The Quality Assurance Manual
คู่มือการประกันคุณภาพการศึกษา

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Chapter 1
Quality Assurance in Higher Education

1. Rationale and Necessity for Educational Quality Assurance, Higher Education Level

1.1 Need for Educational Quality Assurance

Higher Education Institutions in Thailand have 4 main missions: (a) to produce graduates, (b) to conduct research studies, (c) to provide academic services to society, and (d) to preserve arts and culture. These 4 missions are of great importance to both the short-term and long-term development of the country. Currently, there are many internal and external factors that accentuate the need for a higher education quality assurance system. These factors are as follows:

1) The quality levels of higher education institutions and graduates tend to be inequitable. This will negatively affect the whole nation in the long run.
2) Globalization has become a challenge for higher education. The establishment of the 'ASEAN Community', in particular, will necessitate cross-border educational services, student/graduate mobility, and professional occupations of graduates in the future. These issues require educational quality guarantees.
3) Higher education institutions need to gain the confidence of society that they can add to the body of knowledge and produce capable graduates to carry out national development strategies, also enhancing the level of competitive capability in international arenas, development of actual production in both industrial and service sectors, career development, and quality of life improvements at the local and community levels.
4) Higher education institutions have to provide public information for the benefit of the stakeholders, i.e. students, employers, parents, government, and the citizens.
5) Society demands a higher education system that provides opportunities for stakeholder participation, transparency and accountability according to the principles of good governance.
6) The National Education Act of 1999 (2nd Amendment in 2002) requires all education institutions to establish an internal quality assurance system.

Moreover, the Office for National Education Standards and Quality Assessment certifies educational standards through external quality assessment.

7) The Commission on Higher Education announced the Higher Education Standards on August 7, 2006 for use as the national framework to implement standard systems for all units in higher education institutions.
8) The Ministry of Education announced the Thai Qualification Framework for Higher Education of 2009 on July 2, 2009. Later, the Commission on Higher Education announced corresponding guidelines on July 16, 2009 to ensure that education management in higher education institutions complies with the Higher Education Standards and to guarantee the quality of graduates at all levels and in all academic disciplines.
9) The Ministry of Education announced Standards for Higher Education Institutions on April 24, 2011 to serve as a mechanism for enhancing and regulating educational management standards according to the 4 groups of higher education institutions.

1.2 Objectives of Developing an Educational Quality Assurance System

Higher education institutions together with parent organizations must develop a system and mechanisms for educational quality assurance with the following objectives:

1) To develop institutions so that they can attain their vision, and elevate the level of their ability to compete. This system must be in accordance with the National Education Act and the Long Range Plan on Higher Education, as well as meet national and international standards.
2) To audit and assess operations from the level of programs of study, faculties or educational units or equivalent, and institutions according to the system and mechanism established by the institution by analyzing and comparing the results based on the indicators of various quality components according to predetermined criteria and standards.
3) To make programs of study, faculties or educational units or equivalent, and institutions aware of their status, leading to the formulation of methods to devise quality development programs to reach established targets and goals.

4) To provide feedback that reflects strengths and weaknesses, together with suggestions on how to develop operations and address deficient areas at each level continuously, in order to elevate the level of institutional capabilities.

5) To provide public information for the stakeholders to ensure that institutions could produce qualified educational products according to the established standards.

6) To provide necessary information for governing organizations to promote and enhance higher education management in appropriate ways.

2. Laws Concerned with Educational Quality Assurance

2.1 National Education Act of 1999 (2nd Amendment in 2002) with Respect to Educational Quality Assurance, Higher Education Level

The National Education Act of 1999 (2nd Amendment in 2002) has set forth aims and rationale for education management that emphasize quality and standards. The details are delineated in Section 6: Standards and Education Quality Assurance. This assurance is composed of an 'Internal Quality Assurance System' and an 'External Quality Assurance System.' It is supposed to be a mechanism for maintaining the quality and standards of Thai higher education institutions.

Internal quality assurance is a system and mechanism for developing, auditing, and assessing the operation of institutions according to the policies, objectives, and quality levels established by the institutions themselves or by their parent organizations. Accordingly, the internal quality assurance is regarded as one of the ongoing education management tasks of the institutions and parent organizations. Thus, this necessitates the establishment of an internal quality assurance system in each institution. Furthermore, annual internal quality assessment reports must be prepared and presented to institution councils, parent organizations, and other relevant organizations for consideration and be announced to the public in order to develop education quality and standards and support external quality assurance.

External quality assurance is an education quality assessment which monitors and verifies the education quality and standards of institutions based on the intentions, rationales, and approaches of education management at each level. The Office for National Education and Quality Assessment (Public Organization) or ONESQA is in charge of the external quality

assurance process. The National Education Act of 1999 (2nd Amendment in 2002) requires all institutions to undergo external quality assessment regularly, at least once in every 5 years after the last assessment, and present the results to relevant organizations and the general public.

2.2 The Second 15-Year Long Range Plan on Higher Education (2008-2022) and Eleventh Higher Education Development Plan (2012-2016)

The Second 15-Year Long Range Plan on Higher Education (2008-2022) has introduced a development approach and plan to address the problems of Thai higher education, which is directionless, overlapping, is deficient in quality, and inefficient, by using education quality and standards assessment as the main operational mechanism. Hence, an assessment mechanism must be created.

The quality of higher education institutions is evaluated based on the missions of each institutional group. Depending on the type of institution, the missions are different in terms of the service areas and levels of education that are emphasized. Furthermore, there is a diversity of roles and obligations in social and national economic development, such as laying the groundwork for social and economic improvement, decentralizing authority to local levels, and boosting production at the rural, local, and national levels so that it is competitive in a globalized world. Each group of higher educational institutions will bring about changes in Thai higher education and make significant contributions to the country. For example, institutions will be able to fulfill their missions with excellence, become more responsive to national development strategies, positively affect the productivity, development, and performance of university instructors, and optimize the numbers of graduates from different disciplines according to the needs of society, hence reducing unemployment. There will be a common quality assurance mechanism for each group of institutions to facilitate transfer credits and student exchange within the group. Additionally, in the long run, quality assessment should lead to an accreditation system that has the confidence of students and the public. It should provide a basis and conditions for government budget allocations, support from the private sector, and credit transfer.

As a consequence of The Second 15-Year Long Range Plan on Higher Education, the Ministry of Education issued a Ministerial Announcement regarding the Standards of Higher Education Institutions in 2008, dividing higher education institutions into 4 groups or categories:

Group A: Community colleges refer to the institutions which focus on producing graduates below the Bachelor degree level. Community colleges offer education that matches local needs in order to provide knowledgeable manpower for the actual production sectors of communities. These institutions support basic career changes, such as laborers exiting the agricultural sector. They are learning places which provide local people with opportunities for lifelong learning, enhancing the strengths of communities and leading to sustainable development.

Group B: Institutions focusing on Bachelor degrees refer to the institutions which focus on producing graduates at the Bachelor degree level. These institutions provide the graduates with the knowledge and capabilities necessary for bringing about development and changes at the regional level. These institutions play a role in strengthening organizations, businesses, and individuals in their regions so that they can make a living. They may also provide graduate studies, especially at the Master degree level.

Group C: Specialized institutions refer to the institutions which focus on producing specialized graduates in specific fields of study such as the physical sciences, biological sciences, social sciences, and humanities as well as vocational training. The institutions may place emphasis on a) thesis writing or research, b) production of graduates with knowledge, capabilities, skills, and proficiencies required for professional occupations, or c) both. They may play a role in developing actual production in both the industrial and service sectors. The institutions in this group may be further divided into 2 classes, i.e. class 1: institutions focusing on the graduate studies levels, and class 2: institutions focusing on the Bachelor degree level.

Group D: Institutions focusing on advanced research and production of graduates at the graduate studies levels, especially the doctoral level refer to institutions which focus on producing graduates at the graduate studies levels, especially the doctoral level, and on thesis writing and research, including post-doctoral research. They place emphasis on the production of graduates who will be the thought leaders of the nation. These institutions have the potential to move Thai higher education to an internationally leading position, add to the existing body of theoretical knowledge, and make novel academic discoveries.

Thus, education quality assurance must build quality assessment mechanisms that are suitable for the 4 groups of higher education institutions.

The Eleventh Higher Education Development Plan (2012-2016) stipulates that Thai higher education leap ahead and be a source of knowledge in responding to and resolving

critical problems, pointing the way to sustainable national and local development. This must be done by rapidly building strong national resilience under the 'sufficiency economy' philosophy, and it must support national development so the country is capable of competing in the ASEAN and world communities. It must place importance on developing quality in people and in Thai society, producing a workforce capable of meeting labor market needs. Workers must make their own living, help build a moral and responsible society, and have good physical and mental health. Teachers must become skilled practitioners, and expert professionals must become teachers that improve occupational vocations that are acceptable to society. The Thai economy must be managed and developed using knowledge, technology, innovation, and creative thinking, built on a foundation of production and consumption friendly to the environment that will lead to sustainable benefits and happiness for Thailand. This depends on proactive higher education management, and Higher Education laws that are important tools in driving the vision for 2016: "Higher Education, source of the body of knowledge that improves and advances a quality workforce and develops the nation in a sustainable manner, building a knowledge-based society of lifelong learning in accordance with the 11th National Economic and Social Development Plan (2012-2016). This is based on the 'sufficiency economy' philosophy, plays an important role in society and the ASEAN Community, and aims for international quality standards for higher education."

2.3 The Higher Education Standards published in the announcement of the Ministry of Education on August 7, 2006 consist of 3 standards, which are a) the Standard for the Quality of Graduates, b) the Standard for Higher Education Administration, and c) the Standard for Establishing and Developing a Knowledge-based and Learning-based Society. These standards are related respectively to 3 National Education Standards, which are a) Standard 1: Desirable Characteristics of Thai People as Citizens and Members of the World Community, b) Standard 2: Guidelines for Education Management, and c) Standard 3: Guidelines for Creating a Learning/Knowledge-based Society. As a result, improvements in educational quality and standards can fulfill the purposes and principles for national educational management.

