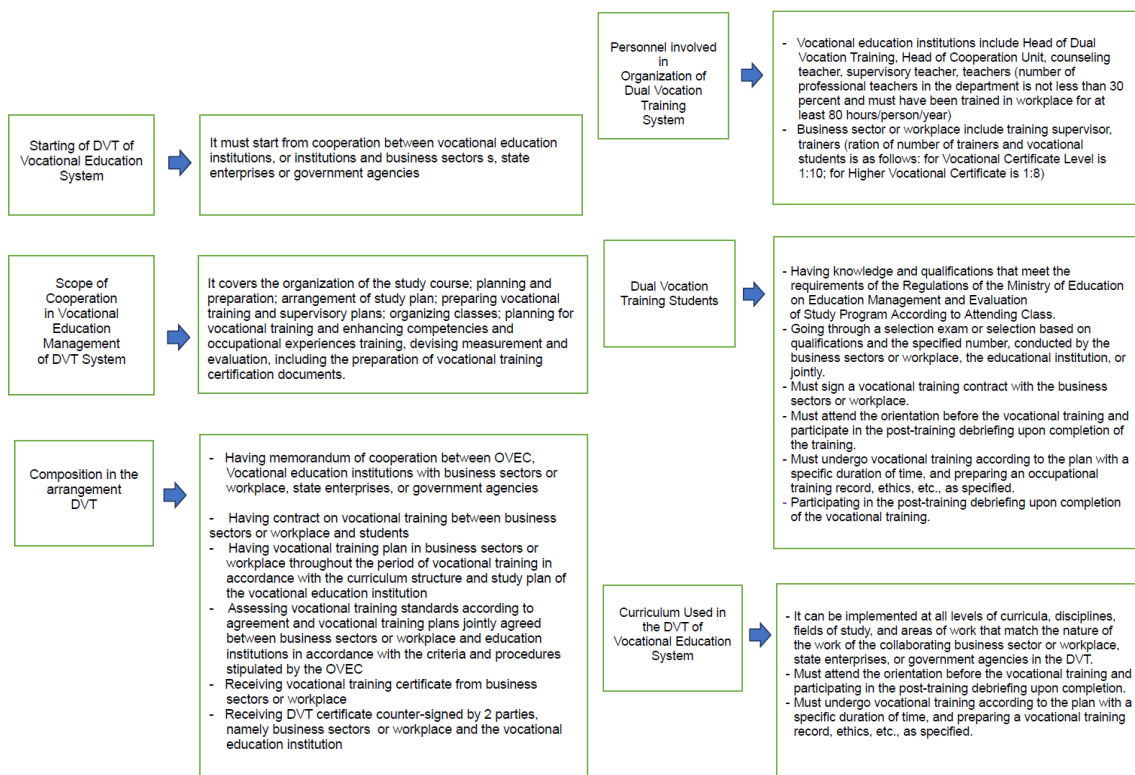
The teaching management structure, which follows OVEC standards, is also robust. BTC's reliance on external contract teachers, in addition to permanent staff, helps to maintain the required teacher-student ratio. In turn, BTC must ensure that the company/enterprise trainers involved in programme delivery meet the qualification requirements of OVEC (see Criterion III.2 below). This applies in particular to the pedagogical competence of the company/enterprise trainers, while their professional qualification is left to the internal selection process of the companies/enterprises – and compliance with the standards. In order to guarantee this objective, BTC has to offer short cycle pedagogical trainings. The qualification, selection and appointment of trainers in VET institutions and enterprises in Thailand is regulated by the DVT and VE Acts (see e.g. Annex 8 of the SAR).

The regulatory framework for the implementation of programmes in VET institutions is mainly provided by the MoE and/or the OVEC. For example, the "Ministry of Education Regulation regarding the Management of Education and Learning Assessment, according to the Higher Vocational Certificate Curriculum" (Annex 27 to the SAR) provides the rules for the implementation of the Higher Vocational Certificate programmes at BTC. These include detailed provisions on learner prerequisites, learner admission, learner status, leave or absence, withdrawal, academic management, course registration, course changes, assessments, credit transfer, programme completion, etc. Similar regulations are supposed to exist for all level programmes offered by BTC, although they were not presented to the expert team.

Procedural Dimension

The Dual Vocational Training Education (DVT) system at BTC is managed through a cooperative framework between vocational institutions and external partners such as business/industry companies, state enterprises, or government agencies. The key procedural steps for managing DVT at BTC include:

1. *Cooperative agreements* between BTC and business sectors, outlining roles in curriculum development, educational management, and student assessment.
2. *Collaborative curriculum development* between BTC and business/industry companies to develop and revise the curriculum according to the needs of both the education system and industry demands.
3. *Practical training* integrated into the educational model by coordinating with business sectors, ensuring students receive hands-on experience that complements their theoretical education.
4. *Regular BTC administrative/management committee* meetings to provide guidance and suggestions on college administration and curriculum management. These meetings follow a set schedule and result in adjustments to the curriculum, especially over the past 2-3 years.
5. *Evaluation and feedback* of business/industry partners on student performance as well as integration of the feedback into the ongoing development of the curriculum.



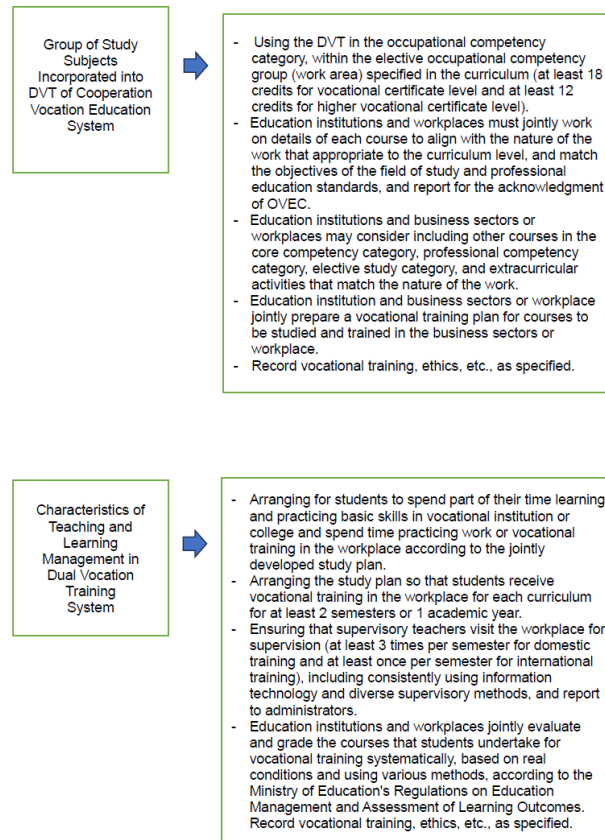


Fig. 4: Guidelines for managing DVT system, Source: SAR, p. 24

Cultural Dimension

BTC has implemented a range of mechanisms to strengthen the understanding of curriculum development, teaching, and training among its staff and stakeholders.

1. *Semester meetings for curriculum and teaching management* with teachers and educational staff to explain curriculum implementation, assessment methods, and teaching management.
2. *Regular meetings with department heads* to discuss key areas such as teaching management, student supervision in business sectors, and issues encountered during workplace supervision.
3. *Feedback from employers and curriculum adjustments* through regular surveys to assess the skills and knowledge acquired by students through VET, comparing results over time.
4. *Feedback from other stakeholders* through surveys and course evaluations to ensure that the programmes fit with the needs and expectations of stakeholder groups.

Analysis and Findings of the Experts

Institutional level

The expert team witness a robust structural basis for the implementation of the VET programmes at BTC. The Administrative/Management Committee, the Resource Management, Student Affairs and

Academic Affairs Departments together with their respective sub-units provide an adequate institutional background for the delivery of the programmes. The legislative framework established by the MoE and OVEC/VEC are detailed, where necessary, by orders of the institution guiding the implementation processes.

5 As BTC particularly prides itself as being a leading DVT provider in Thailand, the experts highlight the institutions strong ties with industry and business sectors. They notice that these partnerships not only enables BTC to significantly integrate on-campus training with practical training at the workplace, but also secure external teaching staff. However, the team is at the same time aware of the fact that the successful implementation of the DVT system depends heavily on the ongoing cooperation with
10 external partners. If this cooperation diminishes, BTC might struggle to maintain its current operations and strategic goals in VE.

Closely related to this, the challenge of balancing study places, resources and industry/business demand of graduates raises another issue: In high-demand areas, such as Automotive or certain vocational training programmes, BTC faces the risk of companies turning to other colleges if placement
15 opportunities run out. This underscores the need for BTC to continuously manage and strengthen its external partnerships to ensure sufficient placement opportunities for students. Furthermore, underutilization occurs in some programmes, particularly the Maritime Course, which is perceived as challenging by students. BTC is already addressing this through student surveys, but further proactive steps might be needed to balance course popularity and demand.

20 Given these risks, the review team suggests that BTC develop an approach to more systematically address the issue of gaps in external collaboration. This may involve increasing internal capacity for practical training or expanding the network of industry/business partners.

Procedural level

25 At the procedural level, BTC has implemented a structured and systematic approach to managing its DVT system. The external review team commends this process, noting its strong foundation in active collaboration between BTC and external partners. This collaboration ensures that educational programmes align with labour market needs, and it reinforces a comprehensive system of training and assessment that benefits students by enhancing their professional readiness.

30 The project-based approach BTC applies to educational programmes, such as the Robotics programme, is a model of flexibility and responsiveness. The experts learn that in this approach programmes undergo annual review and evaluation, which allows BTC to adapt quickly to changing demands.

The experts also get more insights into the procedural management of student placements. Companies register available training positions with BTC, which are then offered to students. Students can apply, and companies select candidates. When demand is lower than expected, students who are not placed
35 are re-assigned to BTC, which seeks to place them with other companies or attract new partners to meet demand. This process demonstrates BTC's ability to manage fluctuations in student and industry demand. However, the review team did not clearly see the process for redistributing unplaced students or how additional companies are incorporated into the system. It therefore suggests improving procedural transparency in this area.

Cultural level

BTC's quality management system is rooted in a culture that values feedback and continuous improvement. Regular communication between departments, students, parents, faculty, and employers, through meetings and surveys, drives ongoing curriculum and administrative enhancements. This culture appears to be particularly effective in incorporating employer feedback. For example, feedback from business/industry sectors highlighting the need to improve foreign language skills, IT skills, and soft skills such as punctuality has led BTC to engage in multiple collaborative projects with various institutes and training centres to enhance the students' experience and employability.

However, students were reluctant when asked about direct involvement in follow-up actions. Although they participate in surveys and provide feedback, students trust that BTC management will implement necessary changes without directly involving them in the decision-making process. While students generally regard BTC's facilities, labs, and equipment as adequate, they identify certain curricula as outdated and in need of modernization. Reportedly, this feedback is passed on to teachers, who appear to have followed up on these concerns. The review team commends BTC's responsiveness to such feedback but suggests a more structured approach to tracking and communicating follow-up actions related to curriculum improvements, ensuring students can clearly see how their feedback leads to tangible changes.

