ONESQA

Guidelines for
The External Quality Assurance
during COVID-19 Pandemic

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ONESQA's Guidelines for the External Quality Assessment during COVID-19 Pandemic

Introduction

On January 30, 2020, the World Health Organization (WHO) assessed the novel coronavirus outbreak as a pandemic and declared COVID-19 to be a public health emergency of international concern. During the pandemic, there was worry of the likelihood of the COVID-19 epidemic in education institutions. The situation had affected all concerns to adjust to new procedures and practices to adapt to the pandemic with a new normal to tackle with the pandemic. The Office for National Education Standards and Quality Assessment (ONESQA) had recognized the importance of developing a new procedure to handle the outbreak effectively in order to reduce the risk of exposure to the virus and to prevent it from affecting the health of learners, parents, teachers and educational personnel. This included hygienic and appropriate management of environmental health in all areas, especially public spaces directly related to the operation of the office and external assessors.

Principle

ONESQA still adheres to the same quality assessment principles, but changes the assessment methodology to match the COVID-19 pandemic. The operation of external quality assessment (EQA) will observe social distancing principle strictly during the COVID-19 pandemic. EQA operation has been divided into two phases as follows:

First phase is the assessment process of the self-assessment report (SAR), which is
an evaluation based on the analysis of the subject matter contained in the SAR of the education institution. SAR of the assessed institution will have to be certified by the parent organization in accordance with the Ministry of Education's Regulations on Quality Assurance of 2018. SAR assessment at this phase will be categorized into 3 levels of results, namely: "good", "average", and "need improvement".

Second phase is the process of site visit of the assessed institution carried out by a group of external assessors after the first phase is done. Second phase will be carried out after the assessed institution received result of SAR assessment in the first phase. Assessed institution will be able to determine voluntarily whether the second phase will be carried out or not. If the assessed institution volunteers to be assessed in the second phase, the site visit will take a minimal time.

External assessors might opt to conduct preliminary assessment online before actual site visit. During site visit, there will be no verbal presentation of the EQA result so as to avoid physical contact on the principle of social distancing. The second phase EQA results will be categorized into 5 levels, namely: "excellent", "very good", "good", "average", and "need improvement".

Rational

Nowadays, information technology changes rapidly, in addition, there is also a drastic change under a coherent context in a network economics manner. Therefore, ONESQA's EQA method needs to be changed by harnessing information technology more productively, as well as modifying EQA method to suit the coronavirus outbreak situation of the COVID-19.

First phase "SAR assessment"

1. SAR submission and assessment

In the case of child development centers and basic education schools, EQA process will be carried out as follows:

Step 1**:** Children Development Centers and basic education schools will send their SAR to their parent organizations**.**

Step 2**:** Parent organizations verify, define issues and send SAR to ONESQA via E**-**SAR system (parent organizations and ONESQA can see the status of SAR at the same time)

Step 3**:** ONESQA receives SAR of education institutions through E**-** SAR system of parent organizations**.**

Step 4**:** ONESQA sends SAR to assessment unit to manage in accordance with the assessment procedures devised by ONESQA.

In case of the other levels of education institutions, ONESQA will coordinate with the external assessors to access to ONESQA's Automated QA (AQA) to download SAR and related information in order to carry out SAR assessment in accordance with the procedures devised by ONESQA.

2. The panel of external assessors writes SAR assessment report and delivers it to the assessment validation unit.
3. The panel of external assessors delivers the SAR assessment report to the assessed education institution to determine the accuracy of the assessment report at the specified time. Subsequently, assessed education institution will deliver the reviewed report with results to the panel of assessors.
4. The assessment unit will validate and deliver a complete SAR assessment report to ONESQA (in the case of special purpose education institutions and vocational education institutions, the panel of external assessors will deliver the assessment report to ONESQA).
5. ONESQA will present the results of SAR assessment to the relevant committees before sending it to education institutions, their parent organizations, and disseminating to the public.

Forms Related to SAR Assessment

CO-02 Validation Form for the assessment of SAR by external assessor.

CO-03 SAR guidelines based on the procedures of ONESQA.

CO-04 External Quality Assessment Report: SAR assessment results under the COVID-19 pandemic.

CO-05 Application form of education institutions requesting for site visit conducted by ONESQA.