In addition to the Higher Education Standards, which are primary standards, the Commission on Higher Education has established the **Higher Education Institution Standards** that were announced in 2008 by the Ministry of Education so that development of groups of higher education institutions with varied philosophies, objectives, and missions might proceed

effectively and efficiently. There are 2 main standards, i.e. a) the Standard for the Capability and Readiness of Education Management, and b) the Standard for Higher Education Institutional Operation. Additionally, higher education institutions are classified into 4 groups which are Group A: Community colleges, Group B: Institutions focusing on Bachelor degrees, Group C: Specialized institutions, and Group D: Institutions focusing on advanced research and production of graduates at the graduate studies levels, especially the doctoral level. Furthermore, the **Thai Qualification Framework for Higher Education of** 2009 was formulated in accordance with the Higher Education Standards in order to assure the quality of graduates at all educational levels and in all disciplines. The quality of graduates at all degree levels and in all disciplines must meet learning outcome standards that cover at least 5 areas, which are a) Morality and Ethics, b) Knowledge, c) Intellectual Skills, d) Interpersonal Skills and Responsibility, and e) Skills in Quantitative Analysis, Communication, and Information Technology Usage.

2.4 The Ministerial Regulation regarding Systems, Regulations, and Methods for Internal Quality Assurance

After the 1999 National Education Act came into in effect, the Office of the Higher Education Commission (formerly known as the Ministry of University Affairs), as the governing authority of higher education institutions suggested a system for education quality assurance to the Cabinet for consideration. The Cabinet approved this system on March 21, 2000. The Ministry announced the required **Systems, Regulations, and Methods for Internal Quality Assurance among Higher Education Institutions** in 2002. In 2003, the announcement was supported as a ministerial regulation regarding the systems, regulations, and methods for internal quality assurance among higher education institutions (2003). Since then, it has been used as the basis for internal quality assurance practice.

Later in 2010, the Ministry of Education announced the **Ministerial Regulation regarding Systems, Regulations, and Methods for Internal Quality Assurance of 2010** to replace the former Regulation. It encompasses both internal and external quality assurance at all levels of education, and adjusts the two main duties of the Committee for Quality Assurance in Higher Education as follows: 1) to introduce regulations or announce criteria and practices for internal quality assurance to facilitate, support and improve the internal quality assurance processes at higher education institutions; 2) to propose guidelines for ongoing improvement and development of educational quality of institutions by using the results of both internal and

external quality assessments. Furthermore, the internal quality assurance system was expanded to include quality assessment, inspection, and development. Parent organizations must monitor and inspect educational quality at least once every three years, and report the results to institutions and disclose them to the public as well.

3. Educational Quality Assurance

Before the promulgation of the 1999 National Education Act, the Ministry of University Affairs (now known as the Office of the Higher Education Commission) was well aware of the importance of educational quality assurance. Hence, in 1996 it made a Ministerial Announcement regarding Policies and Practices for Higher Education Quality Assurance as guidelines for quality assurance procedures. These policies and practices were based upon three important pillars: Academic Freedom, Institutional Autonomy, and Accountability.

But after the National Education Act of 1999 (2nd Amendment in 2002) came into effect, it specified that governing authorities along with educational institutions are responsible for setting up an internal quality assurance system in each institution. Additionally, the 2003 Administrative Regulations Act of the Ministry of Education and the Ministerial Regulation Apportioning Governmental Duties indicate that the Office of the Higher Education Commission (OHEC) has to propose policies, development plans, and standards of higher education which are in accordance with the National Economic and Social Development Plan and the National Education Plan. It also provides resources, monitors, verifies, and assesses higher educational management performance, while taking into consideration the academic freedom and excellence of institutions, as well as the laws establishing each institution and other relevant laws. OHEC, therefore, has a responsibility along with educational institutions to establish internal quality assurance systems with the following details.

3.1 Approach to Developing Systems and Mechanisms for Internal Quality Assurance

3.1.1 System for education quality assurance

In the Ministerial Regulation regarding Systems, Regulations, and Methods for Internal Quality Assurance of 2010, Paragraph 33 directs higher education institutions to develop quality assurance systems, based on the principles of academic freedom and institutional autonomy. These systems should be effective and efficient in developing the

educational quality and standards of higher education institutions on a continuous basis that is ready to support external quality assurance. Institutions are thus free to develop an appropriate internal quality assurance system in accordance with the level of development of the institution. A quality assurance system that is widely practiced at the national or international level may be adopted, or an institution may develop its own quality assurance system. Whatever system is used, it must start with formulating plans, operating according to the plans, assessment, and improvement in order to attain the institution's goals, as well as to assure the public that it could produce quality educational products. This is an important principle in developing internal educational quality assurance systems and indicators at the higher education level.

Here are important principles in developing an educational quality assurance system:

1) Promotes the main and supporting duties of higher education while being in harmony with the regulations stipulated in the Ministerial Regulation regarding the Systems, Regulations, and Methods for Internal Quality Assurance of 2010.
2) Is an internal educational quality assurance system that covers input factors and processes; it can also promote and lead to effective operational outcomes.
3) Is an internal educational quality assurance system for the next round consisting of quality assurance at the program of studies level, faculty level, and institutional level, to be used starting with the 2014 academic year.

– The educational quality assurance system at the program of studies level starts with controlling quality, as well as monitoring, inspecting, and improving it. The development of indicators and evaluation criteria aims more at developing a system of educational quality assurance rather than assessing quality; this is done in order to promote, support, and monitor operations as specified, reflecting the quality of educational management.

– The quality assurance system at the faculty and institutional levels operates to assure that quality is developed at these levels in accordance with the principles of academic freedom and institutional autonomy. Quality is evaluated so that faculties and institutions can develop according to their potential and institutional group; this constitutes an assessment of their academic strength.

4) Allows higher education institutions freedom to design their internal educational quality assurance systems.

5) Is linked to other quality systems established under OHEC policies – especially the Thai Qualification Framework for Higher Education – and connected to external quality assessment by ONESQA, so that work is not unnecessarily duplicated or institutions burdened.

3.1.2 Standards, indicators, and criteria for the quality assessment

The core **Standards** that are used as a framework for the operations of higher education institutions are the Higher Education Standards. However, there are many other standards that higher education institutions must also comply with, such as Standard Criteria for Higher Education Curricula, Thai Qualification Framework for Higher Education, Standards for the External Quality Assessment of ONESQA, and standards of the Office of Public Sector Development Commission, in the case of public universities.

Indicators are classified into 2 types – quantitative and qualitative indicators – as follows:

1) For qualitative indicators, the criteria are listed one by one. The evaluation scheme is divided into 5 levels, from 1 to 5. For qualitative evaluation, both the number of criteria and the number of criteria satisfactorily performed are counted, and a score is given accordingly. In case of non-performance or performance below the level of 1 point, a score of 0 is given. Assessment scores at faculty or institutional levels given by peer review committees should be jointly examined before they are recorded, with scores ranging from 0 to 5.
2) The quantitative indicators are scored as percentages or average values. The evaluation range is continuously distributed from 1 to 5 (with decimals). To convert the performance results for an indicator (in percentage or average value form), the score is calculated to three decimal points and rounded to two decimal points, with a given standard value assigned for a score of 5.

The Internal Quality Assurance Committee for Higher Education stipulates that an educational quality assurance system be established at the level of the program of studies, the faculty, and the institution. Each higher educational institution may apply this guideline by voluntarily setting up an internal quality assurance system under the supervision of the higher education institutional council. This internal quality system covers the 4 main duties of higher education – along with the duty of educational administration – which are: (1) to produce graduates, (2) to conduct research studies, (3) to provide academic services to society, and (4)

to preserve arts and culture, along with educational administration. Quality assurance management at the program of studies level emphasizes the main duty of producing graduates; other duties are also integrated as well. Indicators at the faculty and institutional level cover all the main duties of higher education and administration, and indicate desirable characteristics according to higher education standards as well as other criteria and regulations associated with all these duties. In Chapters 4 through 6 of this manual, this internal educational quality assurance system is developed so that educational institutions may use it as a framework in carrying out quality assurance operations starting from the level of the program of studies, the faculty, and the institution. Development of indicators and criteria aims more at developing a system of educational quality assurance rather than assessment of quality. This is done in order to promote, support, and monitor operations as specified, reflecting the quality of educational management. Indicators that are developed should be connected to or the same as those used for external quality assessment. Internal educational quality assurance focuses on input factors and processes; under these process indicators, operational outcomes may be reflected.

3.*1.3 Mechanisms for quality assurance*

The committee that makes policy and the top administrators are integral parts in moving the mechanism of continuous quality assurance. These administrators must be aware of the significance and determine policy of educational quality assurance to be commonly understood at all levels. They should appoint units or sub-committees to follow-up, audit, assess and stimulate continuous quality development. An important responsibility of these sub-committees or unit is to create a quality assurance system as well as indicators and quality scoring criteria which are suitable for each institution, in addition to the indicators and criteria which the Commission on Higher Education has established. These systems to improve quality must be linked among the individual, program of studies, faculty, and institutional level. It is necessary to create a quality manual at each level to guide the practices. Most importantly, the committee or unit should coordinate and push for efficient database and information systems.

3.*1.4 Database and information systems*

An important part in the quality assurance system is the analysis and evaluation of operational results. The analyses and evaluation of operations would be inaccurate and inefficient in the absence of realistic database and information systems at the individual, program of studies, faculty and institutional levels which can be promptly retrieved. Thus, an

efficient information system is an important factor affecting education quality assurance. Moreover, it affects quality in every step starting from planning, operating, auditing and assessment, and improvement and development.

4. Linkage between Educational Standards and Educational Quality Assurance

In section 5 of the National Education Act of 1999 (2nd Amendment in 2002), regarding Educational Administration and Management, Article 34 stipulates that the Commission on Higher Education has the responsibility for devising higher education standards which are consistent with the National Economic and Social Development Plan and the National Education Standards, taking into consideration the academic freedom and excellence of higher education institutions. The Commission on Higher Education, therefore, has produced Higher Education Standards as a mechanism at the ministry, commission, and organizational unit levels for formulating development policies for higher education institutions. The National Education Standards were used as a developmental framework when formulating the Higher Education Standards. The Higher Education Standards describe the purposes and principles of education administration among higher education institutions in Thailand. The Standards take into account the diversity of the groups or categories of higher education institutions so that all institutions can utilize these Standards in setting forth their own missions and operational standards.