In this context, the role of the student council is another key aspect of BTC's cultural framework. According to the council members, teachers actively participate in council meetings, but direct communication between students and management as a rule seems to be mediated by faculty. The review team suggests that BTC could benefit from creating more direct communication channels between students and institutional leadership, further fostering a culture of shared responsibility for educational quality (see also Criterion II.1 above). Additionally, the election process for the council, which is based on campaigns and general elections, could be leveraged to increase student engagement and input in institutional governance (see also Criterion I.1). This would not only serve a more inclusive process but also deepen student engagement in institutional development.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to *be generally fulfilled* on all three levels.

Recommendation

5 BTC should consider addressing the issue of potential gaps in external collaboration more systematically.

Criterion II.3: Cooperation

Statement of Facts

10 *Institutional Dimension*

BTC's cooperation framework is based on a number of formal agreements with partner organisations spanning across both national and international organisations, in the form of Memoranda of Understanding (MOU), Memoranda of Agreement (MOA), and Letters of Intent (LOI). Nationally, BTC collaborates, in the first instance, with business and industry companies, private and public
15 organisations to implement its vocational education programmes on a range of qualification levels. In addition, it cooperates with partner Colleges, to manage joint technical and vocational education programmes. Internationally, BTC partners with educational institutions like Guangxi Vocational and Technical College of China to offer dual degrees in fields such as mechatronics and robotics. In the view
20 of the College, the collaboration with external partners contributes essential resources such as personnel for training, scholarships, and materials for the DVT. These resources, in turn, help BTC align its educational offerings with labour market demands and enhance its capacity to deliver vocational education effectively.

There are efforts to enrich these collaborations through additional MOUs, MOAs, and contracts. Notably, BTC has seen an increase in the number of MOUs in recent years. While BTC had only four
25 national MOUs in 2021 and 2022, this number increased to seven in the following year, with two additional MOUs signed with international companies: Xtron Air-Conditioning Manufacture (Thailand) Co., Ltd., and Plastic Omnium Auto Inergy (Thailand) Ltd. Furthermore, a partnership with Sichuan College of Architectural Technology has broadened BTC's global collaboration portfolio.

Procedural Dimension

30 BTC's Planning and Cooperation Division plays a central role in organizing and managing its collaborations, especially those related to its DVT programmes and educational resource support. According to the SAR, the division thereby follows a structured, phased process to ensure that partnerships are properly planned, implemented, and evaluated.

- In the *Initial Planning for Cooperation stage*, the emphasis is laid on building trust between
35 BTC and its partners, establishing a positive organizational image, and clearly defining roles and

goals. Efforts are made to understand the similarities and differences between the collaborating entities to ensure alignment of objectives.

- During the *second phase*, BTC focuses on *implementing activities as per the agreements* made. This includes creating work and operational plans, executing joint activities, and continuously monitoring and evaluating the progress of these initiatives.
- In the third phase, when collaborations approach the end of their agreed terms (typically 3 to 5 years), BTC organizes *meetings to review the cooperation*. If objectives are met, the partnership may continue; otherwise, discussions are held to resolve discrepancies and explore further collaboration.

BTC aims to systematize the classification of cooperation agreements, such as MOUs with government agencies and MOAs with business sectors for curriculum development and teaching management.⁴ The procedural focus is on enhancing the teaching, learning, and training curricula to better prepare students for the demands of the labour market.

Cultural Dimension

BTC has developed a framework for fostering cooperation with both internal and external partners, focusing on curriculum management, teaching, and training. Leading principles according to the SAR and the audit discussions are:

1. *Emphasis* on the importance of selecting individuals who possess the necessary resources (e.g., knowledge, expertise, budget) to drive cooperation and achieve operational goals.
2. *Development of a Cooperation network* aiming for long-term cooperation in joint operations.
3. *Synthesizing Mutual Benefits* by building trust-based relationships, promoting information exchange, and generating benefits for all parties involved.

In addition to these principles, BTC has established rules and measures to guide cooperation, including clear objectives, division of duties, effective communication, information sharing, conflict resolution, skill development, and ongoing monitoring and evaluation.

BTC is aware of the challenges that collaborations on different levels can pose (e.g., diversity of partners and individuals, misunderstandings, cultural and conceptual differences, confidence building).

Analysis and Findings of the Experts

Institutional Level

The expert team commends BTC for its clear strategy to develop partnerships in both national and international collaborations. In terms of VE and DVT, the close links with business and industry companies in Thailand and the region are key to BTC's approach. By strategically involving industry

⁴ Obviously, this formal systematization has not been fully implemented so far, as, for example, the cooperation agreement with Plastic Omnium Auto Inergy (Thailand) Co., Ltd. is categorized as an MOU, rather than an MOA.

representatives in the development of curricula and training plans and in the delivery of the programmes, BTC reinforces its commitment to creating practical and relevant training opportunities.

In the first instance, it would appear that BTC's mission in DVT requires the institution to be aligned with the business/industry sectors. However, the experts would argue in the affirmative: DVT works well at BTC because the College is increasingly effective in building reliable links with industry and business. These links are also strengthened by BTC's active role in initiating collaborations at different levels of education, including both higher vocational education and higher education.

It should not be forgotten that through these collaborations, BTC is using its key strength to mitigate one of its most serious shortcomings, which, incidentally, does not seem to be specific to this college, but rather describes the situation of the education sector. The partnerships aim not only to improve the educational content, but also to provide technical/physical resources that educational institutions may lack, such as access to modern equipment and industry expertise. Seen in this way, the proactive approach of using industry resources to complement institutional limitations reflects BTC's ability to integrate external support in a meaningful way. This helps, at least to some extent, to compensate for structural weaknesses in the material resource base of the institutions (see also Criterion III.1).

Procedural Level

The framework for managing collaborations is considered by the experts to be well defined and methodical, ensuring that collaborations are initiated with clear expectations, actively managed and evaluated before renewal. The detailed process was highlighted during the audit, with some companies identified as key partners and these collaborations resulting in concrete outcomes, such as curriculum development in response to industry needs. In this respect, the dual focus on hard and soft skills training provided by one of these partners is particularly noteworthy.

The experts note that some of the companies in the BTC network have themselves initiated monthly meetings of a consortium of companies. It appears that this network of companies has created an influential feedback channel, which, at least potentially, also influences the development of the BTC programme portfolio. Although not formally part of BTC's QA mechanisms, this suggests that BTC's partnership management is not a static process, but an evolving dialogue with industry stakeholders to ensure that training programmes remain responsive to industry developments. However, the framework could be strengthened by BTC by proactively initiating its institutionalization and sustainability of joint activities.

The regular joint evaluation of collaborations against strategic objectives is a key element of BTC's quality management and as such is commendable. However, little is known about how BTC measures the success of its collaborations, which should form the basis for decisions on their continuation. Establishing clear indicators of success (KPIs) could, in the medium and long term, not only increase the transparency of its evaluations, but also provide the basis for more informed decisions on whether to continue or discontinue the collaboration.

Cultural Level

At BTC, there is an emphasis on mutual benefit and long-term partnership development, with strong recognition of the importance of aligning with both internal and external stakeholders' values. The institution has also shown awareness of the need to address gender disparities in STEM fields, as reflected in programmes aimed at promoting women's participation. This focus on inclusivity is a positive step toward fostering a culturally sensitive approach to collaboration, although the SAR and on-site discussions lack more detailed examples of how these cultural principles have been successfully applied in practice.

The awareness and engagement of companies in alleviating the College's financial and physical shortcomings not only demonstrates BTC's ability to effectively address this issue, but also reflects its successful attempt to instill in these companies a common vision and understanding of quality. BTC's strategic approach to gradually expand its network of international partners aligns with a suggestion from the lecturers. According to the review team, encouraging more exchange programmes and international collaboration would not only provide career benefits to students but also strengthen BTC's cultural adaptability and international reputation.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to *be fulfilled* on all three levels.

Recommendations

1. BTC should expand and formalize its network with industry partners by developing a more structured alliance that actively shapes curriculum updates, equipment investment, and training practices on a regular basis.

2. BTC should continue establishing formal agreements with international universities and vocational institutions to support sustained student and faculty exchanges and joint programme development.

3. BTC should define performance indicators to measure the success of its collaborations. This would provide a more meaningful basis for decisions regarding their continuation.

Criterion II.4: Examination Systems and Organisation of Exams

Statement of Facts

Institutional Dimension

5 BTC presents a rigorous testing and assessment system in alignment with multiple national standards and regulations. This system applies to various qualification levels from vocational certificates to bachelor's degrees. The actual assessment process involves detailed coordination with the Provincial Vocational Education Committee (PVEC) and includes multiple steps to ensure fairness, transparency, and compliance with national standards.

10 Within the standardized national framework for the assessment of professional competencies, BTC has adopted the professional standards assessment tools for its VE programmes in a structured manner (analysis of relevant professional and work competencies; operationalisation of work tasks; development of performance criteria; development of assessment frameworks; creation of theoretical and practical assessment tools, including clear scoring rubrics).

15 BTC strives to evaluate the students' knowledge, skills, and competencies through a combination of continuous and end-of-term assessments. The assessment tools and methods are thus specifically designed for each course's competencies and objectives. Teachers introduce these assessment methods at the beginning of each course, accordingly, which should ensure transparency in the assessment process.

20 Students who successfully pass the professional standards assessment receive competency certificates or diplomas, while those who do not pass are given the opportunity for reassessment. The passing criteria for professional standards assessments are high, requiring students to score at least 60% on theoretical competencies and 80% on practical competencies for the Vocational Certificate Curriculum, while for the Higher Vocational Certificate Curriculum, the passing score is 80% for both theoretical and practical competencies.

25 *Procedural Dimension*

30 BTC employs a structured and ongoing approach to assessment and evaluation within its teaching and learning processes. These assessments are conducted throughout the semester and cover a range of authentic settings, particularly for practical courses. The learning management plans, developed by teachers, focus on evaluating students' knowledge, skills, and behavioral attributes through various tools such as lesson plans, teaching projects, and media. For practical courses conducted at workplaces, BTC ensures that supervisory teachers collaborate with workplace trainers to conduct assessments. This collaborative assessment approach is designed to align with the Ministry of Education's regulations outlined in the Vocational Certificate Curriculum (2019) and the Higher Vocational Certificate Curriculum (2021).

35 While BTC reports no issues with test creation during the assessment period, it has identified that some subject tests have not been updated to reflect current work competencies. To address this, BTC continuously monitors and evaluates its teaching and learning processes to identify areas for

improvement of the assessment methodology. This includes ensuring that teachers receive ongoing professional development, organizing training for workplace supervisors and trainers, and promoting professional growth through engagement with external educational institutions.

Cultural Dimension

5 BTC claims that its approach to academic performance assessment is firmly embedded within its institutional culture, emphasizing fairness, transparency, and adherence to established regulations. The Academic Affairs team plays a critical role in overseeing the entire assessment process, ensuring that student performance in each subject is measured continuously throughout the semester. This assessment process covers a broad range of competencies, including knowledge, skills, responsibility,
10 application abilities, and other desirable attributes, and it utilizes a variety of assessment methods aligned with the specific curriculum for both Vocational Certificate and Higher Vocational Certificate levels.

BTC also states that it incorporates test results into its curriculum revision process, which involves feedback from both internal assessments and input from business sectors. For example, test results
15 have prompted changes such as adding English language classes, digital-based exercises, and Reserve Officers' Training Corps (ROTC) classes to improve students' discipline.