Summary of SAR Assessment Results

SAR assessment results consist of 3 quality levels for each standard (according to IQA), namely: "good", "average", and "need improvement".

Quality Assessment Criteria

1. **Criteria for SAR assessment for Child Development Center are as follows**:

   - Determination of the results of self**-** assessment according to the standards of the education institution (IQA)**.**
   - External assessors considered the issues according to SAR assessment criteria devised by ONESQA and three quality levels will be decided namely**:** "good", "average" and "need improvement"**.**

Standard 1: Management of Early Childhood Development Center

Indicator	**Quality Level**	**Evaluation Criteria**
1. Having action plan for each academic year. 2. Action plan has been implemented. 3. Achievement of action plan has been evaluated. 4. The results of the assessment have been used to improve the problem in the following academic year. 5. The management results of the education institution have been presented to stakeholders.	Need Improvement	Attain 0 – 3 indicators
	Average	Attain 4 indicators
	Good	Attain 5 indicators

Standard 2: Teachers/child caregivers provide care, manage learning experiences and plays for early childhood development.

<table>
<tr><th>Indicator</th><th>Quality Level</th><th>Evaluation Criteria</th></tr>
<tr><td rowspan="3">1. Teachers/child caregivers develop annual lessons plan for all classes and subjects every year.
2. All teachers/child caregivers have implemented learning experiences plan to deliver teaching and learning using information technology materials and learning resources that are conducive to learning.
3. There is systemic monitoring and evaluation for early childhood development.
4. Assessment results have been used for early childhood development.
5. There are exchanges of learning and feedback information to improve teaching and learning development.</td><td>Need Improvement</td><td>Attain 0 - 3 indicators</td></tr>
<tr><td>Average</td><td>Attain 4 indicators</td></tr>
<tr><td>Good</td><td>Attain 5 indicators</td></tr>
</table>

Standard 3: Quality of Early Childhood

Indicator	Quality Level	Evaluation Criteria
1. Early childhood quality goals are identified. 2. There is systematic identification of early childhood quality development according to the early childhood development goals. 3. Children developments are achieved at their age according to the early childhood development goals. 4. Early childhood quality assessment results are used to improve children's development. 5. The results of the early childhood quality assessment are presented to related parties.	Need Improvement	Attain 0 – 3 Indicators
	Average	Attain 4 Indicators
	Good	Attain 5 Indicators

Note**:** Criteria for determination will depend on the name of the evidence or information appearing in the SAR according to the number of indicators**.**

2. **Criteria for SAR assessment for basic education (early childhood education and basic education levels) are as follows**:

- Consideration of the results of self-assessment according to the standards of the education institutions (IQA).
- The assessors will consider the issues according to ONESQA criteria for the "SAR assessment criteria" and determine the level of quality which classified into 3 quality levels, namely: "good", "average", and "need improvement".

Early Childhood Education

Standard 1: Quality of children

Indicator	Quality Level	Evaluation Criteria
1. Early childhood quality goals are identified. 2. There is systematic identification of early childhood quality development according to the early childhood development goals. 3. Children developments are achieved at their age according to the early childhood development goals. 4. Early childhood quality assessment results are used to improve children's development. 5. The results of the early childhood quality assessment are presented to related parties.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

Standard 2: Management and Management Process

Indicator	Quality Level	Evaluation Criteria
1. Having action plan for each academic year. 2. Action plan has been implemented. 3. Achievement of action plan has been evaluated. 4. The results of the assessment have been used to improve the problem in the following academic year. 5. The management results of the education institution have been presented to stakeholders.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

Standard 3: Experiences Management focusing on Child-Centered.

Indicator	Quality Level	Evaluation Criteria
1. Teachers/child caregivers develop annual lessons plan for all classes and subjects every year. 2. All teachers/child caregivers have implemented learning experiences plan to deliver teaching and learning using information technology materials and learning resources that are conducive to learning. 3. There is systemic monitoring and evaluation for early childhood development. 4. Assessment results have been used for early childhood development. 5. There are exchanges of learning and feedback information to improve teaching and learning.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

Note**:** Criteria for determination will depend on the name of the evidence or information appearing in the SAR according to the number of indicators**.**