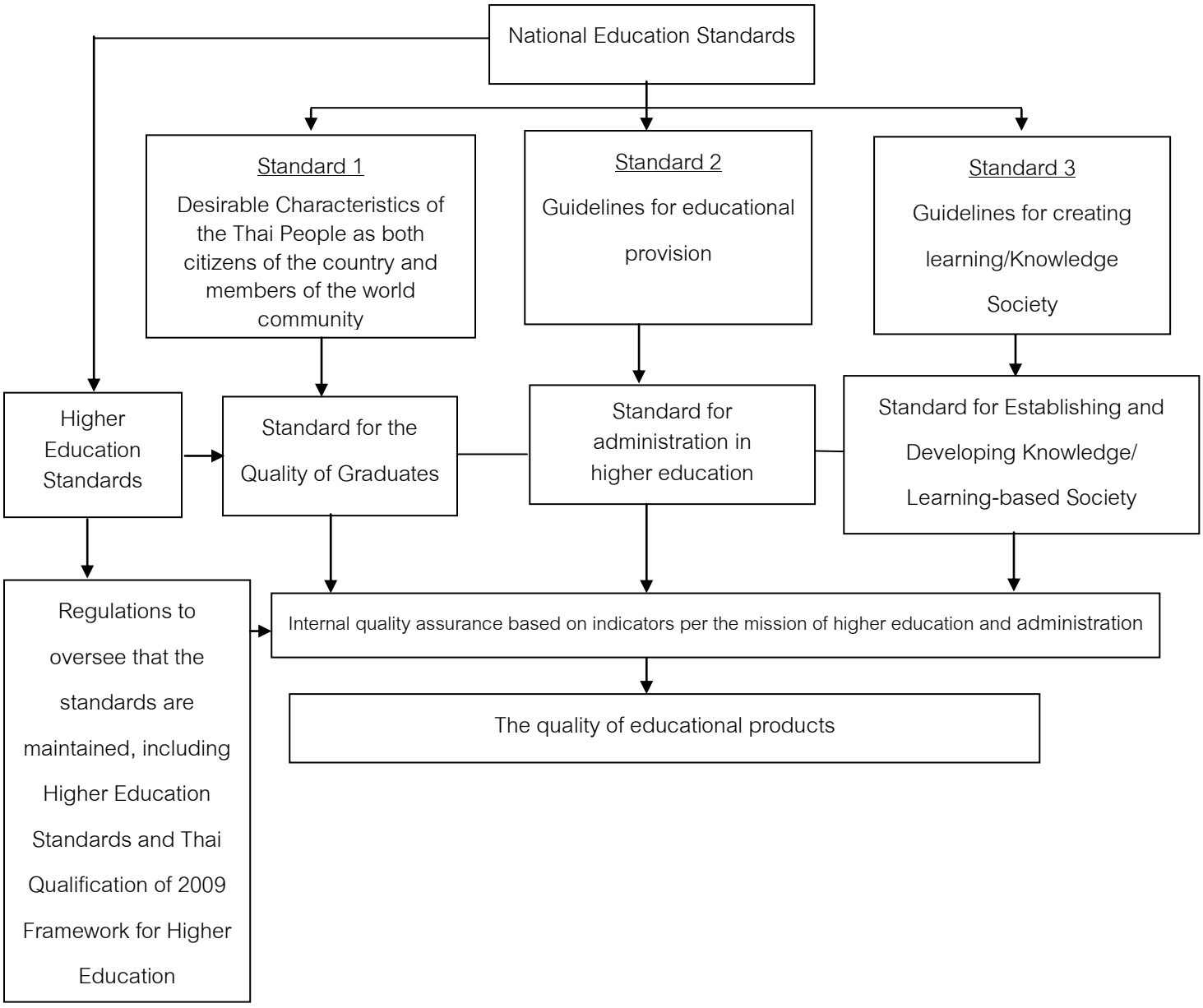
The Commission on Higher Education has also devised other standards such as Standard Criteria for Higher Education Curricula, Criteria for Asking Permission to Offer and Manage Degree Programs in the Distance Education System, Criteria for Designating Degree Titles, and Criteria and Guidelines for the Assessment of Education Management Quality of Off-Campus Programs of Higher Education Institutions. These standards assist higher education institutions in developing their academic and professional strengths as well as enhancing and raising the quality and standards of higher education management to meet international

standards, and make the education management flexible and smooth at all levels. Finally, they reflect the actual quality of higher education management.

To assure that education quality is maintained at all educational levels and categories of institutions according to these standards – namely the National Education Standards, the Higher Education Standards, the Higher Education Institution Standards together with other relevant standards and criteria, and the Thai Qualification Framework for Higher Education – it is

necessary to develop a quality assurance system according to the 2010 Ministerial Regulation regarding the Systems, Criteria, and Procedures for Internal Quality Assurance. The connection between the education standards, relevant regulations and the quality assurance system is shown in Figure 1.1.

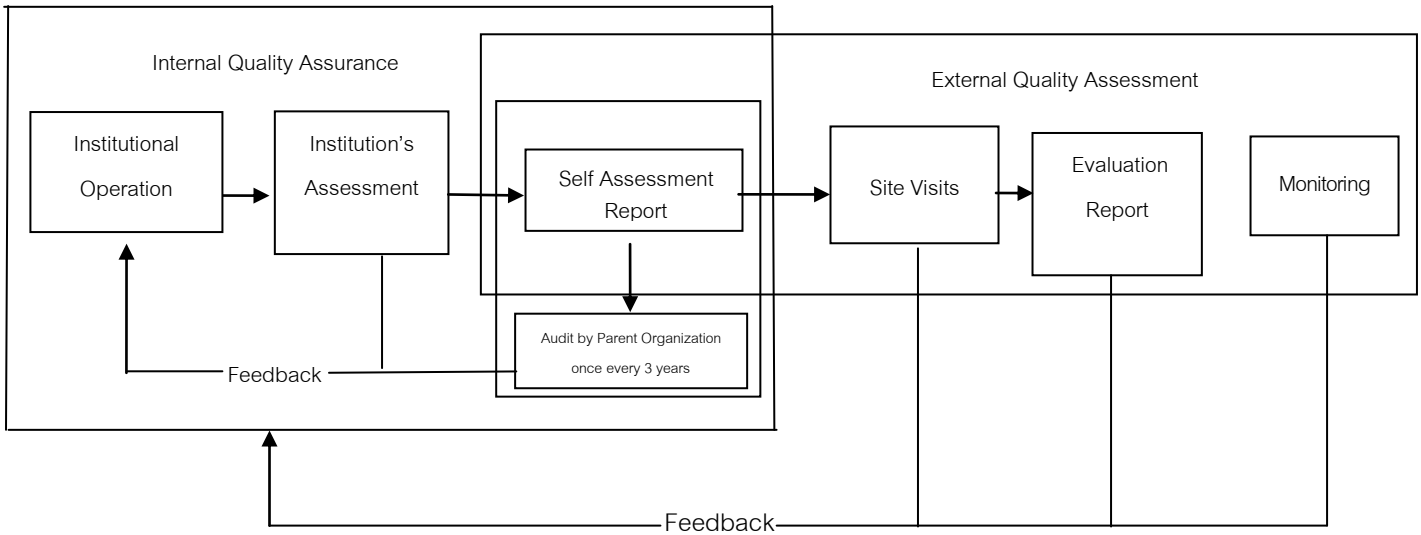
Figure 1.1: Linkage between Education Standards and Quality Assurance



5. Linkage between Internal Quality Assurance and External Quality Assessment

The internal quality assurance system is one part of the education administrative process which should be practiced all the time. There must be control of components related to quality, an audit, follow-up, and an assessment of performance to regularly improve quality. Hence, the internal quality assurance system should monitor the inputs, processes, and outputs/outcomes of the system while external quality assessment focuses on outputs/outcomes. Therefore, the connection between internal and external quality assurance is necessary, and this relationship is shown in Figure 1.2.

Figure 1.2: Relationship between Internal Quality Assurance and External Quality Assessment



As shown in Figure 1.2, after higher education institutions have finished the internal quality assurance process, they must prepare **annual internal quality assessment reports** that utilize an annual report format. These reports contain internal quality assessment results as required by the online quality assurance database system (CHE QA Online), recording educational quality assurance results in an online system starting with collection of a common data set, supporting documents, self-evaluation, and evaluation by a quality assessment committee. These reports are to be presented to institution councils, parent organizations, relevant organizations, and the public; they are connecting links between internal quality

assurance and monitoring by parent organizations. Therefore, higher education institutions must prepare in-depth self assessment reports which reflect realistic pictures of the institutions' educational management from the program of studies level, as well as operations of faculties and institutions, to produce quality graduates who go out to serve society.

Chapter 2
Internal Educational Quality Assurance

1. Development of Internal Educational Quality Assurance Systems

It is well-known that educational quality assurance must continuously improve in keeping with the level of development of educational institutions, progress and advances in technology, societal conditions, the economy, future knowledge and skills needed by labour markets, and the learning behaviour of students. Therefore, the systems of internal quality assurance and external quality assessment in education have been improved on an ongoing basis. At this time, internal quality assurance has begun its 3rd Round (2014-2018) and external quality assessment is entering its 4th Round (2015-2019).

The internal quality assurance system developed by the Office of the Higher Education Commission and first used in 2007 was the first system used by all higher education institutions to assess their operational quality every academic year. Each higher education institution was allowed to add assessment components reflecting institutional identity. In the 1st Round, operational assessment indicators consisted of input, process, and output/outcome indicators that covered quality components in the Ministerial Regulation Regarding Systems, Criteria, and Procedures for Internal Quality Assurance in Higher Education Institutions of 2003, and were in harmony with the intent of the National Education Act of 1999 (2nd Amendment in 2002). They were also consistent with the National Education Standards, Higher Education Standards, and other related standards, including being aligned in a similar direction with external assessment indicators of the Office for National Education and Quality Assessment (Public Organization), or ONESQA. Under the important principle to avoid creating duplicate work for higher educational institutions, the revised indicators can evaluate all dimensions of quality assurance systems, such as input factors, processes, and outputs or outcomes. They also maintain a balanced view of the 4 management areas, namely, students and stakeholders, internal procedures, finance, and personnel. Evaluation criteria for learning and innovation consist of both general criteria applicable to all institutions, and specific criteria for use by institutions with different focuses, such as institutions focused on graduate production and research, institutions focused on graduate production and social development, institutions focused on graduate production and cultural development, and institutions focused solely on graduate production. Due to the fact

that initially, many higher education institutions lacked working systems that clearly emphasized the quality cycle, most of the indicators emphasized processes.