Analysis and Findings of the Experts

Institutional Level

20 The expert panel considers that the assessment system at BTC clearly aligns with national and vocational standards, ensuring that graduates meet established competency criteria. The institution demonstrates a structured approach for developing and implementing assessment tools to evaluate students in both theoretical knowledge and practical skills. Roles and responsibilities of teachers, the Academic Affairs Development department and relevant organizational units are defined and clearly
25 communicated. BTC's commitment to transparency and fairness in assessment is notable, as students are well-prepared for both academic and professional tests, having access to past exams for preparation purposes. This openness promotes trust in the assessment process.

The inclusion of workplace reports, in which students reflect on their real-life training experiences demonstrates the importance that BTC places on both academic and practical assessment. The review
30 team notes positively that in this way assessment feedback provides an additional source of information that can be used to improve the overall quality of education and training.

Procedural Level

BTC's proactive approach in updating teaching and assessment practices is commendable. However, while the College acknowledges the issue of outdated subject tests in the SAR, the process of updating
35 assessment tools could benefit from more frequent reviews and a clearer emphasis on how this plays into the adaptation of assessment tools.

The expert team notes that BTC encourages a reflective approach to learning through the requirement for workplace performance reports, in which students document challenges and progress. This reflective practice not only helps students to engage with real-life problems, but also serves as a valuable tool for identifying areas where BTC's programmes may need to be updated. In fact, skills gaps identified through workplace reports and assessments (e.g., in communication and language skills) have been systematically incorporated into curriculum revisions discussed at the College's yearly QA meetings. In this case, the feedback from the reports and assessments coincides with complaints from companies that students lack communication and language skills, particularly in English. In summary, BTC's procedures appear to be strong; however, more frequent updates of assessment tools could improve the institution's responsiveness to industry and student needs.

Cultural Level

The expert panel considers that BTC fosters a culture of accountability, integrity, and transparency in its assessment processes. The involvement of different institutional entities and individual teaching staff in the assessment processes ensures fairness, while continuous revisions of the curriculum based on assessment results and business/industry input demonstrate an alignment of assessments, educational programmes and industry/business needs.

The expert team commends BTC for its student-centered approach to both teaching *and* assessment, which promotes flexibility and individualized learning pathways. This approach not only helps to tailor learning experience to students' needs but also supports their development in areas where they may be underperforming, such as communication and language skills. During the audit, students reported feeling well-prepared for exams, while generally agreeing with the feedback on their skill gaps.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to *be fulfilled* on all three levels.

Recommendation

BTC should increase the frequency of updating its assessment tools in an effort to reflect the latest industry standards and technologies more reliably. This could be realized, for example, in the framework of the annual curriculum review process.

5

Criterion II.5: Recognition of Achievements

Statement of Facts

Institutional Dimension

10 BTC has established a clear process for certifying qualifications through two main formats. The first format is institutional certification from BTC's Council, awarded after students successfully complete their educational programmes and pass competency assessments that meet the professional standards for various qualification levels, such as the Vocational Certificate, Higher Vocational Certificate, and Short-Term Courses. These certifications comply with the National Vocational Qualifications Framework (2019) and regulations from the Ministry of Education concerning the management and
15 assessment of learning outcomes for vocational education.

In addition to traditional academic certification, BTC recognizes qualifications acquired through non-academic sources. This includes certifications in Digital Literacy, provided by the Thailand Professional Qualification Institute (TPQI), and Labour Skills certifications, which adhere to the standards of the Department of Skill Development under the Ministry of Labour.

20 The third source of certification of skills and competencies not acquired in BTC or through DVT provided by BTC is the certification of learning achievements at other (vocational) educational institutions. A notable example this is the dual degree programme in mechatronics and robotics delivered in cooperation with Jiangsu Huibo Robotics Technology Co., Ltd. After completing their first year at BTC, students spend their second year at Jiangsu Huibo Technology, a non-academic partner in BTC's DVT.
25 This non-academic provider issues certifications that BTC recognizes toward the student's overall qualifications. The third year is completed at a workplace, after which students receive their Higher Vocational Certificate.

Procedural Dimension

30 BTC has a defined policy to recognizing qualifications and certifications from both educational and non-educational organizations. This policy is particularly evident in specialized fields like marine engineering and international exchange programmes. In these fields, BTC collaborates with external organizations to ensure that students receive industry-recognized qualifications alongside their academic credentials.

- *Marine Engineering Technology Certification:* Students specializing in Marine Engineering Technology at the Higher Vocational Certificate level must meet the International Maritime Organization (IMO) and the Marine Department's 2014 regulations for seafarers' knowledge.
35 This includes mandatory certification in basic safety training courses outlined in the

International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers (STCW), covering critical areas like survival techniques, firefighting, and first aid. In partnership with SC Management Co., Ltd., BTC provides scholarships, welfare benefits, and internships, ensuring that students gain both theoretical knowledge and practical experience. After graduation, students are offered guaranteed employment with SC Management Co., Ltd., for at least three years, with opportunities for international placements. According to BTC, this ensures that graduates are well-prepared for globally recognized maritime careers.

- *Dual Degree and Exchange Programmes*: BTC also offers a dual degree programme in collaboration with Guiyang Vocational and Technical College in China. Students spend one year studying mechatronics and robotics in China, where they undergo HSK testing and receive scholarships. They benefit from international-level instruction and advanced tools, followed by a second year of internships in large factories in Thailand, further enhancing their practical skills. Upon completion, students receive two Higher Vocational Certificates—one from Thailand and one from China—giving them a competitive edge in the global job market.

Cultural Dimension

BTC's policies concerning recognition of qualifications and competences gained outside the formal educational context of the College or, for that matter, its DVT programmes is characterized by a strong commitment to ensure that students are capable of achieving theoretical and practical competences that meet the demands of the industry/business at an international level. This commitment shapes the way the College approaches the issue of recognition of skills and competences, whether they have been acquired in formal or non-formal learning settings, in higher or further education institutions, or in private organisations or frameworks. The relevant "credit transfer" provisions⁵ appear to be applied flexibly in this sense, trying to make the most of the evidence provided by the applicant. Particularly in the case of the various joint BTC programmes, students appear to be well aware and informed about the possibility of having their achievements recognised by BTC.

Analysis and Findings of the Experts

Institutional Level

BTC demonstrates a strong commitment to recognizing and integrating learning achievements from both academic and non-academic sources, including industry-based training programmes and professional qualification institutes. This holistic approach ensures that students graduate with both theoretical knowledge and practical skills, enhancing their employability in a competitive job market. The double degree model in mechatronics and robotics is a standout example of how BTC integrates

⁵ E.g., for the Higher Vocational Certificate programmes the "Ministry of Education Regulation regarding the Management of Education and Learning Assessment according to the Higher Vocational Certificate Curriculum", Articles 31 in combination with Section 4: Credit Transfer, in particular Articles 59, 60, and 64 (Appendix 27 to the SAR). The experts assume that there are similar regulations for the Vocational Certificate programmes and the HE (bachelor) programmes. They do not consider it necessary to insist on the provision of these equivalent regulations.

external learning achievements into its certification process, providing students with a global perspective and diverse skill sets.

Procedural Level

5 The expert team acknowledges that BTC's has made significant strides in integrating academic as well as non-academic credentials into its academic programmes by recognizing learning achievements, which align its offerings with international academic/vocational and industry-specific standards. This is particularly evident in the partnership with SC Management Co., Ltd., for marine engineering students and the dual degree exchange programme with China.

10 Obviously, BTC's recognition process is particularly relevant to its joint programmes, where learning outcomes from other institutions, including international ones, are recognized based on equivalence of content and performance standards. Generally, this practice ensures that students' prior academic and professional experiences are acknowledged and credited, promoting flexibility and mobility in education. However, the experts have not seen that much information on the specific criteria and formal processes BTC uses to assess and validate learning achievements from either academic or non-academic providers. Clearer documentation of and/or information on the processes and criteria of recognizing formal or non-formal prior knowledge and competencies would enhance transparency and ensure that recognition practices remain consistent and equitable for all students. If such information on processes and criteria already exists, but is not visible or understandable to the expert team, BTC should provide the evidence.

20 In this context, the review team also suggests that more emphasis be placed on communicating the educational pathways that lead from the higher vocational programmes to the HE-level programmes at VET institutions (Bachelor of Technology). The equivalence of these Bachelor programmes with regular four-year Bachelor programmes is based on the recognition of the two-years of higher vocational education as a constitutive part of the Bachelor programmes.

Cultural Level

25 The expert team commends the College's flexible and proactive recognition policies, which support the students' acquisition of relevant skills and competences for the national and international labour markets. While noting that students do not complain about incomplete or missing information on this issue, the experts recommend a more transparent documentation of how these policies work and how they favour students' prior learning achievements in different settings (see above).

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

35 **Institutional Level of Maturity Observed: 3**

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to *be fulfilled* on all three levels.

Recommendation

BTC should document and communicate more clearly the process and criteria for the recognition of learning outcomes gained in other learning settings (“credit transfer”).

Criterion II.6: Assistance and Support

Statement of Facts

Institutional Dimension

According to the available information, BTC has developed a comprehensive student support system in collaboration with public and private sectors, covering three main areas: academic, financial, and well-being support.

1. *Academic Support System:* BTC assigns advisors to provide personalized academic guidance to students. For the Higher Vocational Certificate (HVC) level, each advisor oversees up to 10 students, while for the Vocational Certificate (VC) level an advisor can supervise up to 20 students. Advisors track students’ academic progress, behaviour, and participation in activities, assisting with administrative tasks such as course registration, withdrawals, academic leave, and transfers. Furthermore, advisors play a critical role in workplace supervision, monitoring students during their internships and providing guidance in collaboration with the business sectors.
2. *Financial and Scholarship Support System:* Recognizing that many students come from families with limited financial means, BTC’s DVT system allows students to earn income while studying. Financial burden on families could also be reduced by providing scholarships, stipends, work uniforms, transportation, and insurance. BTC offers various scholarships, including funds from businesses, local associations, and government programmes, such as the Rayong Province Electricity Fund and the Student Loan Fund.
3. *Well-being and Safety Support System:* BTC prioritizes the health and safety of its students through several initiatives such as annual health check-ups and regular health advice, installation of CCTV cameras in high-risk areas, and safety training programmes before vocational training begins. In addition, the College ensures that businesses/companies that collaborate with BTC for vocational training provide safety equipment (such as safety shoes, glasses, helmets) and accident insurance to ensure student safety during internships.

Procedural Dimension

BTC has implemented a structured procedural framework for its student support systems, managed by various departments within the institution:

1. *Academic support:* The Student Affairs Development Department is responsible for assigning advisors to each student group, ensuring that students receive personalized guidance throughout their academic journey.
2. *Financial support:* The Career Guidance and Job Placement Unit (Student Affairs Development Department) is supposed to manage the financial aid and scholarship programmes. Students in the DVT system benefit significantly from business sector contributions, which provide financial support in the form of tuition coverage, work uniforms, transportation, monthly scholarships, and stipends during internships. This system reduces financial burdens and allows students to earn income while studying. BTC has a streamlined scholarship application process, easily accessible through its website.
3. *Well-being and safety support:* The Student Welfare Unit (Student Affairs Development Department) is tasked with overseeing student health and safety. In this capacity, the unit also collaborates with business sectors to provide additional safety benefits.

Cultural Dimension

BTC claims to provide transparent and comprehensive information about its student support system, ensuring that everyone is aware of the available resources and opportunities for support.