Basic Education and Special Purpose Education

Standard 1: Quality of children

Indicator	Quality Level	Evaluation Criteria
1. Learners' quality goals are identified. 2. There is systematic identification of learners' quality development according to the learners' development goals. 3. Learners' developments are achieved at their age according to the learners' development goals. 4. Assessment results of learners' quality are used for the improvement of learners' achievements. 5. The results of the learners' quality assessment are presented to related parties.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

Standard 2: Management and Management Processes

Indicator	Quality Level	Evaluation Criteria
1. Having action plan for each academic year. 2. Action plan has been implemented. 3. Achievement of action plan has been evaluated. 4. The results of the assessment have been used to improve the problem in the following academic year. 5. The management results of the education institution have been presented to stakeholders.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

Standard 3: Teaching and Learning Management Process focusing on Child-Centered.

Indicator	Quality Level	Evaluation Criteria
1. Teachers develop annual lessons plan for all subjects every year. 2. All teachers have implemented lesson plan to deliver teaching and learning using information technology materials and learning resources that are conducive to learning. 3. There is systemic appraisal and evaluation for learners. 4. Assessment results have been used for learners' development. 5. There are exchanges of learning and feedback information to improve teaching and learning.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

3. Criteria for SAR assessment for Vocational Education

Standard 1: Desirable Characteristics of vocational education graduates.

<table>
<tr><th>Indicator</th><th>Quality Level</th><th>Evaluation Criteria</th></tr>
<tr><td rowspan="3">1. The quality of graduates of vocational education is specified.
2. There is a systematic indication of learners' quality development according to the graduates' development goals.
3. There are achievements of graduates of vocational education graduates as required by the development goal.
4. The quality assessment results of vocational graduates have been used to develop the quality of learners further.
5. The results of the quality assessment of vocational education graduates are presented to related parties.</td><td>Need Improvement</td><td>Attain 0 – 3 Criteria</td></tr>
<tr><td>Average</td><td>Attain 4 Criteria</td></tr>
<tr><td>Good</td><td>Attain 5 Criteria</td></tr>
</table>

Standard 2: Vocational Education Management

Indicator	Quality Level	Evaluation Criteria
1. There is planning of curriculum development for each academic year. 2. Instructional curriculum is applied in delivering instruction using information technology materials and learning resources that are conducive to learning. 3. Vocational school is managed systemically. 4. The policies of the parent organization are implemented. 5. The achievements of the management, as well as teaching and learning are presented for the acknowledgement of stakeholders.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

Standard 3: Creating Learning Society

Indicator	Quality Level	Evaluation Criteria
1. There is planning of implementation of learning society for each academic year. 2. The implementation plan has been executed. 3. There is evaluation of the achievement of the implementation of learning society as planned. 4. Assessment results have been used for the improvement for the next academic year. 5. Results of the creating of learning society of the institution has been presented for the acknowledgement of stakeholders.	Need Improvement	Attain 0 – 3 Criteria
	Average	Attain 4 Criteria
	Good	Attain 5 Criteria

Phase 2 "**Site Visit Assessment**"

Conditions

In order to adhere to the Regulations of the Ministry of Education on the Quality Assurance of B. E. 2561 (2018), the institutions that acquired their SAR assessment results can choose to submit their request to ONESQA voluntarily for site visit assessment. In such case, ONESQA will send a panel of external assessors to conduct site visit on the appointed day and time during the working day. The minimum day of site visit will be 1 day. If there is exceptional circumstance, institution may submit a request to ONESQA to conduct site visit for more than two days if necessary.

Principle

The site visit will be conducted on the basis of social distancing by avoiding physical contact of individuals, wearing face mask and wearing gloves at all times. The assessment will focus on examining evidences rather than interviewing individuals (except necessary case). Examining of evidences will be conducted on appointed time. There will be no verbal presentation to summarize assessment results at the assessed institution.

Site Visit Assessment Method

1. The panel of assessors will visit the assessed institution on the appointed day and time. The assessment will start with examining of evidences according to the time table submitted to the assessed institution in advance.
2. Assessors can ask questions; however, they must keep their physical distance according to social distancing principles. There will be no verbal conclusion of the assessment at the assessed institution.
3. The panel of assessors prepare a site visit assessment report and submit it to the assessment unit for an audit for correctness.
4. The panel of assessors will send the site visit assessment report to the assessed institution to consider the accuracy of the report at the specified time. Subsequently, the assessed institution will return the report with their reflections back to the panel of assessors.
5. The assessment unit will check the correctness of the assessment report before submitting the final assessment report to ONESQA.
6. ONESQA will present the site visit assessment report to the relevant committee before sending to the assessed institution, parent organization and disseminating to the public.