The 2nd Round of Internal Quality Assurance Development of 2010 adhered to the same principles as the 1st Round, following the 10th Higher Education Development Plan (2007-2011), the Ministerial Regulation Regarding Systems, Criteria, and Procedures for Internal Educational Quality Assurance of 2010, Higher Education Standards, the National Qualifications Framework for Higher Education, Standard Criteria for Higher Education Curriculum, ONESQA external quality assessment standards, and various aspects of operational frameworks issued by the Office of the Public Sector Development Commission (OPDC). In the case of public universities, these are used as frameworks for development of internal quality assurance systems. However, the development of indicators and standards during the 2nd Round of Internal Quality Assurance focused only on assessment of inputs and processes. To measure outputs or outcomes, the Office of Higher Education Commission used ONESQA indicators for the 3rd Round of external quality assessment, holding that they are part of the indicators and internal quality assurance criteria that higher education institutions must implement throughout their quality assurance systems – that is, in input factors, processes, and outputs or outcomes. As such, the criteria developed in this Round differ from those in the 1st Round. Some types of general criteria and standards are used for all groups of higher education institutions, with supplemental criteria for specific groups of higher education institutions, such as group B institutions that emphasize bachelor degrees, group C1 specialized institutions that emphasize graduate degrees, group C2 specialized institutions that emphasize bachelor degrees, and group D institutions that emphasize research and graduate degrees, especially doctoral degrees, per Ministry of Education definitions announced regarding standards for higher education institutions.

2. The New Round of Internal Educational Quality Assurance (2014-2018)

In 2014, the Office of Higher Education Commission – through the Higher Education Internal Quality Assurance Committee, and in realization of the importance of higher education sub-units that produce quality graduates – set up a framework for improving higher education internal quality assurance systems. Additional consideration was given to related material from the Second 15-Year Long Range Plan on Higher Education (2008-2022), the 11th Higher Education Development Plan (2012-2016), Higher Education Standards, Higher Education Institution Standards, and Standard Criteria for Higher Education Curriculum of 2005, including

the Thai Qualification Framework for Higher Education of 2009. It was determined that 3 levels of internal educational quality assurance should be established: the program of studies level, the faculty level, and the institutional level, with internal quality assurance components according to the 4 missions of higher education institutions, and more areas added as needed. Development of internal quality assurance indicators and standards proceeded concurrently at the program, faculty, and institutional levels. Process indicators must assess operational outputs resulting from the process (process performance), with these indicators formulated in accordance with the following development principles.

Internal educational quality assurance at the Program of Studies Level is comprised of 6 components: (1) standard control, (2) graduates, (3) students, (4) instructors, (5) curriculum for learning/teaching, and learner evaluation, and (6) learning support materials. Indicators and standards for internal educational quality assurance at the Program of Studies Level covers student support and development, setting up systems of learning and teaching management, teacher-student ratios at the graduate level (especially thesis supervision per program standards), scholarly output, faculty research output, instructional equipment, library, and other learning resources. Operations per the Thai Qualification Framework for Higher Education, including the quality of graduates, will be appraised based on employment or self-employment rates, and the quality and dissemination of graduate students' published output.

Internal educational quality assurance at the Faculty Level consists of 5 components: (1) graduate production, (2) research, (3) academic service, (4) preservation of arts and culture, and (5) administration. Indicators and standards for internal educational quality assurance at the Faculty Level cover operation of the Faculty in support of learning and teaching in each program of studies offered by the Faculty, including student activities, student services, academic service, research, administration, and quality assurance for the Faculty.

Internal education quality assurance at the Institutional Level comprises 5 components: (1) graduate production, (2) research, (3) academic service, (4) preservation of arts and culture, and (5) administration. Indicators and standards for internal educational quality assurance at the Institutional Level are considered to be in accordance with higher education standards such as the Standard for the Potential and Readiness of Education Management – namely, academic facilities, finances, and administration; the Standard for the Implementation of Higher Education Institutional Missions, consisting of graduate production, research, academic service to society, and preservation of arts and culture. So quality assurance operations for the institution should

focus on supporting learning and teaching in each Faculty, entailing the institutional facilities and mission, and including the quality assurance work as a whole.

The purpose of internal educational quality assurance at each level is for quality control, the monitoring and verifying of quality, and quality development. Education management at the Program, Faculty, and Institutional levels provides data showing how well the results for each Faculty measure up to higher education quality standards. The institution's overall image will lead to devising a way forward, and ongoing quality development according to predetermined standards and criteria. Annual internal quality assessment reports are prepared and submitted to the Office of the Higher Education Commission (OHEC) every academic year, supporting the monitoring and verification at least once every 3 years in accordance with Ministry regulations. This builds societal confidence regarding the quality of graduates so that they will be employed, the Thai Qualification Framework for Higher Education quality requirements are met, and the curriculum may be considered for registration in accordance with the Thai Qualifications Framework for Higher Education of 2009.

However, the new round of the system for internal educational quality assurance will focus on assuring quality at the program of studies level, starting with establishing quality systems, controlling, monitoring, and verifying quality, as well as assessing and developing it. This will build confidence in labour markets that employ graduates – encouraging, supporting, monitoring, and following up on faculty and institutional operations – ensuring they are aligned with the standards and vision established by higher education institutions, and reflecting the results of quality management. Quality control must be implemented by the program committee each academic year at all steps of graduate production, with graduate quality monitored and followed up by faculty- and institutional-level committees each year. This must be linked to the external quality assessment system that verifies quality at the national level, including quality assessment that produces quantitative and qualitative data reflecting the quality of graduates each year, and builds confidence in the quality of graduates of higher education institutions.

Moreover, the Higher Education Quality Assurance Committee announced Regulations and Guidelines for Internal Quality Assurance in Higher Education of 2014, indicating that higher education institutions have freedom to choose how to develop their internal educational quality assurance systems. This adheres to the principles of academic freedom and freedom to operate higher education institutions, so that effectiveness and efficiency will characterize the ongoing development of quality and standards at higher education institutions. This is in

keeping with the context and standards of higher education institutions, as well as other regulations related to preparations supporting external quality assurance. As such, the internal educational quality assurance systems chosen by institutions must be aligned with the purposes of higher education institutions, and the Ministerial Regulation Regarding Systems, Criteria, and Procedures for Internal Educational Quality Assurance of 2010. It might be an internal quality assurance system developed by the Higher Education Quality Assurance Committee, or an internationally accepted system that can assure quality in education at the program, faculty, and institution levels such as the AUN – QA System, or the EdPEx System. A self-developed system must receive approval from the Higher Education Quality Assurance Commission, and quality assessment results must be reported to parent organizations for consideration, and disclosed to the public as required by Section 48 of the National Education Act of 2015 (2nd Amendment) in 2002 and (3rd Amendment) in 2010, and Point 6 of the Ministerial Regulation Regarding Systems, Criteria, and Procedures for Internal Educational Quality Assurance of 2010.

Examples of comparable quality assurance at the program level could be the evaluation results of AUN – QA, vocational program assessment results approved by an international vocational organization such as AACSB (for business administration programs), or ABET (for engineering programs), and programs that have been regularly inspected, assessed, and received recognition from a vocational council.

Examples of comparable quality assurance at the faculty level could be from the EdPEX System, and inspection/assessment by a committee appointed by the Higher Education Quality Assurance Committee, with evaluation carried out in accordance with specified regulations.

Examples of comparable quality assurance at the institutional level could be from the EdPEX System, and inspection/assessment by a committee appointed by the Higher Education Quality Assurance Committee, with evaluation carried out in accordance with specified regulations. This includes the ranking of universities by Quacquarelli Symonds (QS) or Times Higher Education (THE), or Academic Ranking of World Universities by Shanghai Jiao Tong University at a level not less than the specified standard.

3. Procedures and Methods of Internal Educational Quality Assurance (2014-2018)

To ensure that educational quality assurance is beneficial, procedural guidelines for internal quality assurance should be adopted in harmony with the quality cycle, which consists

of 4 steps: planning (Plan), carrying out operations and collecting data (Do), assessing quality (Check/Study), and making suggestions for improvements (Act). The details are as follows:

P = Start the quality assessment planning process at the beginning of the academic year, using the previous year's assessment results as data for planning, and begin collecting data from June onwards, if the former academic year calendar is used, or from August onwards, if the ASEAN academic year calendar is used.

D = Carry out operations and collect data, recording performance results from the beginning of the academic year, from the 1st month to the 12th month (June to May of the following year, or August to July of the following year).

C/S = Assess quality at the program, faculty, and institutional levels between June and August of the following year, or between August and October of the following year.

A = Program of studies, faculty, and institutional committees draw up improvement plans, and begin making improvements based on assessment results. Use recommendations made by the internal quality assessment committee and assessment results to make plans for operational improvements (including suggestions from the University Council), draw up an annual plan and set up an annual budget for the following year, or prepare a development project and propose using a mid-year budget or a special budget.

Procedures for internal quality assurance are as follows:

1. The institution plans its internal educational quality assurance for the new academic year.
2. The institution collects 12 months of data in accordance with the indicators announced in the CHE QA Online system, and conducts internal quality assessment annually at the program, faculty, and institutional levels.
3. The program of studies prepares a program level Self Assessment Report and is assessed through CHE QA Online system.
4. Based on the program assessment results, the faculty or equivalent level prepares a Self Assessment Report at the faculty level.
5. The faculty or equivalent level is assessed through the CHE QA Online system, and verifies the results of program-level assessments.
6. Based on the program and faculty assessment results, the institution prepares a Self Assessment Report at the institutional level.

7. The institution is assessed through the CHE QA Online system, and it verifies program and faculty level assessment results. It presents the Self Assessment Report to the University Council so that institutional development plans may be made for the next academic year.
8. Institutional administrators use assessment results and recommendations from the internal quality assessment committee appointed by the institution (including suggestions from the University Council), to improve operations, the annual plan, and the strategic plan.
9. The institution sends an annual internal quality assessment report through the CHE QA Online system within 120 days of the end of the academic year.

Higher education institutions must conduct self-assessments in accordance with the indicators and internal quality assurance criteria every academic year at the program, faculty, and institutional levels respectively. The institution appoints the quality assessment committee and reports the assessment results to the Higher Education Quality Assurance Committee through the CHE QA Online system.

Within 3 years, higher education institutions must undergo program quality assessments for all programs approved by the University Council for learning/teaching in accordance with the criteria specified by the Office of the Higher Education Commission. Under this arrangement, one program quality assessment committee may assess more than one program if they are offered within the same field of study, such as programs in the same field that are offered at both the bachelors and masters levels.

After that, the Office of the Higher Education Commission will monitor and appraise progress per the education quality development plan at least once every three years, informing the institution and revealing the appraisal results to the public. This is done in accordance with the Ministerial Regulation Regarding Systems, Criteria, and Procedures for Internal Educational Quality Assurance of 2010.