For example, information about scholarships is provided at parents' meetings held each term. In addition, announcements are made at flag ceremonies and counsellors are responsible for informing their assigned students. In this context, BTC organises scholarship award ceremonies, such as Teacher Appreciation Day, which not only highlight the financial support available to students, but also celebrate and recognise their achievements.

Moreover, BTC benefits from the continuous support of external partner organizations, which provide additional resources and financial assistance to students throughout the academic year. These are means to deepen a culture of community involvement and external collaboration in supporting students.

Analysis and Findings of the Experts

Institutional Level

The experts consider BTC's student support system to adequately address the academic, financial, and safety needs of its students. The tailored advisor system, which pairs students with individual supervisors, offers personalized guidance that extends beyond academics to include personal development. The frequent, homeroom-style meetings between students and their supervisors ensure that students have a consistent point of contact for their concerns. This structure promotes both

academic growth and emotional support, establishing a direct communication channel between students and faculty.

5 Additionally, BTC's institutional commitment to student well-being is evident in its comprehensive safety and health protocols. The DVT system stands out as an innovative approach to alleviating financial pressures, enabling students to earn income while pursuing their studies. However, to ensure continued effectiveness, BTC could benefit from systematically tracking long-term outcomes—both academic and professional—of its support systems. This would allow the institution to refine and adapt its services as student needs evolve.

10 The recent focus on student safety also demonstrates BTC's responsiveness. Regular meetings between students and teachers provide an avenue for raising concerns, which are then escalated through a clear communication hierarchy—first to the department leadership and, if necessary, to the administration. In cases like the recent safety concerns, the successful coordination with local authorities shows BTC's capability for prompt and effective follow-up on institutional-level issues.

Procedural Level

15 BTC's procedural framework for supporting students is well-structured, with clear roles and responsibilities assigned across different departments. This framework ensures the smooth execution of services such as academic advising, financial aid, and safety management. The weekly department meetings, where teachers raise students' concerns with leadership, reflect a systematic process for problem resolution. In this way, student issues are prioritised at the institutional level and resolved promptly.

20 BTC's collaboration with the business sector via the DVT system continues to be a highlight, offering students both financial stability and practical work experience. The dual focus on earning and learning allows students to stay engaged in their education while gaining valuable real-world skills.

25 The review team also consider the processes to adequately inform students and parents on the existing academic and financial support system of the College to be adequate and effective.

Cultural Level

30 The review team considers BTC's culture of student support to be inclusive, fostering a strong sense of community. The regular student-teacher meetings provide a platform for open dialogue, encouraging students to actively communicate their challenges and needs. This culture of direct communication between students and faculty helps maintain a responsive environment, where students feel heard and supported.

35 The supervisory system, where students have dedicated supervisors, further strengthens this cultural approach by offering personalized attention and fostering stronger relationships between students and staff. This level of individualized support encourages both academic and personal growth, contributing to a supportive learning environment.

Moreover, BTC’s ongoing efforts to collaborate with external organizations—including local authorities—enhance its network of student support, particularly in the areas of safety and financial assistance.

5 **Judgment of the Experts / Levels of Maturity Observed**

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

10 **Cultural Level of Maturity Observed: 3**

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to *be fulfilled* on all three levels.

15 *Recommendation*

BTC should refine its survey tools with the aim of tracking the long-term outcomes of its support systems to ensure continuous adaptation to students’ needs.

III. Management of Resources

Criterion III.1: Material and Human Resources

20 **Statement of Facts**

Institutional Dimension

The experts understand that not only the framework curriculum for VET at all levels, but also the teacher-student ratio for each level of VET qualification is bindingly regulated in statutes, by-laws, and provisions of the Ministries of Education and Labour and the VEC/OVEV. The same applies to the

25 qualification requirements for teachers in educational institutions and trainers in business/industry, the obligations of the management of dual VET providers and business/industry partners, and the obligations of teachers/trainers. BTC must comply with these rules and obligations. It must demonstrate compliance to OVEC through regular reporting.

30 OVEC has indicated towards BTC that its teacher-student ratio is currently not in line with the set criteria, where industrial technology programmes should have 30 students per group and business

programmes should have 40 students per group. As a result, BTC faces a significant shortage of teaching staff, with a shortfall of 40 teaching posts in various departments.

To address this, BTC has taken several steps:

- *Government Support:* BTC received a budget from the Office of Vocational Education Commission (OVEC) to hire more teachers.
- *Internal Funds:* The institution has also allocated income from tuition fees to hire 35 additional teachers.
- *Business Partnerships:* BTC collaborates with private sector partners through the DVT system, where trainers from these companies supplement the teaching staff and provide practical training for students using their facilities and machinery.

Furthermore, BTC points out that the available materials, equipment, and human resources currently do not fully meet the required standards for supporting BTC’s growing student population. The specific issue here lies in the insufficient number of tools, machinery, and facilities to match the ratio set by the Vocational Education Standards Bureau, which is 40 students per set of equipment. However, BTC’s current ratio is 62 students per set due to its enrolment of roughly 2,700 students.

BTC has implemented measures to mitigate the negative impact of this shortfall by alternating student groups to share equipment and by relying on partnerships with business sectors. Through the DVT partnership agreement, students can access equipment of partner institutions for the purpose of practical learning during internships. This external support allows students to gain hands-on experience with modern machinery in real-world settings. Furthermore, BTC supervisors ensure regular monitoring of students’ progress during internships, with each student receiving guidance three times per semester.

Additionally, BTC has maintained cooperation with business sectors, which enhances the institution's ability to provide practical training aligned with market needs. This partnership helps reduce the student-to-equipment ratio and gives students access to advanced equipment and skill development.

According to the BTC management, the institution faces financial constraints, especially in covering essential costs like utilities and teachers’ remuneration. Although BTC receives government support, it appears to be insufficient, forcing BTC to redirect funds from other development areas to meet these critical needs. BTC has addressed this issue by securing scholarships and donations from private sector partners to support students, allowing them to focus on their studies without financial burden.

Fiscal Year	Budget from the Government	BTC Expenditure	Ratio
2021			
- Utilities	800,000.00	2,321,170.59	1 : 3
- Teachers' remuneration	4,016,900.00	3,666,040.00	1 : 1
2022			
- Utilities	920,000.00	2,625,525.51	1 : 3
- Teachers' remuneration	3,232,100.00	3,902,883.51	1 : 1
2023			
- Utilities	720,000.00	3,455,273.87	1 : 4
- Teachers' remuneration	3,212,700.00	3,407,773.23	1 : 1

Table 2: Overview of BTC's funding in the last three years, Source: SAR, p. 41

Fiscal Year	Private Sector Budget (Thai Baht)	No. of Students	Proportion amount in baht/student
2021	1,105,000	2,851	387
2022	1,152,900	2,756	418
2023	1,683,000	2,715	619

Table 3: Overview of BTC's funding from the private sector in the last three years, Source: SAR, p. 41

Procedural Dimension

5 BTC has established and implemented targeted processes for managing the allocation of physical and human resources, including an annual budget request flowchart. An example of this annual breakdown of financial resources has been provided to the experts during the audit, including the detailed revenue and expenditure positions. Major features of the staff recruitment process – according to the explanations of the BTC management – are:

- 10 • Employment contracts are generally short-term, starting with a one-year contract and evaluation periods of 3, 6, 12 and 24 months. Extensions may be (and, in fact, are often) granted at 12 and 24 months based on performance evaluations.
- Employment requirements include a systematic review of candidates' qualifications, professional experience, and pedagogical competencies, followed by a 3-month evaluation period to assess suitability.
- 15 • A teaching load of 30 hours per week is typical for vocational education teachers, as prescribed by MoE. This includes teaching and some administrative responsibilities.
- Salary for teachers is generally around 18,000 Baht per month, and additional compensation may be awarded for extra duties. The specific amount of additional pay depends on individual performance and roles.
- 20

These processes, however, do not meet the expectations of BTC's staff, as seen in the insufficient allocation of teaching staff and resources. Despite its corrective efforts, BTC points out that, in particular, the funds allocated to support teaching and learning remain insufficient to cover both the recruitment of new teachers and the wider development needs of the institution. As a result, the institution reasonably suspects that if it prioritises the use of these funds for recruitment, it risks underfunding other key areas of educational management.

BTC has therefore also put in place mechanisms for sourcing additional staff through reports and requests from departments. These include internal transfers, recruitment through examinations and filling vacancies caused by resignations. In this context, the involvement of the private sector in providing field trainers is seen as crucial in alleviating the challenges of teacher-pupil ratios. According to BTC, this arrangement helps to ensure that students continue to receive practical training in their respective fields, even when BTC itself is understaffed.

Cultural Dimension

35 BTC has established a collaborative and inclusive culture among administrators, teachers, educational personnel, and students, focused on managing materials, equipment, and human resources effectively.

The institution promotes the PDCA cycle to maintain quality management across all activities. The administrative team plays a central role in supporting and monitoring tasks, offering guidance based on their experience and expertise.

BTC holds regular meetings to ensure clear communication and alignment within the institution. These meetings serve to:

- Ensure all members of BTC understand operational processes.
- Collect feedback on any challenges encountered.
- Use this feedback to implement continuous improvements in resource management.

Furthermore, BTC actively shares information on the management of its resources through institutional channels like its official website and social media (e.g., Facebook). Updates are also provided in meetings with BTC's administrative and educational committees, which include representatives from key stakeholder groups (teachers, parents, students, community).

These stakeholders convene each semester to discuss the adequacy of resources and any specific needs. BTC consistently receives backing from its stakeholder community in managing its materials, equipment, and human resources.

Analysis and Findings of the Experts

The expert team takes note of the legal framework for VET providers in Thailand, which requires them to follow detailed regulations issued by ministries and government agencies and to demonstrate compliance through regular reporting.

The team of experts commends the BTC for its self-critical, reflective and honest presentation of the state of the available resources of the institutions. Furthermore, they consider the identification of shortfalls and deficiencies in several resource areas (staff, facilities, funds) and the consequent follow-up approach to correct these shortcomings or mitigate their impact as evidence of already well-established internal quality assurance processes. This is particularly the case where BTC concludes that specific corrective actions taken or processes implemented are not fit for purpose and need to be refined or replaced. It is primarily this observation that leads the review team to a very favourable overall assessment of the maturity of the QA system in terms of resource management, particularly at the process and cultural levels, despite the obvious deficiencies at the institutional level and the dysfunctions at the procedural level.

Institutional level

BTC's self-assessment reveals significant deficiencies in the institution's resource allocation, particularly regarding financial resources for staff, infrastructure, and operational costs. The institution's reliance on external partnerships, though beneficial in the short term, may pose sustainability risks if these partnerships evolve or dissolve. Additionally, the financial strain limits the institution's ability to invest in critical areas such as staffing, equipment, and infrastructure. For

example, from the experts' perspective, the limited physical resources of BTC (in terms of available laboratories and related equipment) negatively affect its ability to adequately prepare the students for their work placements. In view of the existing Bachelor's programme and the institution's aspirations to establish more Bachelor's programmes in the medium and long term, continuous funding for the acquisition and maintenance of adequate technical facilities is considered essential.