(For special purpose education institution and vocational school, following procedure will be applied)

7. The panel of assessors will submit SAR assessment report and the site visit assessment report together with all the EQA forms (CO 02 – CO 09) to ONESQA via internet in the form of digital file. In the case of the child development centers and general basic education schools all assessment documents will be kept at the assessment unit.
8. When the panel of assessors have sent SAR assessment report and site visit assessment report to assessed institution via internet or e-mail, confirmation of acknowledgement of the receipt of the reports will have to be made to assure that the assessed institution has received the reports. Assessed institution will have to confirm the receipt of the reports via internet or e-mail.

Forms Related to the Site Visit

CO - 04 EQA Report: SAR Assessment Results under COVID-19.

CO – 05 Application Form for education institution requesting ONESQA for site visit.

CO - 06 Site visit time table (agreed by assessors and assessed institution).

CO - 07 Preparation plan before conducting site visit of the panel of assessors.

CO - 08 Table concluding results of the site visit.

CO - 09 EQA Report: Results of site visit under COVID-19.

- CO - 09 - 1 EQA Report: Results of site visit under COVID-19 of children development center.
- CO - 09 - 2 EQA Report: Results of site visit under COVID-19 of early childhood education and basic education school.
- CO - 09 - 3 EQA Report: Results of site visit under COVID-19 of the special purpose basic education school.
- CO – 09 - 4 EQA Report: Results of site visit under COVID-19 of vocational college.

1. **Criteria of Site Visit Assessment for Children Development Center are as follows:**

- Consideration of the results of internal quality assurance (IQA) according to the IQA standards of the assessed institutions, together with the evidences and observable information gathered during the site visit.
- The panel of assessors will base their judgement on the assessment criteria for site visit devised by ONESQA. The judgement of quality level is categorized into 5 levels namely: "excellent", "very good", "good", "average", and "need improvement".
-

Standard 1: Management of Early Childhood Development Center

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit.
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

Standard 2: Teachers/child caregivers provide care, manage learning experiences and plays for early childhood development.

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

Standard 3: Quality of Early Childhood

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

2. Criteria of Site Visit Assessment for Basic Education (Early Childhood Education, Basic Education, and Special Purpose Education) are as follows:

- Consideration of the result of IQA according to the IQA standards of the assessed institutions, together with the evidences and observable information gathered during the site visit.
- The panel of assessors will base their judgement on the assessment criteria for site visit devised by ONESQA. The judgement of quality level is categorized into 5 levels namely: "excellent", "very good", "good", "average", and "need improvement".

Standard 1: Quality of children/learners

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

Standard 2: Management and Management Process

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

Standard 3: Teaching and Learning Management Process/experiential learning focusing on Child-Centered.

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

3. Criteria of Site Visit Assessment for Vocational Education are as follows:

- Consideration of the result of IQA according to the IQA standards of the assessed institutions, together with the evidences and observable information gathered during the site visit.
- The panel of assessors will base their judgement on the assessment criteria for site visit devised by ONESQA. The judgement of quality level is categorized into 5 levels namely: "excellent", "very good", "good", "average", and "need improvement".

Standard 1: Desirable Characteristics of vocational education graduates.