Chapter 3
Definition of Terms

Knowledge Management (KM) means collecting the body of knowledge that is scattered among organizational personnel or documents, and developing it into a system so that all organizational personnel can access it, become more knowledgeable, and work effectively, thus optimizing an organization's competitive capabilities. There are two kinds of knowledge:

1. **Tacit Knowledge** is the knowledge that each individual gains from experience, talent, or intuition in understanding various things. This knowledge cannot be easily transmitted to another person by verbalizing it or writing it down – for instance, work-related skills, craftsmanship, or analytical thinking; it is sometimes referred to as *abstract knowledge*.
2. **Explicit Knowledge** is knowledge that can be compiled and transmitted by various methods, such as through written documents, theories, and textbooks; it is sometimes referred to as *factual knowledge*.

Dr Wijarn Panit defines "Knowledge Management" as a tool to achieve at least 4 goals at the same time. These are comprised of work performance goals, personnel development goals, the goal of developing an organization so it becomes a learning organization, and the goal of coming together as a community and a group, to help each other in the workplace.

Knowledge management consists of at least the following 6 steps regarding this knowledge:

1. Specifying the main, essential, or important knowledge needed for the work or activities of a group or organization.
2. Acquiring the required knowledge.
3. Enhancing, modifying, or building upon some parts of this knowledge to make it suitable for use in one's work.
4. Practically applying the knowledge to one's work.
5. Sharing and exchanging work experiences and practical applications of knowledge with others, distilling and recording these "knowledge treasures" in written form.
6. Recording these "knowledge treasures" and "core knowledge" for use in work, and expanding this material into a complete set that is more profound, interlinked, and suitable for workplace usage.

These 6 operational steps are integrated into a single process. The relevant knowledge consists of both explicit knowledge in a written or other codified form that is understandable, and tacit knowledge that is deeply embedded in people, their hearts (beliefs, values), their brains (reasons), and their hands and other parts of their bodies (performance skills). Knowledge management is a group activity that is carried out together, not an individual activity

Publication in one form or another means publishing the full text of an academic article in the proceedings of an academic conference, an academic journal, or an academic publication of a University or Faculty. The work must pass through a peer review process, with experts from outside the institution serving as committee members.

Benchmarking means a method of measuring and comparing products, services, and practices with those of better organizations, in order to use the comparative results to improve performance and pursue business excellence.

Integration is harmonious intermixing of plans, processes, information, allocation, resources, actions, results, and analysis. It supports the organization-wide goals of institutions. Effective integration is more than just alignment. The operation and performance of each unit in a management system must be connected in perfect unison.

Dissemination through international cooperative efforts means distributed through cooperative projects between Thailand and one or more other countries.

Dissemination at the international level means a wide-ranging distribution to all countries (to at least 5 countries that are not ASEAN members).

Dissemination at the ASEAN regional level means distribution limited to the ASEAN group of 10 countries (not less than 5 countries including Thailand); when points are given for the place of distribution, display/distribution in other countries is not necessary.

ASEAN means the Association of South East Asian Nations, which has 10 countries, namely Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam.

Research publication at a national academic conference is the presentation of a research article at an academic conference and the publication of the full paper in the proceedings. At least 25 percent of the conference editorial board or organizing committee must be comprised of professors, or experts holding a doctoral degree, or experts with recognized work in the field, who do not work for the host institution. There must be article assessors who are experts in the field, with articles from at least 3 outside institutions that comprise not less than 25% of the total.

Research publication at an international academic conference is the presentation of a research article at an academic conference and the publication of the full paper in the proceedings. At least 25 percent of the conference editorial board or organizing committee must be comprised of professors, or experts holding a doctoral degree, or experts with recognized work in the field who are working in foreign countries. There must be article assessors who are experts in the field, with articles from at least 3 other countries that comprise not less than 25% of the total.
** Articles submitted for consideration to conference editorial boards or organizing committees at both international and national academic conferences must be full papers that are published in either documentary or electronic form.

Research is a methodically organized procedure for finding the answer to a question, discovering new facts, or creating an invention, which is the result of a systematic process of study, discovery, or experimentation, with analysis, interpretation, and the drawing of conclusions.

Creative works are innovative artistic work and creations in various categories based on systematic and appropriate study or investigation according to the type of artistic work. They involve experimentation or development of existing creative concepts to produce a model, or pioneering efforts in a field of study to produce aesthetic value and benefits that are recognized in professional circles according to ASEAN's artistic categories. Examples of artistic creative works include (1) Visual Art, consisting of paintings/drawings, sculptures, prints and engravings, photographs, films, multimedia creations, architecture, and other types of design work; (2) Performance Arts, consisting of musical arts, dance, and including other performing arts; and (3) Literature, consisting of compositions and poetry in various formats.

Best practices are methods or processes of operation which lead an organization to success or excellence according to its goals. The practices are accepted by academia or a relevant professional circle. There is clear evidence of success and a documented summary of the operational methods or processes as well as knowledge and experience. These documents are distributed among the internal units or to external organizations for utilization.

Research experience (experience in conducting research) means having had experience in successfully conducting research as evidenced by findings that were presented at an academic conference with peer-reviewed proceedings, or published in a peer-reviewed journal/academic publication, or in a bound report presented to a research funder or party contracting the research, and the findings passed inspection by the research funder or contracting agency. These findings were not part of studies in a degree program taken by the instructor responsible for a program of studies, and the research results of each responsible instructor are reported in the curricular documents. So published research results are reported in a bibliographic or academic reference format: that is, author's name, article title, year of publication, and place the findings were published or disseminated

Academic output published at the national level is the results of a research study or academic article published in an academic journal listed in the Thai-Journal Citation Index Centre (TCI) database, or a national-level academic journal recognized by OHEC.

Academic output published at the international level is the results of a research study or academic article published in an academic journal listed in an international database that ranks journals, such as SJR (SCImago Journal Rank: www.scimagojr.com), the ISI Web of Science (Science Citation Index Expand, Social Sciences Citation Index, Art and Humanities Citation Index), or Scopus; or an international-level academic journal recognized by OHEC.

Strategic plan is a long-term plan, generally for 5 years, which sets the direction of the development of an institution. The strategic plan is comprised of a vision, missions, goals, objectives, SWOT analysis, and strategies of the institution. It should cover all the tasks of the institution and specify the key performance indicators for each strategy as well as target values in order to measure the success rate of strategy implementation. The strategic plan is used to formulate implementation plans or annual action plans.

Financial strategic plan is a long-term plan specifying the sources and uses of institutional financial resources that can drive implementation of the institution's strategic plan. The financial strategic plan is aligned with the institution's strategic plan. The institution should appraise the amount of financial resources to be used for each strategy – the capital needed in the long-term so that the strategy may be successfully carried out. The source(s) from which this capital can be obtained should be clearly specified: for example, educational fees revenue, government appropriation or subsidy, retained earnings, donations from external organizations/alumni, or an institution must raise additional funds by another method, such as transforming intellectual property into monetary form. This should include an analysis of operational costs, such as the unit cost to produce a graduate in each program of studies. The duration of the financial strategic plan should be the same as that of the institutional strategic plan.

Operational plan is a short-term plan with the implementation timeframe of 1 year. It is a transformation of a strategic plan into a practical plan in order to practically proceed according to the strategies. An operational plan clearly describes the projects or activities planned to be undertaken in that year, key performance indicators of the projects or activities, target values for the indicators, main persons in charge or project leaders, budgets, operational details, and required resources.

Multidisciplinary or Interdisciplinary, Multidisciplinary Programs of Study

Multidisciplinary or Interdisciplinary means using knowledge from many academic disciplines, fields or sub-fields, in combination to analyze, research, and synthesize a new body of knowledge, and to develop a new academic field.

Multidisciplinary program of study means a curriculum that draws upon knowledge from many academic fields or sub-fields, and makes beneficial uses of it in learning and teaching, analysis, and research until learners are able to develop this scholarship into a new body of knowledge or a new academic sub-field.

Examples of multidisciplinary curricula are biomedical engineering (engineering + medicine), geoinformatics (geography + information technology), and nanoengineering (engineering + science + chemistry).

Examples of curricula that are not multidisciplinary are business computers and development education.

(Source: Subcommittee for Improving Higher Education Curricular Standards, Meeting 7/2006, 18 October 2006)

Peer review is a site inspection by qualified individuals who are knowledgeable, capable, and experienced. They are able to make observations and constructive guidance to the higher education institution in developing its learning and teaching process to be of good quality and in harmony with specified standards. The objective is to make constructive recommendations to the higher education institution.

System and Mechanism

System is a set of operative steps which are clearly arranged in order to attain a certain goal. The operative steps must be generally known and accessible in the form of hard copy documents, electronic media, or another format. The elements of a system are inputs, processes, products, and feedback, and these elements are interconnected.

Mechanisms are any components that propel or allow the system to function, such as resource allocation, organization management, and units or individuals acting as operators.

Related field means an academic field of study according to qualifications or academic rank that is related to a branch of learning being taught, not just related to a course in the curriculum: for example, a discipline in the same academic field (Field of Education) according to ISCED 2013 (OHEC Board, Committee Meeting 12/2554, 17 November 2010; circular letter ST 0506(2)/W506 22 December 2010).

National unit or organization is a governmental organization at the level of a department or its equivalent or higher (such as the provincial level), a public enterprise, public organization, or public company that is registered at the Stock Exchange, or national-level public/private central organization (such as an industrial council, Chamber of Commerce, professional body).

Good governance[1] is administration, management, control, or supervision which is conducted with morality. It can also refer to good management which is applicable to both public and private sectors. The morals used for administration have a very broad meaning. They are not merely limited to religious principles but, in fact, they encompass scruples, virtues, ethics, and righteousness that all conscientious humans should adopt, such as transparency, accountability, and no interference by external organizations.

Good governance principles which are suitable for implementation in the public sector have 10 elements as follows[2]:

1) Effectiveness means the performance attains the objectives and goals of the implementation plan within the allocated budget. It is comparable to the performance of other government units with similar tasks and first-rate operational results at the national level. The implementation must follow a clear strategic direction and goals, and the operational procedures and working system must have good standards. Furthermore, the follow-up assessment and development/improvement processes must be continuously and systematically carried out.
2) Efficiency means administration is carried out in accordance with good supervisory guidelines. The operational procedures are well designed by the use of proper managerial techniques and tools. As a result, the organization is able to utilize resources such as costs, labor, and time to develop operational capabilities and create maximum benefits so that the needs of the public and stakeholders are fulfilled.
3) Responsiveness means services are successfully provided within a specified timeframe, which builds confidence, trust and reliability. In addition, the services meet the expectations and needs of a wide variety of people, clients, and stakeholders.