While BTC demonstrates commendable efforts to mitigate these challenges—such as collaborating with businesses, increasing the proportion of industrial teachers, and reallocating tuition fees—the institution needs more structural investment to secure long-term sustainability. There is a clear need to diversify income sources, particularly given the insufficiency of government funding. While donations and tuition fees help cover operational costs, it is obvious that they are not enough to bridge the existing financial gaps, especially for teacher recruitment and infrastructure upgrades. Particularly in terms of physical resources, new funding opportunities might include grants or partnerships with international organizations to reduce reliance on business partnerships.

Procedural level

The expert team generally notes that BTC has appropriate processes in place for its resource management. These processes are – as the audit discussions validate – inclusive and responsive in terms of stakeholder participation. QA mechanisms are in place, implemented and even proactive in that they encourage and actively promote stakeholder engagement.

In this sense, BTC has recognized its resource allocation challenges and has implemented a number of processes to address them, including the reallocation of tuition fees and, in particular, increased collaboration with business partners. However, as indicated by the institution in the SAR and audit discussions, the budget constraints limit the institution's ability to fully address its staffing and development needs.

The systematic recruitment and evaluation process for new staff is another positive feature, but the reliance on short-term contracts and the institution's inability to offer more competitive salaries exacerbate the teacher shortage in the opinion of the experts. Similarly, the experts consider that the workload issue, particularly the 30-hour teaching load mandated by the MoE, further limits the institution's ability to attract and retain teachers.

In summary, the review team concludes that despite the reasonable measures taken to manage these constraints, BTC needs a more robust and sustainable plan to address human resources. The current reliance on internal resources and external support (e.g., government funding, donations) may not be sufficient to meet the demands of an expanding student body and growing programme offerings.

Cultural level

The review team commends BTC for fostering a strong culture of collaboration and stakeholder involvement, as reflected in its use of the PDCA cycle and its inclusion of key stakeholders in the decision-making processes related to the management and allocation of resources. The institution's approach to communication and feedback ensures transparency and inclusiveness, contributing to an

overall affirmative and supportive quality culture. Stakeholders, including teachers, appear to be motivated and engaged despite the challenges of high workloads and financial constraints.

However, BTC must continue to address the concerns of its staff, particularly regarding work-life balance and the need for additional administrative and teaching support. Although there has been and still appears to be few complaints from stakeholders, ongoing monitoring of teacher well-being and workload is essential to maintaining a productive and motivated workforce. In this respect, more formal mechanisms for responding to stakeholder concerns, particularly in terms of resource allocation and management, could be a proactive step towards assuring and fostering stakeholder engagement.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 2

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *fulfilled* on all three levels.

Requirements

1. BTC must ensure that its resource base is sufficient to maintain operations and quality standards. A clear plan should be established for diversifying income sources beyond government funding, donations, and tuition fees to guarantee the institution's financial sustainability.
2. Immediate steps must be taken to address the teacher shortage. This may include, for instance, allocating funds, where possible, to recruit and retain qualified staff to meet the demands of its programmes.

Recommendations

1. BTC should maintain or expand its efforts to make working conditions for teaching staff more flexible, for example by integrating technology into the teaching process, to alleviate the high teaching load, attract potential recruits to the institution, and improve the overall quality of the study programmes.
2. BTC should consider extending the length of contracts and adjusting the evaluation cycles to provide greater job security and stability for teachers, thereby keeping tacit knowledge within the institution.
3. BTC should develop a long-term investment strategy focused on upgrading its facilities and infrastructure.

4. BTC should consider more formal mechanisms for responding to stakeholder concerns and requests, particularly in terms of resource allocation and workload management.

Criterion III.2: Human Resources Development

5 **Statement of Facts**

Institutional Dimension

BTC has developed a comprehensive human resource development plan, which emphasizes the training and development of internal and external teachers and educational personnel, both within BTC and through external programmes. The staff development plan must be compliant with
10 corresponding standards set out by the OVEC.⁶ The development objectives are responding to key challenges in evolving industrial and business sectors such as robotics, biofuels, and the digital industry.

BTC's personnel development strategy therefore includes the regular programme updates mentioned earlier to ensure teachers and support staff are prepared to meet industry demands in relevant fields (in particular Robotics, Aviation and Logistics, Biofuels and Biochemicals, Digital Industry). BTC reports
15 about the implementation of trainings related to those industries. According to this, however, certain areas, such as the Aviation and Logistics Industry, Biofuels and Biochemical Industry, and the Digital Industry, still require improvement in training participation and outcomes.

Procedural Dimension

As mentioned above, BTC has analysed its personnel development needs in response to key
20 government policies, specifically the EEC policy aiming at fostering investment in five future industries. These industries include robotics, biofuels, digital industries, aviation, and healthcare, and are considered central to BTC's future-oriented vocational curriculum update for 2024.

In response to the identified training gaps in relevant fields, BTC has outlined a structured four-step process to improve teacher development:

- 25 1. *Studying the current situation* to understand current staff capabilities and gaps.
2. *Planning teacher development* to strategically align teacher development with BTC's challenges and the needs of the five future industries.
3. *Implementation of development programmes* to enhance teachers' skills in the targeted fields.
- 30 4. *Monitoring and evaluation* to ensure that the development programmes are effective and aligned with BTC's goals.

Through its monitoring process, BTC has identified a lack of understanding among staff regarding the local business environment and economic shifts. In response, the institution has launched pilot projects

⁶ See, for example, Clause 7 of the „Announcement of the Vocational Education Commission on Standards for Dual Vocational Education System B.E. 2563 (2020)“ (Annex 8 to the SAR).

to raise awareness and understanding among its personnel and to improve their adaptability to changes in the economic and business landscape.

5 One key element of the human resource development activities of BTC is the training of teachers at the business/industry workplaces. As for the institution's teaching staff, the criteria for workplace teaching are set by the OVE. It is one of the characteristic features of the DVT, which incrementally combines theoretical teaching at BTC with practical learning at the workplace. For the practical teaching part of its programmes, BTC either relies on industry teachers from the companies/businesses, who have had a standardized 30-hour training programme for teachers, focusing on pedagogical skills, or need to demonstrate at least 6 months of teaching experience in a business/industry sector. This training shall ensure that the teachers' professional qualifications are sufficient. The focus on pedagogical training is reflected in a short four-day programme deemed adequate for the institution's needs.

Cultural Dimension

15 BTC's approach to staff development emphasizes both subject content and teaching practices. As the audit meetings confirm, the institution's approach is well-received by teachers and educational personnel, who are motivated by the opportunity to engage with business sectors and this way contribute to the DVT system. In the view of BTC personnel, this collaboration helps them to stay connected with industry needs, thus fostering a sense of purpose and relevance in their teaching roles.

20 The involvement of teachers and educational personnel in BTC's development processes is further enhanced through continuous meetings and collaborative initiatives. These engagements, often facilitated by partnerships with local businesses, have inspired a sense of motivation among staff members, particularly in their roles as work trainers for students. This cooperative spirit has been documented in periodic meeting reports, reflecting the positive impact of these interactions.

Analysis and Findings of the Experts

Institutional level

25 BTC's human resource development is well-aligned with national economic policies, particularly focusing on key sectors such as robotics, biofuels, and the Eastern Economic Corridor (EEC) initiative. This forward-thinking approach demonstrates BTC's commitment to preparing its workforce to meet future industry demands. However, insufficient training success can be observed in some critical sectors, including aviation, logistics, and digital industries, where teacher participation and training effectiveness could be increased.

35 The institution's integration of external economic drivers into its development goals is commendable, but the execution of these goals, particularly in addressing gaps in staff training for the five future industries, lags behind the stated ambitions. However, BTC has shown awareness of these gaps and is actively working to improve training in these areas by adjusting development plans based on feedback from training programmes. The experts also suggest that consideration should be given to increasing the effectiveness of specific development programmes by speeding up their delivery. This may involve increasing the frequency of training programmes and ensuring that attendance is mandatory where

appropriate. In addition, BTC could consider ways of improving communication with staff about development programmes, the conditions for participation and the expected outcomes.

Procedural level

5 BTC has developed a systematic human resource development plan that includes a four-step process for addressing staff training needs. This process involves the evaluation and adaptation of training programmes to ensure alignment with institutional goals and external economic drivers. In this context, BTC's train-the-trainers (in-company) programme per se works towards developing trainers who are knowledgeable and adaptable to developments in the target areas. Similarly, the fact that both industry/enterprises and BTC staff can provide incentives for the development and provision of new courses ensures that programmes are adapted to new technical and economic developments. The experts appreciate that the initiative can also come from individual staff members and that their participation can be incentivised by financial benefits from the institution.

15 Despite the well-defined framework, staff awareness and understanding of regional or industry-related change processes remains a challenge. To this end, BTC has been proactive in launching pilot projects and other initiatives, and the institution's reliance on industry feedback and regular interaction with business partners is a strong point. However, it remains to be seen whether these efforts will prove to be targeted and have the intended training effects.

Cultural level

20 BTC's personnel development efforts are strongly rooted in a collaborative culture that aligns with local economic and industry needs. The institution has effectively engaged with the EEC model and business sectors through the DVT system, which has motivated staff and fostered a collaborative spirit. Regular meetings with industry partners ensure that BTC's teaching content and methodologies are up-to-date and aligned with the real-time needs of the local economy. The review team has witnessed a dedicated teaching staff, committed to advancing their professional and pedagogic competences in the training courses provided by BTC in order to keep them in synch with the demands of the discipline and the labour market.

30 This collaborative approach enhances the educational experience for students and at the same time ensures that teaching staff remain relevant in their fields. The continuous feedback from industry partners allows BTC to adapt its programmes to reflect the latest technological and economic developments. Furthermore, the institution's commitment to maintaining an informed and motivated workforce is evident, as it regularly evaluates the effectiveness of training programs and ensures that new skills are integrated into teaching practices. The responsiveness of the various stakeholders could even be increased by providing regular updates how feedback from stakeholders (industry, students, teachers) is being integrated into teaching practice and used to adapt current curricula. The expert team recommends accordingly.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

5 **Procedural Level of Maturity Observed: 3**

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *fulfilled* on all three levels.

10

Recommendations

1. Consideration should be given to increasing the effectiveness of specific development programmes by speeding up their delivery (frequency, mandatory participation).

15

2. BTC should provide regular updates on how it integrates feedback from stakeholders (industry, students, and teachers) into teaching practice and how current curricula are adapted accordingly.

Criterion III.3: Interaction with Research

Statement of Facts

Institutional Dimension

20 BTC acknowledges the challenges of balancing teaching and research, but it has made significant steps in integrating research into its teaching practices, particularly to support students and business sector collaborations through the DVT system. The institution has focused on classroom research, where problems encountered in teaching are systematically recorded and addressed through research efforts.

25 BTC's research primarily focuses on enhancing student academic performance and aligning student learning with BTC's vision to raise the quality of vocational education to international standards. This research supports BTC's mission, especially those strategic goals, which emphasize educational excellence and student development.

30 The institution promotes collaboration among teachers and staff to ensure widespread participation in these research initiatives. According to the SAR, BTC supports research efforts by offering funding and materials.

Procedural Dimension

BTC's approach to connect teaching with research includes in the first place the Planning and Cooperation Department. The department is responsible for preparing and disseminating research outlines to teachers, supervising and monitoring research activities, and reporting research outcomes to BTC's management.