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

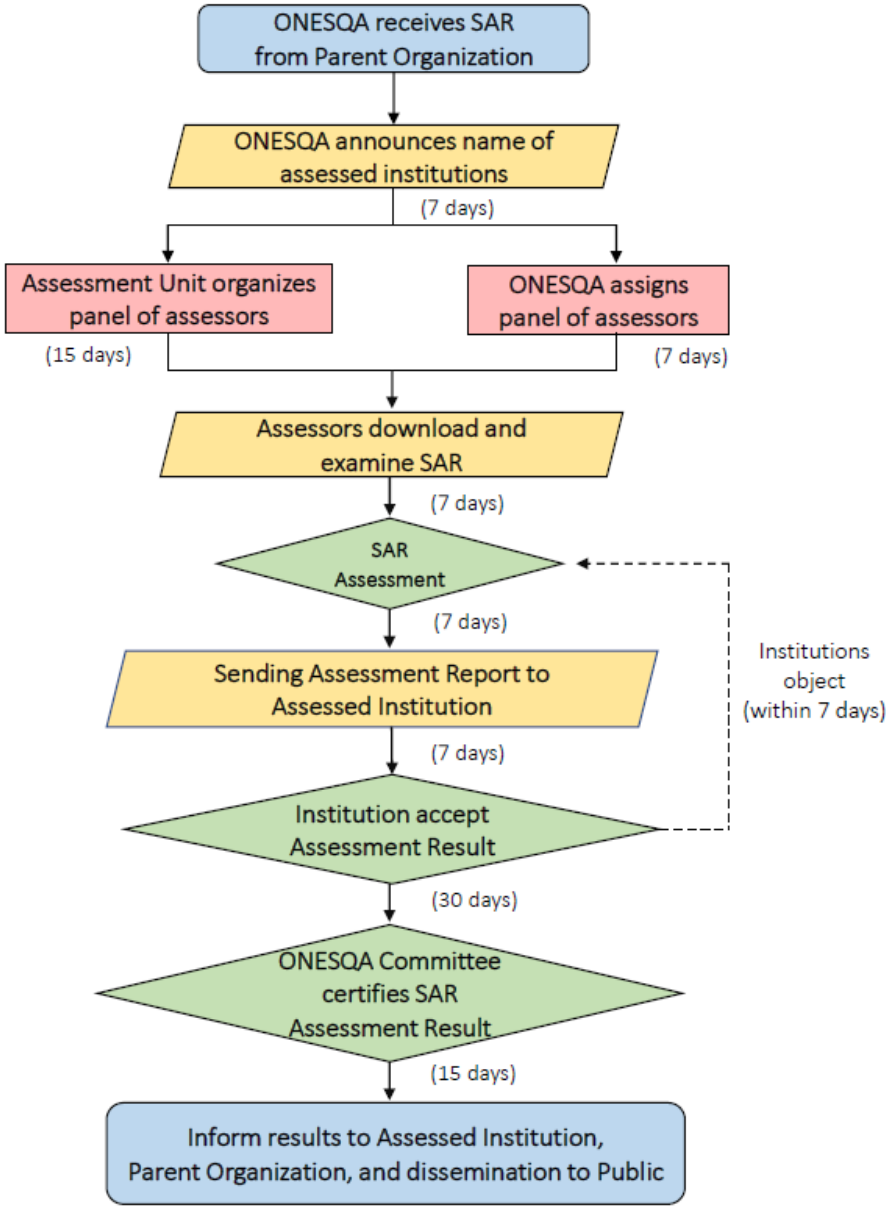
Standard 2: Vocational Education Management