[1] For further information, see "Good Governance Policy Manual for Organizations," Office of the Public Sector Development Commission (ก.พ.ร.).

[2] For further information, see "Good Governance Rating Manual," Office of the Public Sector Development Commission (ก.พ.ร.).

4) Accountability is the taking of responsibility for duties and performance in order to achieve the set goals. The level of accountability should satisfy public expectations, and it also includes responsibility for public problems.
5) Transparency refers to a process whereby information is candidly disclosed, any doubts raised are clearly explained, and all information which is not classified by law is freely accessible. The people are able to learn about every step of activities and procedures and verify them.
6) Participation is the process by which government officials, the people, and all stakeholder groups as shareholders in development have an opportunity to be informed, learn about and understand relevant issues, share their opinions, present problems and important related issues, seek solutions, make decisions, and take part in the development process in a cooperative manner.
7) Decentralization is the transfer of decision-making authority, resources, and duties from the central government sector to other administrative units (local administration) and the public sector so that they can carry out administrative duties with reasonable freedom. It also includes the transfer of power and responsibility for decision-making and implementation to individuals. It aims to satisfy service clients and stakeholders, improve processes, and increase productivity in order to produce good performance.
8) Rule of law refers to the enforcement of laws, rules, and regulations with morality, without bias or favoritism, and with consideration of the rights and freedom of stakeholders.
9) Equity is the equal receipt of treatment and services without discrimination in regards to gender, birthplace, race, language, age, disability, physical or health condition, personal, social or economic status, religious belief, education, training, etc.
10) Consensus oriented means a common agreement is reached within the group of stakeholders involved via a discussion process between those who gain and lose benefits. For important issues, there must be no serious objections from those who are directly affected. Nevertheless, consensus does not necessarily mean unanimity.

Instructor is a faculty member with an academic rank comprised of Instructor, Assistant Professor, Associate Professor, or Professor.

Regular instructor is an individual in a higher education institution who is responsible for the main missions of teaching and research, and fulfills all his/her workload responsibilities in a program of studies (not full-time as in all working hours). (Ministry of Education Announcement Regarding Guidelines in Administering Standard Criteria of Higher Education Curricula of 2005).

A faculty member who is hired as a regular instructor using organizational income must have an employment contract that clearly specifies the duration of employment and is not less than 9 months. The contract must clearly specify the employee's duties and workload, and these must not be less than the duties of a regular instructor as stipulated in the Ministry of Education Announcement Regarding Guidelines in Administering Standard Criteria of Higher Education Curricula of 2005.

The number of regular instructors and regular researchers is counted based on the following periods of employment:

9 – 12 months	counted as 1 person
6 months or longer but shorter than 9 months	counted as 0.5 person
Shorter than 6 months	not counted

Full-time program instructor is a full-time regular instructor whose duty is to administer a program of studies and manage learning and teaching by planning, following up, reviewing curricular operations, and carrying out work in the program of studies as long as it is in operation. There must be at least 5 instructors with educational qualifications in the field or in a related field of studies. An instructor may not be responsible for more than one study program at the same time, except for an instructor who is responsible for master and doctoral programs of study in the same field, or an instructor responsible for a multi-disciplinary program of studies may be responsible for one more program in a field or related field (OHEC Board in Committee Meeting 2/2549, 2 February 2006). However, each instructor may be responsible for a maximum of only 2 curricula.

If there are changes in instructors responsible for a program of studies, submit these in the manner used for minor changes in curricula by presenting them to the institutional council for consideration or approval, and submitting them to OHEC for acknowledgment using form SMA 08 within 30 days.

Chapter 4

Internal Educational Quality Assurance System –

Curriculum/Program of Studies Level

Internal Educational Quality Assurance System – Curriculum/Program of Studies Level

To produce good quality graduates with desirable characteristics, the carrying out of work and management at the curriculum level are of the utmost importance. An internal educational quality assurance system should be provided with the following principles.

1. Internal educational quality assurance at the curriculum/program of studies level ensures that the curricular management and operations meet higher education standards and other relevant criteria. Consideration is given to vital components such as regulatory standards, graduates, students, instructors, curricula, learning and teaching, the assessment of learners, and learning resources in order to produce quality graduates.

2. Linking internal educational quality assurance at the curriculum/program level and operational indicators from the Thai Qualifications Framework for Higher Education of 2009 is beneficial in the dissemination of good quality, standardized curricula, as announced by the Office of the Higher Education Commission (OHEC) in its Implementation Guidelines for the Thai Qualifications Framework for Higher Education of 2009.

3. Internal educational quality assurance indicators at the curriculum level are part of the common data set related to higher education curricular standards, as are quantitative indicators regarding qualifications, academic rank, and academic output of instructors. As for qualitative indicators that focus on processes, they are assessed by peer review which consists of detailed questions that form guidelines for assessors to consider according to an institution's role; these are used to devise scoring guidelines at each level for assessors and those who are being assessed.

4. Higher educational institutions may set up internal educational quality assurance systems at the curriculum level to carry out this work that are equivalent to the OHEC standards. However, each system must be approved by the institutional council and the Higher Education Quality Assurance Committee, and assessment results must be submitted to OHEC along with the common data set for disclosure to the public. Examples of internal educational quality assurance at the curriculum level which that are equivalent are AUN QA, vocational program assessment results approved by an internationally recognized vocational organization such as AACSB (for business administration programs), ABET (for engineering programs), and programs that have been regularly inspected, assessed, and accredited by a vocational council.

Framework for Internal Educational Quality Assurance – Curriculum/Program Level

Quality Assurance Components for Curriculum/Program	Indicators	Describe the Process or Show Operational Results for Relevant Issues
1. Regulatory Standards	1.1 Curricular Management in Accordance with the Standard Criteria Stipulated by OHEC	Curricular Management Results in Accordance with Standard Criteria Undergraduate – 4 Criteria Graduate – 12 Criteria
2. Graduates	2.1 Quality of Graduates in Accordance with the Thai Qualifications Framework for Higher Education	- Assessment results of graduate quality per Thai Qualifications Framework for Higher Education (graduate employers/ stakeholders)
	2.2 Graduates' Employment or Research Output	- Employment or self-employment results of Bachelor graduates - Publication/dissemination results of Master/Doctoral graduates
3. Students	3.1 Student Admissions	- Student admissions - Preparations before commencement of studies
	3.2 Student Support and Development	- Supervision of academic advising and guidance to undergraduate students - Supervision of thesis and independent study advising for graduate students - Development of student potential and building 21st century learning skills
	3.3 Results Experienced by Students	- Student retention rate - Graduation rate - Student satisfaction and results of handling student complaints

Quality Assurance Components for Curriculum/Program	Indicators	Describe the Process or Show Operational Results for Relevant Issues
4. Instructors	4.1 Management and Development of Instructors	- Recruitment/appointment of full-time program instructors for a curriculum - Management of instructors - Encouragement and Development of instructors
	4.2 Instructor Quality	- Percentage of instructors holding doctoral degrees -Percentage of instructors holding academic rank - Academic output of instructors - Number of articles by full-time doctoral program instructors per total number of instructors referenced on TCI and Scopus
	4.3 Results Experienced by Instructors	- Instructor retention rate - Instructor satisfaction
5. Curriculum, Learning and Teaching, Assessment of Learners	5.1 Content of Courses in the Curriculum/Program of Studies	- Curricular design concept, information used to develop curriculum, and curricular objectives - Curriculum updated per progress in field of study - Approval of thesis and independent study topics in graduate programs
	5.2 Establishment of System for Instructors and Procedures for Learning and Teaching	- Considerations in course assignments to instructors - Monitoring, tracking and inspecting preparation of TQF 3 and TQF 4 documents - Appointment of thesis and independent study advisors

Quality Assurance Components for Curriculum/Program	Indicators	Describe the Process or Show Operational Results for Relevant Issues
5. Curriculum, Learning and Teaching, Assessment of Learners (cont.)	5.2 Establishment of System for Instructors and Procedures for Learning and Teaching (cont.)	- Supervising the learning and teaching process - Learning and teaching that includes practicum work in undergraduate programs - Integrating various missions into learning and teaching in undergraduate programs - Helping, monitoring, and tracking theses, independent studies; publishing results for graduate programs
	5.3 Assessment of Learners	- Assessment of learning outcomes according to Thai Qualifications Framework - Verifying learning outcome assessment of students - Supervising assessment of learning/teaching, curricula (TQF 5, TQF 6, and TQF 7) - Assessment of theses and independent studies in graduate programs
	5.4 Curriculum Operational Results per Thai Qualifications Framework for Higher Education	- Indicator operational results per Thai Qualifications Framework for Higher Education
6. Learning Resources	6.1 Learning Resources	- Operational system of Department/ Faculty/ Institution with involvement of full-time instructors to provide learning resources - Learning resources are adequate and appropriate for learning/teaching - Improvement process to follow up student/instructor satisfaction results with learning resources provided

Component 1 Regulatory Standards

One of the main responsibilities of the Office of the Higher Education Commission is to propose policies, development plans, and higher education standards that are consistent with National Economic and Social Development Plans and National Education Plans, taking into account the academic independence and excellence of higher education institutions. Standards and various related criteria are set up to support the academic and professional development of higher education institutions, including improving quality and raising the standard of all higher education management to a comparable level. Thus, standards and criteria for various curricular levels have been announced on an ongoing basis. Currently, the Ministry of Education announcement regarding Standard Criteria for Higher Education Curriculum of 2005 is in effect, and it is beneficial in maintaining academic and professional standards as one part of accreditation criteria. All higher education institutions that launch new curricular programs or revise existing curricula must base their curricular development and management on these standard criteria, and remain in compliance with them.

In overseeing and monitoring these standards, the curricular management of all programs of study will be taken into consideration to determine if it complies with the Standard Criteria for Higher Education Curriculum of 2005 and the Thai Qualifications Framework for Higher Education of 2009 throughout the period of time that the curricula are offered. Undergraduate programs will be appraised according to 4 criteria, and graduate programs will be appraised according to 12 criteria, as per the following details.