The institution has established and implemented a multi-step process for research interaction within the classroom (1. Inquiring into the problems that require investigation, 2. Identifying specific research problems, 3. Planning the research, 4. Data collection, and 5. Data analysis). This process is designed to ensure that research in teaching is systematic and thorough, enabling educators to address specific teaching challenges through data-driven research.

BTC employs mechanisms to continuously generate awareness about research, ensuring that teachers and staff remain engaged with the research process. Disparities in knowledge and understanding of research practices among staff are addressed through training and the provision of resources. BTC demonstrates how the research work follows a cycle of setting objectives, collecting and analyzing data, publishing results, and using these insights for evaluation and improvement.

Cultural Dimension

BTC claims to foster a supportive environment for research by ensuring that available resources are optimally allocated to encourage research activities. BTC demonstrates that, over the past three academic years, the volume of research by teachers and educational staff has steadily increased, with an emphasis on developing teaching methods and aligning research with subject expertise.

This research often involves students as active participants or class samples, which raises awareness and facilitates applying findings directly to improve classroom management and to enhance student development. Regular reporting of research results to the BTC's management strengthens their transparency and accountability and promotes the application in future teaching strategies.

Analysis and Findings of the Experts

Institutional level

The experts positively note the institution's efforts to raise the awareness among teachers and educational personnel about the importance of research in the classroom. BTC's strong engagement in VET education and its intensive collaboration with industry/businesses in the DVT system, particular in terms of connecting theoretical in-campus education with practical learning at the workplace, adds value to this focus on classroom learning research.

An increasing percentage of staff involved in teaching research thus demonstrates BTC's commitment to integrating this particular type of research into the teaching process. And by focusing on classroom research, BTC is clearly aiming to ensure that its research activities have a direct impact on the teaching quality and student outcomes.

The institution's practice of providing budgetary and material support is a positive step towards standardizing the research skills of all teaching staff and should be continued to produce a sustained impact on the quality of teaching and learning.

Procedural level

5 BTC's processes to connect teaching and research are structured and well-coordinated. The involvement of the Planning and Cooperation Department, along with institutional mechanisms to promote awareness, ensures that research is an integral part of BTC's teaching strategy. The five-step research process offers a consistent framework for teachers to follow and is important for maintaining research quality and relevance.

10 However, experts caution that while the process is well designed, the effectiveness of this framework will depend on how consistently it is applied across the institution. Ongoing support, training and monitoring will be crucial to ensure that all teachers engage meaningfully with research and that the results are effectively integrated into classroom practice. In this regard, statements from both BTC management and teaching staff indicate a strong process alignment between teaching and (classroom)
15 research at BTC, including cyclical review to ensure that research findings lead to actionable improvements in teaching practice.

Cultural level

The steady increase in research participation and the involvement of students as part of research efforts reflect a thriving research culture at BTC, with the focus lying on classroom research. The
20 institution's efforts to encourage research interaction, with full cooperation from teachers, are commendable and show a clear commitment to continuous improvement in teaching and learning. At the same time, the collaboration with business sectors, particularly through the DVT system, is a standout feature that enhances the practical relevance of BTC's classroom research.

25 **Judgment of the Experts / Levels of Maturity Observed**

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

30 **Cultural Level of Maturity Observed: 3**

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *fulfilled* on all three levels.

Recommendation

BTC should continue its practice of providing budgetary and material support to incentivize the involvement of teachers in classroom research, thereby positively affecting the quality of teaching and learning in DVT.

5

Criterion III.4: Interaction with Administration

Statement of Facts

Institutional Dimension

10 BTC operates within the administrative framework of the OVEC, with a clearly defined structure that divides roles and responsibilities across four key departments: 1. Resource Management Department, 2. Planning and Cooperation Department, 3. Academic Affairs Department, and 4. Student Affairs Development Department.

15 Each department plays a distinct role, but the Academic Affairs Department is particularly integral to the management of teaching and learning. According to the SAR, it oversees the implementation of assessment and evaluation regulations, ensuring that teachers adhere to these standards and that teaching aligns with BTC's curriculum development and learning enhancement strategies. It also coordinates with business sectors to integrate dual vocational training into BTC's educational model. Furthermore, it provides academic services and library support and ensures that the tools for measuring student performance are in place and aligned with academic objectives. The department
20 also creates and verifies academic plans for all departments and coordinates teaching schedules in line with these plans.

Procedural Dimension

BTC has established a comprehensive administrative framework for supporting and improving the educational quality, which includes:

- 25 • *Management Commitment* to the internal quality assurance process demonstrated by appointing a quality assurance committee.
- *Regular Meetings for Understanding* to ensure that all involved parties understand their roles and responsibilities in planning and executing quality assurance measures.
- *Implementation* of QA activities following an operational plan with clear timelines.
- 30 • *Regular Reviews and Audits* to assess the effectiveness of BTC's educational practices and make necessary adjustments.
- *Continuous Development and Improvement* based on the findings from the reviews and audits.
- *Preparation for External Evaluation* to ensure compliance with national and international educational standards.

Cultural Dimension

In the view of BTC, administrators play a pivotal role in guiding the actions of the institution's personnel. This management-driven culture seems to influence the implementation of the educational QA system considerably. Administrators not only set the direction for the institution but also guide the staff in all departments to align their work with the institution's quality goals. In this regard, the above-mentioned QA framework helps to raise the awareness of QA among its personnel.

Analysis and Findings of the Experts

Institutional level

The expert team understands that most administrative tasks are extensions of the teaching portfolio of the staff employed. This means that little or no additional human resources are allocated to the administration of the teaching and learning process. As a result, the organisational set-up of the institution, with its hierarchical structure, presidential head, administrative and technical committees, four departments and a number of sub-units, does not reflect the actual staffing of BTC. Rather, the committees, departments and related sub-units are more or less represented only by the paid full-time teaching staff. This is of concern to the review team as it implies a significant administrative workload for faculty in addition to their teaching (and research) responsibilities. On the other hand, the current situation arguably facilitates 'interaction' between administration and the teaching and learning sector, as well as coordination with business/industry partners.

However, the challenges of adapting educational plans to external demands require continued attention and flexibility. The main challenge and potential risk in the medium and long term could be the apparent lack of specialised administrative staff. In the audit discussions, the teachers have plausibly dispelled the experts' concerns about a structural overload. However, as the demands on the institution may increase over time (e.g. if more students or more vocational programmes are added), structural overload of teachers may become a realistic scenario. Therefore, the expert team considers it necessary to implement a workload monitoring mechanism to assess the administrative, teaching and research demands on teachers in order to proactively adjust tasks and avoid overload or diminished quality. In the future, BTC may consider to integrating specialist administrative staff and reducing the reliance on teaching staff for administrative tasks, allowing for a more streamlined and scalable management model. This could be a phased process to ensure a smooth integration without disrupting current operations.

Based on what they have heard and seen, the experts nevertheless place more emphasis on the positive aspects of the dual role of the teaching staff in administration and in programme delivery. Institutional conditions therefore appear to be adequate, with administrative processes and educational outcomes "organically" aligned.

Procedural level

Because of this dual capacity of the teaching staff, administrative processes relating to the organisation and delivery of teaching and learning are deeply embedded and interlinked with the institution's

internal quality assurance mechanisms. In this regard, the review team notes that BTC has put in place a number of policies and procedures that reflect its strong commitment not only to comply with national regulations but also to meet the needs of industry/business partners. In turn, BTC's collaboration with industry/business through the DVT system further enhances the institution's QA efforts, as business partners play a critical role in assuring the institution of its relevance and effectiveness in preparing students for the workforce.

Cultural level

The fact that at BTC the teaching staff are responsible for their teaching duties and most of the administrative tasks has its obvious drawbacks. However, in this case it has also contributed to a well-established culture of leadership and collaboration. Not least, this type of role-sharing facilitates the implementation of QA mechanisms and the development of a pro-active quality culture.

The clear definition of responsibilities and the emphasis on awareness-building mechanisms are commendable, as they foster an environment where all staff members are engaged in maintaining high standards. The cooperation with external stakeholders further strengthens BTC's commitment to quality, ensuring that the institution's efforts are not isolated, but supported by a broader network of stakeholders.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *fulfilled* on all three levels.

Requirement

BTC needs to establish a workload monitoring mechanism to assess the administrative, teaching, and research demands on faculty in order to proactively adjust tasks and avoid overload or loss of quality, as necessary.

Recommendation

BTC should consider integrating specialist administrative staff and reducing the reliance on teaching staff for administrative tasks, allowing for a more streamlined and scalable management model.

IV. Transparency and Documentation

Criterion IV.1: Rules and Regulations for Programmes / Courses / Trainings

Statement of Facts

Institutional Dimension

5 According to the SAR, the study-related statutes and regulations, whether they originate from the institution, the Ministry of Education (MoE) or, for that matter, the Vocational Education Commission, are all communicated internally and publicly available for the relevant stakeholders either through the institution's own communication channels or those of the government or the supervising OVEC.

10 Furthermore, all information concerning BTC's TVET programmes and activities are disseminated through a variety of digital platforms, including BTC's website, Facebook, and LINE groups, ensuring continuous access to relevant updates for all stakeholders. In the view of BTC, this social media presence serves as an important channel for sharing updates on programs, curricula, and training sessions.

15 In addition, BTC demonstrates that it actively gathers feedback from various stakeholders, including students, parents, the community, and business sectors, through its Facebook Account. A survey conducted through this social media channel assesses users' expectations, satisfaction, and opinions, and, according to BTC, the results are used to improve its services and increase its overall transparency and communication.

Procedural Dimension

20 BTC states that it regularly announces regulations, rules, and appointments to inform personnel, students, and the public. These communications are disseminated through digital media, including BTC's official website and Facebook page. Training programmes are designed in alignment with the standards set by the OVEC and the Ministry of Education. The content, duration, and assessment methods for training programs follow these standards. According to the available information, BTC also
25 holds discussions to propose training programs for approval by the administrative board, thereby ensuring transparency and stakeholder involvement.

30 BTC has established processes for integrating feedback from business communities into its educational management and training programs. BTC claims to have incorporated into the curriculum development lessons learned from supervising students in on work placements in more than 300 leading business sectors, both nationally and internationally. As part of this, BTC also surveys the skills and knowledge students acquire during their work placements and collects feedback from employers on desirable employee characteristics such as work habits and foreign language skills, particularly in English and Chinese.

35 In terms of quality assurance, BTC further reports on regular satisfaction surveys among students, parents, and business sectors to evaluate the effectiveness of its Dual Vocational Training (DVT) system. These surveys measure satisfaction in various aspects:

- For teaching and learning delivered by BTC, satisfaction is rated from high to low in the following order: teacher quality, student development activities, assessment methods, curriculum, educational media, and environment/facilities.
- For professional training at business sectors under the DVT system, satisfaction is rated from high to low in the following aspects: tools, machinery, training equipment, business trainers and supervisors, environment/facilities, assessment, compensation/welfare, and curriculum relevance.

BTC uses the insights from these surveys to revise curricula and educational practices to better meet employer expectations and improve student outcomes.

Cultural Dimension

BTC intends to foster a collaborative culture by holding regular meetings every semester to inform and engage various stakeholders, including teachers, educational staff, business sectors, and public and private sector organizations. These meetings serve to explain curriculum development and implementation guidelines and to keep stakeholders informed of BTC's plans and activities. In addition, parents and students are informed during orientations, parent-teacher meetings, and through homeroom activities.