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

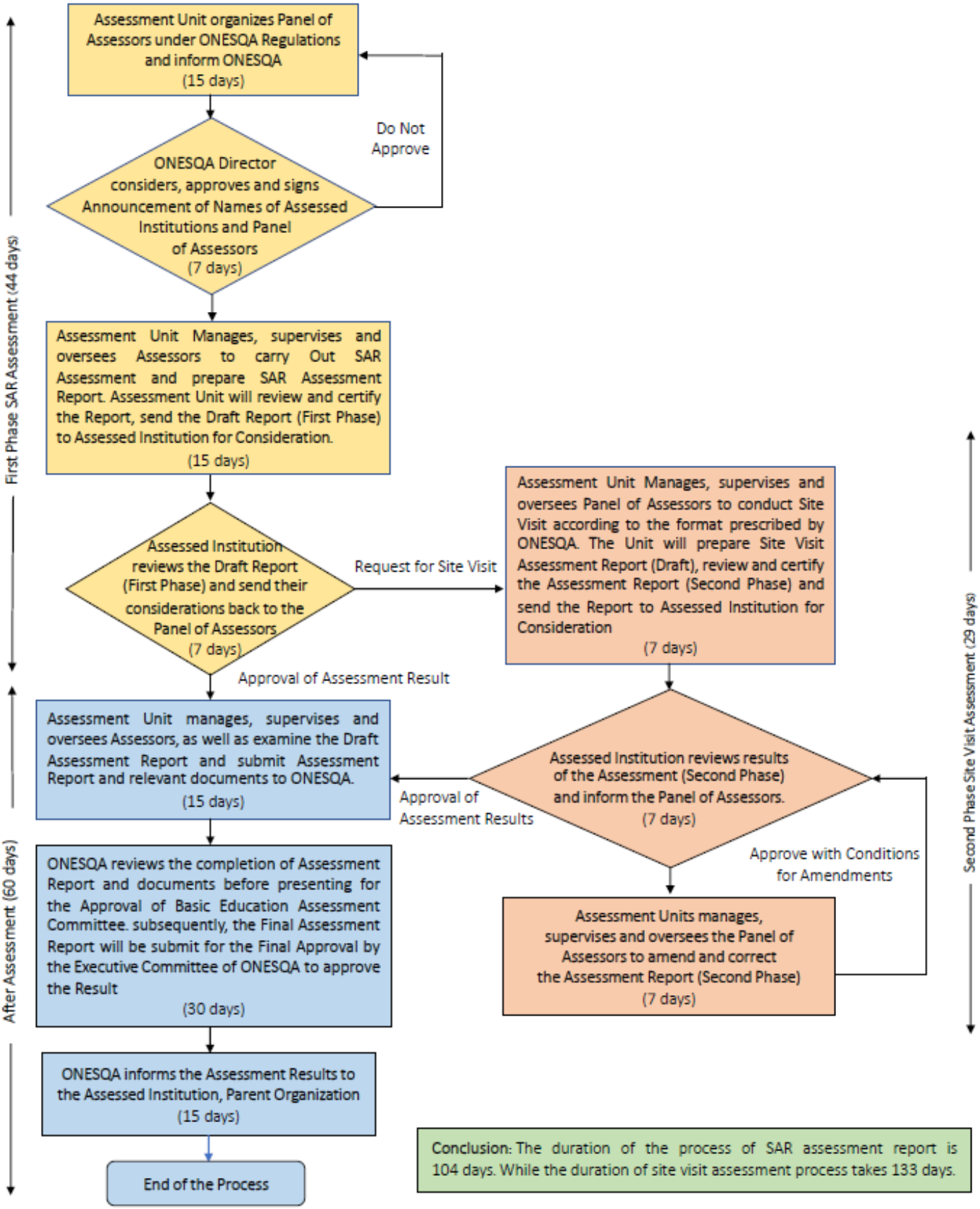
Standard 3: Creating Learning Society

Quality Level	Judging Criteria
Need Improvement	- There is no evidence indicating result of SAR assessment during the site visit
Average	- Evidences or observable information have been found during the site visit that support 4 indicators as presented in the SAR.
Good	- Evidences or observable information have been found during the site visit that support 5 indicators as presented in the SAR.
Very good	- Evidences or observable information have been found during the site visit indicating better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed.
Excellent	- Evidences or observable information have been found during the site visit indicating continuous better improvements over the last 3 academic years, **and** - Approach to maintain higher development outcome has been observed, **and** - Demonstrating evidences as a best practice institution or having innovation.