Indicator 1.1 Curriculum Management in Accordance with Standard Criteria Stipulated by the Office of the Higher Education Commission

Assessment Criteria	Bachelors Program	Masters Program	Doctoral Program	Notes
1. Number of Full-Time Program Instructors	Not less than 5 persons, cannot be full-time program instructors in more than one curriculum, must work throughout the time that curriculum is offered	Not less than 5 persons, cannot be full-time program instructors in more than one curriculum, must work throughout the time that curriculum is offered	Not less than 5 persons, cannot be full-time program instructors in more than one curriculum, must work throughout the time that curriculum is offered	Memo ST 0506(2)/W569 dated 18 April 2006 stipulates that: • Full-time program instructors may also be full-time program instructors in 1 multidisciplinary program if it is directly or indirectly related to the main curriculum. • Full-time program instructors in graduate programs may be full-time program instructors in 1 more doctoral or masters program in the same field of study. Memo ST 0506(4)/W254 dated 11 March 2014 stipulates that: • Bachelor programs with areas of emphasis/concentrations of professional courses must have not less than 3 full-time program instructors for each area of emphasis, with qualifications in the area(s) being offered
2. Qualifications of Full-Time Program Instructors	Master degree or equal, or at least 2 instructors with academic rank of not less than Assistant Professor in field/ related field	Must be qualified to be a responsible instructor for a curriculum, thesis advisor, thesis examiner, or an instructor	Must be qualified to be a responsible instructor for a curriculum, thesis advisor, thesis examiner, or an instructor	

Assessment Criteria	Bachelors Program	Masters Program	Doctoral Program	Notes
3. Qualifications of Instructors Responsible for a Curriculum/Program of Studies		Not less than doctoral degree or equivalent, or at least 3 instructors with rank of Associate Professor or higher in field/related field of study	Not less than doctoral degree or equivalent, or at least 3 instructors with rank of Professor or higher in field/related field of study	
4. Qualifications of Teaching Instructors		1. Full-time instructor **or** external expert with masters degree or academic rank not lower than Assistant Professor in field/related field of study; AND 2. Has teaching experience, AND 3. Has research experience that is not part of study to obtain a degree	1. Full-time instructor **or** external expert with doctoral degree or academic rank not lower than Associate Professor in field/related field of study; AND 2. Has teaching experience, AND 3. Has research experience that is not part of study to obtain a degree	For Masters degree programs, Memo ST 0506(4)/W867 dated 18 Feb. 2012 stipulates that an instructor holding a doctoral degree can teach in a Masters degree program without any research output after graduation. However, within 2 years from the date of starting to teach, research output is needed in order to teach in a doctoral program, and to be a full-time program instructor, thesis advisor, or thesis examiner in a masters or doctoral program.
5. Qualifications of Main Advisor for Thesis and Independent Study		1. Full-time instructor with a doctoral degree or academic rank not lower than Associate Professor in field/related field of study; AND 2. Has research experience that is not part of study to obtain a degree	1. Full-time instructor with a doctoral degree or academic rank not lower than Associate Professor in field/related field of study; AND 2. Has research experience that is not part of study to obtain a degree	- Considerations in cases of retirement or resignation from civil service: 1) A program of studies can hire qualified instructors who are retired or have resigned from government service to work full-time or part-time using the university's employment system, with a contract, monthly salary, and clearly-defined workload. These instructors can be full-time

Assessment Criteria	Bachelors Program	Masters Program	Doctoral Program	Notes
				program instructors, main thesis advisors, thesis co-advisors, thesis examiners, and instructors. 2) "Retired instructors" can be main thesis advisors until their students graduate, if their thesis proposals were approved before retirement.
6. Qualifications of Co-advisors for Thesis and Independent Study (if applicable)		1. Full-time instructor or external expert with a doctoral degree or academic rank not lower than Associate Professor in field/related field of study; AND 2. Has research experience that is not part of study to obtain a degree	1. Full-time instructor or external expert with a doctoral degree or academic rank not lower than Associate Professor in field/related field of study; AND 2. Has research experience that is not part of study to obtain a degree	Section 7.6 of Guidelines Regarding Administration of Higher Education Curriculum of 2005 states that a specialist means a person with good knowledge and specialized expertise in a field of study that is offered. This person may come from outside the academic discipline may be an expert from outside the institution; in such cases, qualifications and academic rank need not be considered. A specialist who is a main thesis advisor must be a full-time employee of the institution; a specialist who is a co-advisor that may be a full-time institutional employee or an external expert with a high level of knowledge, expertise and experience in the field who is accepted at the Department, Ministry, or Professional level in the field, equivalent to not less than Level

Assessment Criteria	Bachelors Program	Masters Program	Doctoral Program	Notes
				9 or higher in accordance with the criteria and procedures stipulated by the Office of Civil Service Commission or other relevant agencies. In a doctoral studies program, if no thesis co-advisor, thesis examiner, or instructor has a doctoral degree or academic rank of Associate Professor or higher in the discipline offered, the institution may appoint an external specialist in the field instead on a case-by-case basis, with the approval of the Institutional Council. The Office of the Higher Education Commission must be notified of this appointment. In the case of the doctoral degree without thesis co-advisor, thesis examiner or instructor with doctoral degree or who are not holding the academic position from associate professor or higher in the disciplines offered, the institution may appoint the external experts instead by the approval of the institution council and need to inform to the Office of Higher Education Commission.

Assessment Criteria	Bachelors Program	Masters Program	Doctoral Program	Notes
7. Qualifications of Thesis and Independent Study Examiners		1. Full-time instructor **and** external expert with a doctoral degree or academic rank not lower than Associate Professor in field/related field of study; AND 2. Has research experience that is not part of study to obtain a degree	1. Full-time instructor **and** external expert with a doctoral degree or academic rank not lower than Associate Professor in field/related field of study; AND 2. Has research experience that is not part of study to obtain a degree	
8. Publication and Dissemination of Graduate Academic Output		**(For Plan A only)** Full-papers published in an academic conference proceedings or a journal or academic publication in a document or electronic format	Journal or academic publication with an external committee that participates in a peer review process	A thesis that involves an invention, patent, or petty patent can replace publication in an academic journal or document. The year that the patent or petty patent is granted will be counted, not the year of the patent application.
9. Workloads of Thesis and Independent Study Advisors in Graduate Programs		**Thesis** One instructor per 5 students **Independent Study** One instructor per 15 students If an instructor advises both types of students, 1 thesis student is equal to 3 independent study students	**Thesis** One instructor per 5 students	Section 10 of the Ministry of Education Announcement regarding Graduate Education Curricular Standards of 2005 states that 1 full-time instructor may advise a maximum of 5 students. If a program has an instructor(s) with capacity to care for more than 5 students, then at the institution's discretion, they may advise more; however, the total may not exceed 10. This is to support high potential researchers with grants and tools, including those working on large ongoing projects, in producing results.

Assessment Criteria	Bachelors Program	Masters Program	Doctoral Program	Notes
10. Graduate Thesis and Independent Study Advisors to Conduct Regular and Ongoing Research		Should have at least one research study in 5 years, including the year of assessment	Should have at least one research study in 5 years, including the year of assessment	The intent is a desire that research work be developed on an ongoing basis.
11. Specified Period of Time Within Which Curriculum Must Be Revised	Must not exceed 5 years (Revision must be completed and approved/endorsed by the university/institutional council so the curriculum may be used in the 6th year) **Note:** A 5-year curriculum will be announced in the 7th year, or a 6-year curriculum in the 8th year	Must not exceed 5 years (Revision must be completed and approved/endorsed by the university/institutional council so the curriculum may be used in the 6th year)	Must not exceed 5 years (Revision must be completed and approved/endorsed by the university/institutional council so the curriculum may be used in the 6th year)	
12. Implementation in Accordance with Curricular Quality Assurance Indicators, Learning/Teaching per Thai Qualifications Framework for Higher Education	Must implement TQF Indicators 1 – 5	Must implement TQF Indicators 1 – 5	Must implement TQF Indicators 1 – 5	
Totals	**4 Criteria**	**12 Criteria**	**12 Criteria**	

The assessment criteria mentioned above are in accordance with the Standard Criteria for Higher Education Curriculum of 2005 and the Thai Qualifications Framework for Higher Education of 2009. If new relevant standard criteria are announced, then the assessment criteria based on these indicators will be subject to the most recent version of standard criteria.

Assessment Results of Indicator 1.1 Defined as "pass" or "not pass". If the curriculum does not pass one or more of the criteria, then it does not meet the standard criteria, and the result is "not pass" (the score is zero).

Documentary Evidence Required in Addition to Documentation for Each Indicator

1. Curriculum (program of studies) booklet with acknowledgement stamp from the Office of the Higher Education Commission
2. Cover letter acknowledging the curriculum from the Office of the Higher Education Commission (if available)
3. If a curriculum has not yet been acknowledged, then provide the cover letter written when submitting it to the Office of the Higher Education Commission, or the letter from OHEC returning the curriculum, together with minutes of the institutional council meeting that approved/endorsed the curriculum.

Component 2 Graduates

The most important mission of a higher education institution is to produce graduates or organize learning/teaching activities, providing students with academic and professional knowledge and the characteristics prescribed in the curriculum. Higher education graduates must be knowledgeable, hold high moral and ethical standards, and have the ability to learn, develop themselves, and apply this knowledge to live happy lives – physically and mentally – in society. They must also be conscientious and responsible national and global citizens, possessing characteristics consistent with the higher education institution's identity.

The Office of the Higher Education Commission, as the agency that supervises and supports the operation of higher education institutions, has prepared various standards related to graduate production such as curricular standard criteria and the Thai Qualifications Framework for Higher Education in order to focus on educational management goals like student learning outcomes. The quality of graduates' qualifications is thus assured, while communicating to society and communities – including related agencies – a confidence that graduate quality is consistent with the learning outcomes specified in each curriculum.

The quality of graduates from each curriculum will reflect graduate quality according to the Thai Qualifications Framework for Higher Education, which takes into consideration learning outcome results, employability, and research quality of graduate program students and graduates in that academic year. Graduate quality is based on the following indicators:

Indicator 2.1 Graduate Quality According to the Thai Qualifications Framework for Higher Education

Indicator 2.2 Graduate Employment or Research Output

- Percentage of Bachelor graduates who are employed or self-employed within one year
- Research output of Masters students and graduates that is published or disseminated
- Research output of Doctoral students and graduates that is published or disseminated

Indicator 2.1 Graduate Quality According to the Thai Qualifications Framework for Higher Education

Indicator Type Outcome

Indicator Description

The Thai Qualifications Framework for Higher Education (TQF) has established the preferred characteristics of graduates that are set forth in curricular documents (TQF 2) and which cover at least 5 aspects of learning outcomes as follows; 1) Moral and ethical virtues; 2) Knowledge; 3) Intellectual skills 4) Interpersonal skills and responsibility; and 5) numerical Quantitative analytical, communication and information technology skills. This indicator assesses graduate quality from the point of view of graduate users.