BTC emphasizes the importance of respecting the legal rights and agreements of all stakeholder groups. The institution reports about the establishment of clear guidelines for interacting with each group, adhering to principles of transparency and compliance with applicable laws and agreements. Through this approach, BTC is willing to build a positive and trusting relationship with its stakeholders.

BTC uses the Deming or Plan-Do-Check-Act (PDCA) cycle as a framework for evaluating stakeholder feedback and systematically improving its organizational operations. Through this approach, BTC strives to continuously address issues and to implement improvements based on stakeholder input.

Analysis and Findings of the Experts

Institutional level

The experts witness an open and comprehensive dissemination of the relevant regulations and information concerning the teaching and learning process. As regards the latter, the institution makes sure, that the relevant stakeholders, in particular teachers and students, are reliably informed not only of recent updates in curricula, study plans, training sessions, etc., but are also aware of the guiding regulations and statutes of the MoE and OVEC, which guide the teaching management. Responsibility for the "collecting and disseminating (of) news, policies, regulations, regulations, orders, clarifications, announcements" is clearly assigned and lies with the Resource Management Department and its Public Relations Unit as the organizational chart and a corresponding order of the institution (College order No. 290/2021, Appendix 5) suggest. In this respect, and with a view to the prospects for further internationalisation of the institution and its programmes, the experts only suggest that study-related information and regulations should gradually be made available in English.

Students confirm that they are provided with the relevant information about each course at the start of the semester, including course/specifications, of which samples have been provided to the experts in the audit. Moreover, a sort of a student handbook appears to be a comprehensive information source for students. On the other hand, information on student activities seems to be essentially disseminated by the Student Council.

The institution's commitment to providing clear and comprehensive information about its programmes through multiple platforms (website and Facebook) demonstrates a strong focus on transparency and stakeholder engagement. At the same time, the feedback mechanism via social media allows BTC to continuously refine its communication and services, in particular based on the input from its student audience. The way in which BTC is using these platforms not just as a means for disseminating information but also as a tool for feedback collection underlines the institution's dedication to maintaining a high level of transparency and responsiveness.

Procedural level

The experts note that BTC's regular communication through digital channels and adherence to OVEC and MoE standards are key to managing the teaching and learning process. As already discussed, the transparency policy does not only include the dissemination of the study-related information and regulations, but also the structured communication with the stakeholders through social media platforms. In this context, the review team considers BTC's formalised collaboration with the business/industry sectors through MOUs, MOAs and LOIs another instrument to constitute reliable ties to stakeholders by way of increasing transparency of its activities.

BTC's integration of feedback from business sectors into its curriculum development and student training programmes is another process demonstrating how transparency and openness is contributing to QA and the quality aim to ensure that graduates are prepared for the labour market. Similarly, the use of satisfaction surveys provides BTC with direct feedback from key stakeholders and informs continuous improvement efforts.

Cultural level

BTC's regular communication with all relevant parties, including business sectors, parents, and students, plays a vital role for implementing a culture of transparency and collaboration in BTC's operations. This is substantiated by BTC's respect for the legal rights and agreements of stakeholders, which demonstrates the institution's adherence to the applicable legal framework and its commitment to transparent interactions. In addition, BTC fosters a positive and aspirational cultural environment by actively promoting its achievements. The positive feedback of teachers, students and industry/business representatives with regard to the BTC's communication strategy and its responsiveness to stakeholder feedback shows that this approach works well and is well received.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 3

Cultural Level of Maturity Observed: 3

5 **Holistic Judgment on the fulfilment of the standard**

The review team considers the standard to be *fulfilled* on all three levels.

Recommendation

10 In the medium and long term, BTC should progressively communicate key study-related information and regulations in English language.

Criterion IV.2: Documentation

Statement of Facts

Institutional Dimension

15 The document and data storage system at BTC is organized into four main areas: curriculum and teaching management, DVT system, personnel information, and financial information. These documents are further categorized by audience type, including teachers, students, business sectors, and the general public. The storage system is digital, with access facilitated through hyperlinks on the institution's website, enabling efficient document retrieval. The system is described as meeting both
20 internal and external operational needs while reducing costs and ensuring that knowledgeable staff manage and maintain the system.

However, there are several challenges that hinder its effectiveness, including delays in processes, insufficient staff substitution capabilities, incorrect equipment usage, and an incomplete website. Additionally, the lack of a system for tracking the borrowing and return of documents creates further
25 inefficiencies. In response to these issues, BTC's curriculum committee has suggested implementing training programs to educate staff and interested personnel about the storage system, alongside plans to develop the organization through digital learning platforms.

Procedural Dimension

30 BTC states that it has improved its file management through the adoption of a digital document storage system, designed to enhance convenience, security, and efficiency in document handling across the institution. This system aims to streamline processes, minimize redundancy, and reduce the risk of document loss. A central component of this enhancement is the training provided to staff, which focuses on ensuring that personnel are well-versed in both the new system and the transition from the previous one. Key objectives of the training include making the system user-friendly, preventing data

loss, ensuring visibility and tidiness of stored documents, and fostering a systematic approach to document management.

According to BTC, the training emphasizes transparency, accountability, and openness, enabling both internal and external stakeholders to access information through multiple channels. Participants are encouraged to ask questions and engage in practical activities to ensure comprehension, and ongoing guidance is provided for better document handling practices. In addition, the training aims to underscore the importance of ethical conduct, fairness, and the prevention of corruption. Through rigorous monitoring and evaluation processes, the document management system is supposed to foster transparency, thereby building trust and ensuring that all operations are subject to scrutiny and ethical governance.

Cultural Dimension

BTC describes the introduction of a new document storage system as contributing to a culture of transparency, openness and responsiveness. As the system has only recently been introduced, the transition period has been and continues to be challenging for BTC's management and staff. The training provided to staff and external stakeholders is designed to reinforce behavioural values such as ethical conduct, fairness and anti-corruption, thereby establishing the records management system as a key layer in the developing quality culture.

Analysis and Findings of the Experts

Institutional level

From the *institutional perspective*, the description provided shows a solid structure and classification system for document storage, with clearly defined areas of focus. It reflects an organized attempt to manage essential data efficiently. However, the identified obstacles such as lack of knowledgeable staff and incomplete functionalities indicate significant gaps that need to be addressed.

Overall, the institutional description is proper in its self-assessment, acknowledging both strengths and weaknesses. While the foundational system is sound, the unresolved challenges indicate a need for continuous improvement and follow-up on the proposed measures.

Procedural level

BTC shows a clear emphasis on improving document management processes through digitization and staff training. The outlined procedures reflect a structured approach to maintaining document integrity, efficiency, and transparency within the institution. The training programme is described as both comprehensive and participatory, effectively addressing the system's operational needs while encouraging ethical conduct and accountability. The focus on communication, transparency, and the prevention of corruption is commendable, demonstrating a proactive stance toward responsible governance. Additionally, the institution's emphasis on employment outcomes through a well-monitored and efficient system aligns with its broader vocational goals.

Otherwise, BTC's management has identified shortcomings in the functionality of the newly implemented records management system. And it is noteworthy that the institution has already responded to this shortcoming, in particular through a tailor-made training programme for staff and involved external stakeholders. The review team considers the proposed corrective actions – apart from the training programme, digital learning initiatives – to be appropriate to meet both internal and external needs, but it also clearly states that their successful implementation will be crucial to address the current inefficiencies. The experts therefore conclude that BTC will need to provide conclusive evidence of the effectiveness of the training and related activities (e.g. feedback from participants on the success of the training, feedback from administrative units on the progress of the implementation of the document management system) as part of the ongoing certification process.

Cultural level

The panel commends BTC for its self-critical handling of the obstacles encountered during the implementation phase of the new records management system. On the one hand, this is evidence of quality assurance in this area of activity; on the other hand, the mitigating actions, such as the training course, are designed to directly shape the quality-related attitudes and values of all staff who use the system either to store or retrieve information. The new document management system thus not only supports the achievement of BTC's strategic objectives in the area of vocational training, but also contributes to strengthening the quality awareness of all members and stakeholders of the institution through its informed and responsible use.

Judgment of the Experts / Levels of Maturity Observed

After studying and discussing the material provided, the ASIIN experts came to the following conclusions on the level of maturity:

Institutional Level of Maturity Observed: 3

Procedural Level of Maturity Observed: 2

Cultural Level of Maturity Observed: 3

Holistic Judgment on the fulfilment of the standard

The review team considers the standard to be *fulfilled* on all three levels.

Requirement

BTC needs to provide conclusive evidence of the effectiveness of the training provided to familiarize the staff with the records management system and related support activities.

D. Additional Documents

Before preparing their final assessment, the review team asks that the following missing or unclear information be provided together with the comment of BTC on the previous chapters of this report:

D 1. Standing order/statute or equivalent for the Academic Affairs Department, in English language (Crit. II.1)

5

E. Comment of the Institution (03.11.2024)

BTC has waived the option to provide a statement to the experts' report and declared itself fully satisfied with the assessment of the review team concerning both the maturity levels and the suggestions given by the review team.

- 5 Apart from this and in response to the experts' request in Section D of this report, BTC has provided the "Vocational Institution Administration Manual" (in Thai language) with an extract on the "Academic Division" (in English language). This manual has been prepared by the "Executive Committee of the Association of Deputy Directors of Vocational Institutions" and stipulates the "Duties and Responsibilities" of the Academic Division and defines the procedures for the implementation of the
- 10 tasks of the Academic Division in detail.

F. Summary: Expert Recommendations (18.11.2024)

Standing order/statute or equivalent for the Academic Affairs Department, in English language (Crit. II.1), see sec. D, Additional Documents

5 The review team notes that basic statutes, such as that of the “Academic Affairs Department”, are in fact provided centrally by an executive management committee of the VET institutions on behalf of the OVE Commission. Thus, the tasks, responsibilities, competences and procedures of the main administrative departments of VET institutions such as BTC’s are defined at a higher level and not individually by each institution. The experts are satisfied with this important information as they assume that BTC can not only refer to this general management statute but is also obliged to follow it.

10 The review team’s impressions from the on-site meetings leave no doubt as to BTC’s overall compliance with these standards.

With respect to the maturity levels achieved by the BTC, the experts conclude as follows:

Areas to Review		Maturity Level
I. Definition of Quality		
I.1 Objectives	a) institutional	3
	b) procedural	2
	c) cultural	2
I.2 (Quality-) management systems/ governance	a) institutional	3
	b) procedural	2
	c) cultural	2
II. Educational Programmes / Courses / Trainings		
II.1 Creation and development of programmes / courses / trainings	a) institutional	3
	b) procedural	3
	c) cultural	3
II.2 Implementation of programmes / courses / trainings	a) institutional	3
	b) procedural	3
	c) cultural	3
II.3 Cooperations	a) institutional	3
	b) procedural	3
	c) cultural	3
II.4 Examination systems and organisation of exams	a) institutional	3
	b) procedural	3
	c) cultural	3
II.5 Recognition of achievements	a) institutional	3
	b) procedural	3
	c) cultural	3
II.6 Assistance and support	a) institutional	3
	b) procedural	3

	c) cultural	3
III. Management of Resources		
III.1 Material and human resources	a) institutional	2
	b) procedural	3
	c) cultural	3
III.2 Human resources development	a) institutional	3
	b) procedural	3
	c) cultural	3
III.3 Interaction with research	a) institutional	3
	b) procedural	3
	c) cultural	3
III.4 Interaction with administration	a) institutional	3
	b) procedural	3
	c) cultural	3
IV. Transparency and Documentation		
IV.1 Rules and regulations for programmes / courses / trainings	a) institutional	3
	b) procedural	3
	c) cultural	3
IV.2 Documentation	a) institutional	3
	b) procedural	2
	c) cultural	3

Based on the certification report the experts recommend:

The experts recommend awarding the ASIIN Certificate to the quality management system of the BTC with requirements for one year. The extension of the certification until 30 September 2031 is subject to the fulfillment of the requirements. An additional onsite visit is not required.