First Phase Flow Chart of SAR Assessment Process



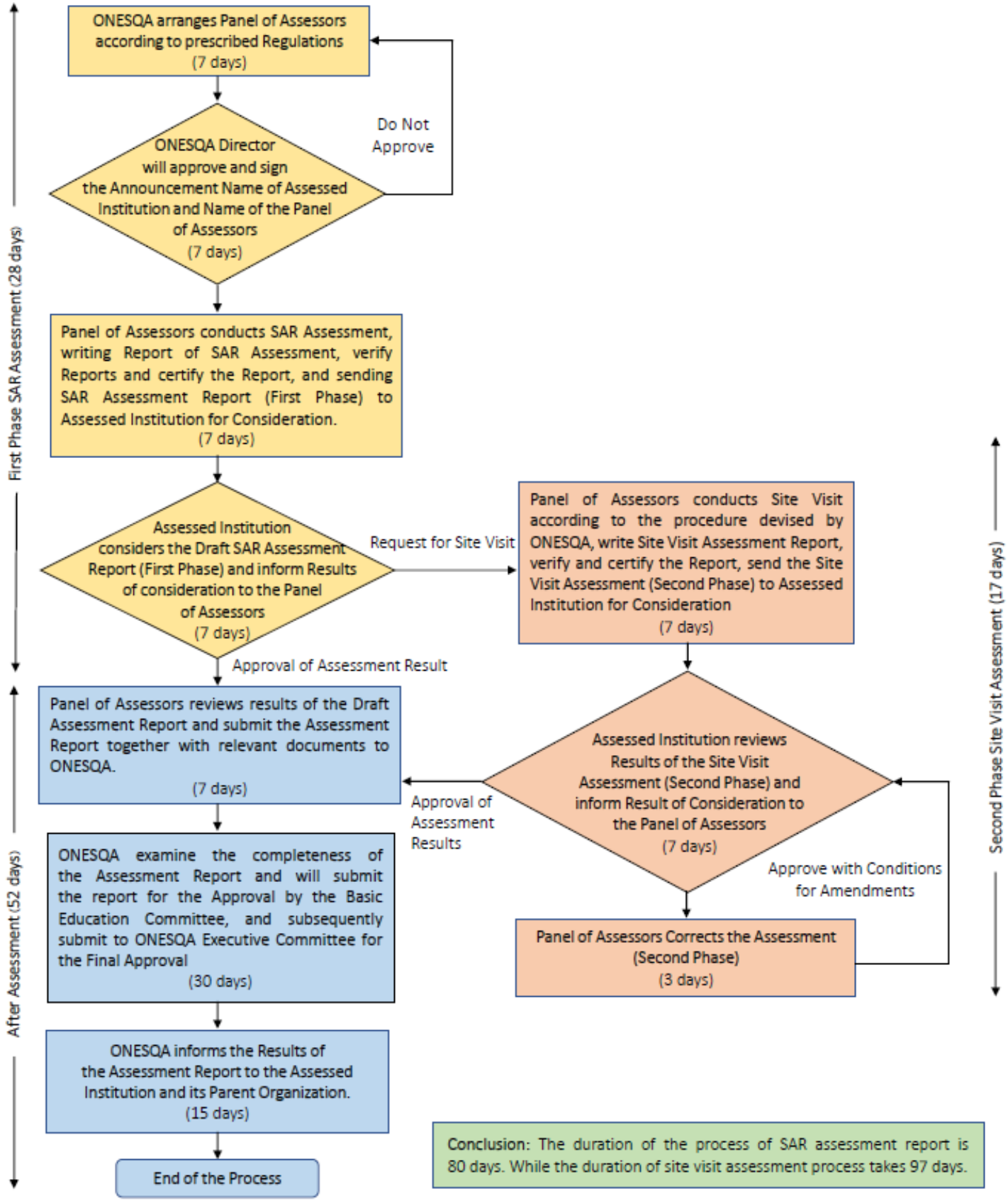
Second Phase Flow Chart of Site Visit Procedure
In the case of Assessment Unit
(Children Development Center and General Basic Education)



Conclusion: The duration of the process of SAR assessment report is 104 days. While the duration of site visit assessment process takes 133 days.

Second Phase Flow Chart of Site Visit Procedure

EQA Conducted by Panel of Assessors (Special Purpose Education and Vocational Education)



Training of External Quality Assessors Under the COVID-19 Pandemic

1. Former external quality assessors will receive supplemented training with a serial of training modules no. 102-105.

2. New external quality assessors will be trained with five distance training modules and will attend two days of workshop (training module no. 106).

Subject

Training Course for external quality assessors under the Covid-19 pandemic.

Objectives

The training course will enable external quality assessors to perform EQA at education institutions in accordance with the new normal and conforming with the roles prescribed in the ministerial regulations 2018 and the Royal Decree on the Establishment of ONESQA.

Qualifications of trainees

(1) Passing the preliminary screening conducted by ONESQA.

(2) Attending all modules of the training course.

Number of training hours

The total number of hours for the training is 30 hours dividing into

(1) Learning through 5 modules (18 hours).

(2) Attending training workshop (12 hours).

The total number of 6 modules consist of:

Module 101:	Information Technology System supporting external assessment of ONESQA.
Module 102:	External quality assessment of ONESQA under the condition of the pandemic of Coronavirus Diseases 2019 (COVID-19).
Module 103:	Education Standards of Parent Organizations, Criteria for Assessment and Judgment of ONESQA.
Module 104:	Method for SAR Assessment of Education Institutions.
Module 105:	Method for Site Visit Assessment of education institutions.
Module 106:	Two-day Training Workshop.