5 **Requirements**

- A 1. (ASIIN I.2) A regulation or statute setting out the regulatory framework for the QA tools used in the institution must be established and made available to all stakeholders.
- A 2. (ASIIN III.1) BTC must ensure that its resource base is sufficient to maintain operations and quality standards. A clear plan should be established for diversifying income sources beyond government funding, donations, and tuition fees to guarantee the institution's financial sustainability.
- 10 A 3. (ASIIN III.1) Immediate steps must be taken to address the teacher shortage. This may include, for instance, allocating funds, where possible, to recruit and retain qualified staff to meet the demands of its programs and reduce its dependence on industrial teachers.
- 15 A 4. (ASIIN III.4) BTC must introduce a workload monitoring mechanism to assess administrative, teaching, and research demands on faculty in order to proactively adjust tasks and avoid overload or diminished quality, if necessary.

- A 5. (ASIIN IV.2) BTC needs to provide conclusive evidence of the effectiveness of the training provided to familiarize the staff with the records management system and related support activities.

5 Recommendations

- E 1. (ASIIN I.1) It is recommended that consideration be given to involving students in the decision-making related to the institution's quality objectives and implementation strategies.
- E 2. (ASIIN I.2) It is recommended that the organisation chart be adapted to make the different roles and responsibilities of the teaching staff more visible.
- 10 E 3. (ASIIN I.2) It is recommended to comprehensively demonstrate the QA policies and mechanisms in a QA manual or equivalent.
- E 4. (ASIIN I.2) It is recommended to consider involving students more actively in its internal quality assurance system, e.g. by strengthening the relevant competences of the student council.
- E 5. (ASIIN II.1) It is recommended to consider establishing a more active role and status for
15 students in its curriculum development and adaptation processes.
- E 6. (ASIIN II.2) It is recommended to consider addressing the issue of potential gaps in external collaboration more systematically.
- E 7. (ASIIN II.3) It is recommended to expand and formalize the network with industry partners by
20 developing a more structured alliance that actively shapes curriculum updates, equipment investment, and training practices.
- E 8. (ASIIN II.3) It is recommended to continue establishing formal agreements with international universities and vocational institutions to support sustained student and faculty exchanges and joint programme development.
- E 9. (ASIIN II.4) It is recommended to increase the frequency of updating the assessment tools in
25 an effort to more reliably reflect the latest industry standards and technologies. This could be realized, for example, in the framework of the annual curriculum review process.
- E 10. (ASIIN II.5) It is recommended that BTC documents and communicates more clearly the process and criteria for the recognition of learning outcomes gained in other learning settings ("credit transfer").
- 30 E 11. (ASIIN II.6) BTC should refine its survey tools with the aim of tracking the long-term outcomes of its support systems to ensure continuous adaptation to students' needs.
- E 12. (ASIIN III.1) It is recommended that BTC maintains or expands its efforts to make working conditions for teaching staff more flexible, for example by integrating technology into the

teaching process, to alleviate the high teaching load, attract potential recruits to the institution, and improve the overall quality of the study programmes.

- E 13. (ASIIN III.1) BTC should develop a long-term investment strategy focused on upgrading its facilities and infrastructure.
- 5 E 14. (ASIIN III.1) BTC should consider extending the length of contracts and adjusting the evaluation cycles to provide greater job security and stability for teachers, thereby keeping tacit knowledge within the institution.
- E 15. (ASIIN III.1) BTC should consider more formal mechanisms for responding to stakeholder concerns and requests, particularly in terms of resource allocation and workload management.
- 10 E 16. (ASIIN III.2) It is recommended to increase the effectiveness of specific development programmes by speeding up their delivery (frequency, mandatory participation).
- E 17. (ASIIN III.2) It is recommended to provide regular updates on how the institution integrates feedback from stakeholders (industry, students, and teachers) into teaching practice and how current curricula are adapted accordingly.
- 15 E 18. (ASIIN III.3) It is recommended to continue the practice of providing budgetary and material support to incentivise the engagement of teaching staff in classroom research, thereby positively affecting the quality of teaching and learning in DVT.
- E 19. (ASIIN III.4) It is recommended to consider integrating specialist administrative staff and reducing the reliance on teaching staff for administrative tasks, allowing for a more streamlined and scalable management model.
- 20 E 20. (ASIIN IV.1) It is recommended that BTC successively provides key study-related information and regulations in English language.

G. Decision of the Certification Commission (13.12.2024)

5 The Certification Commission discusses the procedure. It understands the importance and the target area of requirement 2 concerning the limited financial base of BTC. However, the Commission decides to change the wording of the requirement to make it more understandable and ultimately easier to fulfil in the time available.

Otherwise, the Commission fully agrees with the assessment and proposed resolution of the expert team.

Concerning the achieved maturity levels, the Certification Commission decides as follows:

Areas to Review		Maturity Level
I. Definition of Quality		
I.1 Objectives	a) institutional	3
	b) procedural	2
	c) cultural	2
I.2 (Quality-) management systems/ governance	a) institutional	3
	b) procedural	2
	c) cultural	2
II. Educational Programmes / Courses / Trainings		
II.1 Creation and development of programmes / courses / trainings	a) institutional	3
	b) procedural	3
	c) cultural	3
II.2 Implementation of programmes / courses / trainings	a) institutional	3
	b) procedural	3
	c) cultural	3
II.3 Cooperations	a) institutional	3
	b) procedural	3
	c) cultural	3
II.4 Examination systems and organisation of exams	a) institutional	3
	b) procedural	3
	c) cultural	3
II.5 Recognition of achievements	a) institutional	3
	b) procedural	3
	c) cultural	3
II.6 Assistance and support	a) institutional	3
	b) procedural	3
	c) cultural	3

III. Management of Resources		
III.1 Material and human resources	a) institutional	2
	b) procedural	3
	c) cultural	3
III.2 Human resources development	a) institutional	3
	b) procedural	3
	c) cultural	3
III.3 Interaction with research	a) institutional	3
	b) procedural	3
	c) cultural	3
III.4 Interaction with administration	a) institutional	3
	b) procedural	3
	c) cultural	3
IV. Transparency and Documentation		
IV.1 Rules and regulations for programmes / courses / trainings	a) institutional	3
	b) procedural	3
	c) cultural	3
IV.2 Documentation	a) institutional	3
	b) procedural	2
	c) cultural	3

Based on this, the Certification Commission decides to award the quality seal as follows:

Institution	ASIIN Certificate	Maximum duration of certification
Bankhai Technical College	With requirements for one year	30.09.2031

Requirements

- 5 A 1. (ASIIN I.2) A regulation or statute setting out the regulatory framework for the QA tools used in the institution must be established and made available to all stakeholders.
- A 2. (ASIIN III.1) BTC must provide a clear plan to support the institution's financial sustainability.
- A 3. (ASIIN III.1) Immediate steps must be taken to address the teacher shortage. This may include, for instance, allocating funds, where possible, to recruit and retain qualified staff to meet the demands of BTC's programs and reduce the College's dependence on industrial teachers.
- 10 A 4. (ASIIN III.4) BTC must introduce a workload monitoring mechanism to assess administrative, teaching, and research demands on faculty in order to proactively adjust tasks and avoid overload or diminished quality, if necessary.

- A 5. (ASIIN IV.2) BTC needs to provide conclusive evidence of the effectiveness of the training provided to familiarize the staff with the records management system and related support activities.

Recommendations

- 5 E 1. (ASIIN I.1) It is recommended that consideration be given to involving students in the decision-making related to the institution's quality objectives and implementation strategies.
- E 2. (ASIIN I.2) It is recommended that the organisation chart be adapted to make the different roles and responsibilities of the teaching staff more visible.
- 10 E 3. (ASIIN I.2) It is recommended to comprehensively demonstrate the QA policies and mechanisms in a QA manual or equivalent.
- E 4. (ASIIN I.2) It is recommended to consider involving students more actively in its internal quality assurance system, e.g. by strengthening the relevant competences of the student council.
- E 5. (ASIIN II.1) It is recommended to consider establishing a more active role and status for students in its curriculum development and adaptation processes.
- 15 E 6. (ASIIN II.2) It is recommended to consider addressing the issue of potential gaps in external collaboration more systematically.
- E 7. (ASIIN II.3) It is recommended to expand and formalize the network with industry partners by developing a more structured alliance that actively shapes curriculum updates, equipment investment, and training practices.
- 20 E 8. (ASIIN II.3) It is recommended to continue establishing formal agreements with international universities and vocational institutions to support sustained student and faculty exchanges and joint programme development.
- E 9. (ASIIN II.4) It is recommended to increase the frequency of updating the assessment tools in an effort to more reliably reflect the latest industry standards and technologies. This could be realized, for example, in the framework of the annual curriculum review process.
- 25 E 10. (ASIIN II.5) It is recommended that BTC documents and communicates more clearly the process and criteria for the recognition of learning outcomes gained in other learning settings ("credit transfer").
- E 11. (ASIIN II.6) BTC should refine its survey tools with the aim of tracking the long-term outcomes of its support systems to ensure continuous adaptation to students' needs.
- 30 E 12. (ASIIN III.1) It is recommended that BTC maintains or expands its efforts to make working conditions for teaching staff more flexible, for example by integrating technology into the

teaching process, to alleviate the high teaching load, attract potential recruits to the institution, and improve the overall quality of the study programmes.

- E 13. (ASIIN III.1) BTC should develop a long-term investment strategy focused on upgrading its facilities and infrastructure.
- 5 E 14. (ASIIN III.1) BTC should consider extending the length of contracts and adjusting the evaluation cycles to provide greater job security and stability for teachers, thereby keeping tacit knowledge within the institution.
- E 15. (ASIIN III.1) BTC should consider more formal mechanisms for responding to stakeholder concerns and requests, particularly in terms of resource allocation and workload management.
- 10 E 16. (ASIIN III.2) It is recommended to increase the effectiveness of specific development programmes by speeding up their delivery (frequency, mandatory participation).
- E 17. (ASIIN III.2) It is recommended to provide regular updates on how the institution integrates feedback from stakeholders (industry, students, and teachers) into teaching practice and how current curricula are adapted accordingly.
- 15 E 18. (ASIIN III.3) It is recommended to continue the practice of providing budgetary and material support to incentivise the engagement of teaching staff in classroom research, thereby positively affecting the quality of teaching and learning in DVT.
- E 19. (ASIIN III.4) It is recommended to consider integrating specialist administrative staff and reducing the reliance on teaching staff for administrative tasks, allowing for a more streamlined and scalable management model.
- 20 E 20. (ASIIN IV.1) It is recommended that BTC successively provides key study-related information and regulations in English language.