Training Method

(1) A Serial of training of Module 101 – 105 (18 hours) consisting of:

3.1 Pre-testing
3.2 Media learning such as documents, exercises, practices, and question via e-mail.
3.3 Exercising several solo activities with self-check (key answer provided).
3.4 Carrying out assigned activities that need to be submitted to ONESQA or taking online exams to accumulate marks.
3.5 Question and answer via various media such as mobile phone application like "Line" with the person in charge of the training course.
3.6 Post-testing after taking training course.

(2) Training Module 106 (12 hours)

Attending two-day training workshop.

Day 1: Academic (Technical) Training Workshop (6 hours)

- Synopsis of knowledge
- Summative Exams
- Getting to know ONESQA (with VDO presentation) and meet with ONESQA executive
- Making friends and joining collective activities
- Q&A

Day 2: Training Workshop on IT supporting ONESQA's EQA (6 hours)

- IT systems related to external quality assessment
- How to log in the system
- How to download SAR and other data
- How to submit the external quality assessment report online to ONESQA
- How to access other information such as time line, related notices
- Practical examination on IT utilized in ONESQA external quality assessments
- Common Q&A

Teaching and Learning

(1) Trainees who pass screening will enroll Module 101, 102 and 103 which will take 5 days to complete. Trainees will have to download material of the training modules and carry out the assigned activities individually. The measurement of this training modules is by means of 30 items of multiple-choice test; each item has 4 options which will take 1 hour testing per module. The test will be administered online at the prearranged time. Criterion for passing of the test is 70% of the full score. Those who pass all testing of Module 101, 102 and 103 will be eligible to continue enrolling in Module 104 and 105.

(2) Trainees who enrolled Module 104 and 105 which will take 5 days to complete have to download materials for exercising assigned activities individually. The measurement of these modules will be in the form of examining the assigned tasks. Criterion of passing these modules is 70% of the full score. Those who pass evaluation of Module 104 and 105 will be eligible to enroll in Module 106.

(3) Trainees who enroll Module 106 will attend two-day training workshop.

Day 1 Technical Training Workshop (6 hours)

- Synopsis of knowledge
- Two-hour summative testing (open book)
- Getting to known ONESQA activities and meet ONESQA executive
- Making friends activities
- Q&A

Day 2 Training Workshop on IT Supporting ONESQA EQA (6 hours)

- VDO presentation on IT system supporting ONESQA EQA.
- Practice using IT systems related to EQA.
- Q&A.
- One-hour practical test.

(4) Measurement of Module 106 is as follows:

b) Summative test will take 2 hours (open book). The test is a case study, with a full score of 80 marks, passing criterion is 70% of the full score, calculating as 65% of the requirement.

c) Practical testing on competency using information technology will take 1 hour with a full score of 20 marks, passing criterion is 70% of the full score, calculating as 10% of the participation for 2 days (12 hours)

Summary of Weight Scores for Each Module

- **For Module 101, 102, 103, 104, and 105**, the full score for each Module is 20 marks. Passing criterion for each Module is 70%. Score for each Module is calculated 5% and the cumulative score is 25%.
- **For Module 106**
  i) The summative test full score is 80 marks, passing criterion is 70% (calculated 65%).
  ii) Practical testing on competency using information technology full score is
  20 marks, passing criterion is 70% (calculated 10%).

Summary

Module	Full Score	Passing Criterion	Cumulative Marks
101	20	70%	5%
102	20	70%	5%
103	20	70%	5%
104	20	70%	5%
105	20	70%	5%
106 (1) SummativeTest (2) Practical Test on IT	 80 20	 70% 70%	 65% 10%
Total	**200 marks**		**100%**

Summary of Passing Criteria for Training

Activity	Measurement	Full Score	Passing Criterion	Cumulative Percentage
1. Must Pass Module				
101	Online Exams	20	70%	5%
102		20	70%	5%
103		20	70%	5%
104	Submit Tasks	20	70%	5%
105		20	70%	5%
2. Must Pass Cumulative Test Module 106	Open Book Test	80	70%	65%
3. Must Pass IT Practical Test	Computer Hand-On Test	20	70%	10%
4. Attending Full Training	2 days (12 hours)			
Attending All 4 Activities Including 6 Modules		**200 marks**		**100%**

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