Assessment Criteria

The average assessment score of graduates (full score of 5)

Formula for Calculation

$$\text{Score} = \frac{\text{Sum of Graduate Assessment Scores}}{\text{Total Number of Graduates Assessed}}$$

Accompanying Information

The number of graduates assessed by graduate users must not be less than 20% of the total number of graduates.

Indicator 2.2 (Bachelor Degree Programs) Percentage of Bachelor Graduates who are Employed or Self-Employed within One Year

Indicator Type Outcome

Indicator Description

Bachelor degree graduates who complete regular, special, and part-time programs in their fields of study and are employed or self-employed with a regular income within 1 year of the graduation date for that academic year are counted. To calculate employment, count those graduates who are doing all types of honest work and earning a regular income for their livelihoods. To calculate the percentage of graduates from special or part-time programs, count only the graduates who changed jobs after graduation.

Assessment Criteria

Convert the percentage of Bachelor graduates who are employed or self-employed within 1 year to a score of between 0 – 5; a full score is defined as 5 = 100%.

Formula for Calculations

1. Calculate the percentage of Bachelor graduates who are employed or self-employed within 1 year according to the following formula:

$$\frac{\text{Number of Bachelor Graduates who are Employed or Self-Employed within 1 Year x 100}}{\text{Total Number of Graduate Survey Respondents}}$$

When calculating this percentage, exclude graduates who continued their studies, were drafted into the military, were ordained as monks, and those who were already employed and didn't change jobs.

2. Convert the percentage calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percentage of Bachelor Graduates who are Employed or Self-Employed within 1 Year X 5}}{100}$$

Note:
The number of graduates who respond to this survey must not be less than 70% of the total number of graduates.

Indicator 2.2 (Masters Programs) Research Output of Masters Students and Graduates that is Published or Disseminated

Indicator Type Outcome

Indicator Description

Graduate program study must consist of discovery, systematic thinking, and research that searches for credible answers. Graduates must codify their knowledge in order to create output that shows their ability to systematically use knowledge and disseminate it in beneficial ways to the public. This indicator assesses the quality of the research output of Masters Degree program graduates.

Assessment Criteria

Convert the percentage of the weighted sum of publications to graduates into a score of between 0 – 5; a full score is defined as 5 = 40% or higher.

Formula for Calculations

1. Calculate the percentage of the weighted sum of graduates' publications according to the following formula:

$$\frac{\text{Weighted Sum of Output Published/Disseminated of Masters Program Students and Graduates} \times 100}{\text{Total Number of Masters Program Graduates}}$$

2. Convert the percentage calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percentage of Weighted Sum of Output} \times 5}{40}$$

Quality Levels of Academic Output

Weight	Quality Level
0.10	- A full article published in any form
0.20	- A full article published in the proceedings of a national conference
0.40	- A full article published in the proceedings of an international conference, or a national-level academic journal that is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement. - Output that was registered as a petty patent
0.60	- An article published in an academic journal listed in Group 2 of the TCI database
0.80	- An article published in an international academic journal which is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement (not on Beall's list), or was published in an academic journal listed in Group 1 of the TCI database.
1.00	- An article published in an international academic journal that is listed in an international database in the Civil Service Commission Announcement on Institutions of Higher Education (กพอ), or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013. - Output that was registered as a patent

When submitting an article to be considered for presentation at an academic conference, the full paper must be submitted. When a paper is accepted and published, the full paper must be published in a hard copy or electronic form.

Quality Levels of Creative Works

Weight	Quality Level
0.20	Creative works disseminated in any form, or through online electronic media
0.40	Creative works disseminated at the institution level
0.60	Creative works disseminated at the national level
0.80	Creative works disseminated through international cooperative efforts
1.00	Creative works disseminated at the regional ASEAN/international level

Each piece of creative work must be appraised by a committee that consists of not less than 3 members, including a member(s) external to the institution.

Notes

1. Research output with the joint names of students and instructors that is counted for this indicator may also be counted in the indicator for instructors' academic output.
2. The published/disseminated scholarly output of students and graduates is counted in the assessment year in which it was published.
3. If a program has no graduates, then this indicator does not need to be considered.

Indicator 2.2 (Doctoral Programs) Research Output of Doctoral Students and Graduates that is Published or Disseminated

Indicator Type Outcome

Indicator Description

Doctoral program study must consist of discovery, systematic thinking, and research that searches for credible answers. Graduates must codify their knowledge in order to create output that shows their ability to systematically use knowledge and disseminate it in beneficial ways to the public. This indicator assesses the quality of the research output of Doctoral Degree program graduates.

Assessment Criteria

Convert the percentage of the weighted sum of publications to graduates into a score of between 0 – 5; a full score is defined as 5 = 80% or higher.

Formula for Calculations

1. Calculate the percentage of the weighted sum of graduates' publications according to the following formula:

$$\frac{\text{Weighted Sum of Output Published/Disseminated of Doctoral Program Students and Graduates x 100}}{\text{Total Number of Doctoral Program Graduates}}$$

2. Convert the percentage calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percentage of Weighted Sum of Output x 5}}{80}$$

Quality Levels of Academic Output

Weight	Quality Level
0.20	- A full article published in the proceedings of a national conference
0.40	- A full article published in the proceedings of an international conference, or a national-level academic journal that is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement. - Output that was registered as a petty patent
0.60	- An article published in an academic journal listed in Group 2 of the TCI database
0.80	- An article published in an international academic journal which is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement (not on Beall's list), or was published in an academic journal listed in Group 1 of the TCI database.
1.00	- An article published in an international academic journal that is listed in an international database in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013. - Output that was registered as a patent

When submitting an article to be considered for presentation at an academic conference, the full paper must be submitted. When a paper is accepted and published, the full paper must be published in a hard copy or electronic form.

Quality Levels of Creative Works

Weight	Quality Level
0.20	Creative works disseminated in any form, or through online electronic media
0.40	Creative works disseminated at the institution level
0.60	Creative works disseminated at the national level
0.80	Creative works disseminated through international cooperative efforts
1.00	Creative works disseminated at the regional ASEAN/international level

Each piece of creative work must be appraised by a committee that consists of not less than 3 members, including a member(s) external to the institution.

Notes

1. Research output with the joint names of students and instructors that is counted for this indicator may also be counted in the indicator for instructors' academic output.
2. The published/disseminated scholarly output of students and graduates is counted in the assessment year in which it was published.
3. If a program has no graduates, then this indicator does not need to be considered.

Component 3 Students

One major factor in successful educational management is students. Thus, a student quality assurance system must place importance on methodically recruiting or admitting qualified and prepared students into a program so that they will successfully complete it. It should also foster development so that students are ready to learn, with various types of training activities that provide them with knowledge, curricular-based competencies, 21st century learning skills, and – for graduate students – research skills that will enable them to add to the body of knowledge.

Skills that are essential for learning in the 21st century consist of 4 main groups, as follows: (1) Core Subjects; (2) Life and Career Skills; (3) Learning and Innovation Skills; and (4) Information, Media and Technology Skills.

Vital skills that most people view as very important are:

1) The Learning and Innovation Skills Group, which includes (1) critical thinking and problem solving; (2) innovation and creativity; and (3) communication and collaboration.

2) The Information, Media and Technology Skills Group, which consists of information literacy, media literacy media literacy and ICT literacy.

3) The Life and Career Skills Group, which consists of adaptability and flexibility, initiative and self-direction, social and cross-cultural interaction, accountability and productivity, accountability and productivity, and leadership and social responsibility.

Implementing curricular quality assurance for the component dealing with students begins with the admissions system, student support and development, and outcomes that impact students. Operations must take into consideration the following indicators:

Indicator 3.1 Student Admissions

Indicator 3.2 Student Support and Development

Indicator 3.3 Outcomes that Impact Students

Indicator 3.1 **Student Admissions**

Indicator Type Process

Indicator Description

A basic factor in the successful operation of a program of studies is the qualifications of students who are admitted into the program. A philosophical concept underlies the design of each curriculum, and it is essential that student qualifications be set forth that are consistent with the nature of the curriculum. Student selection criteria must be transparent, clear, and in harmony with student qualifications specified in the curriculum. Tools, data, or methods are used to select students who are intellectually, physically, and emotionally ready and determined to learn, and who have adequate time to successfully complete the program of studies within the timeframe specified in the curriculum.

When reporting operations for this indicator, describe processes or show operational results covering at least the following issues:

- Student admissions
- Readiness preparations before study commences

In evaluating a suitable scoring level, consider the big picture and overall operational results of the preparation of students so they are ready for their programs of study.

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No system • No mechanism • No concept of overseeing, tracking, and improving • No information or evidence	• A system and mechanisms are in place • System and mechanisms are not put into practice, implemented	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are no improvements/ developments integrated into the process	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are improvements / developments integrated into the process from evaluation results	• A system and mechanisms are in place • The system and mechanisms are being practiced, implemented • The process is assessed • There are improvements/ developments integrated into the process from evaluation results • There are concrete results from the improvements that can be	• A system/mechanisms are in place • The system/mechanisms are put into practice, implemented • The process is assessed • Improvements/ developments are integrated into the process from evaluation results • There are concrete results from the improvements that can be clearly seen • There are good operational guidelines and

				clearly seen	confirming evidence, assessment committee can clearly explain why these are good operational guidelines

Indicator 3.2 **Student Support and Development**

Indicator Type Process

Indicator Description

In the first year of studies, a mechanism is required to develop basic knowledge or prepare students so that they will be ready to cheerfully learn at the higher education level with a low dropout rate. While they study, various activities to develop students' knowledge and abilities should be provided – both in- and outside-of classes – along with activities to promote good citizenship and a sense of public awareness. A system to care for and provide academic advising (Bachelor, Master and Doctoral) should be established, along with a system to prevent and manage student risks, so that they will be able to successfully complete their studies within the timeframes specified in the curriculum. This includes supporting the dissemination of students' academic work, providing learning opportunities to promote development of student potential, and supplying 21st century learning skills that meet international standards.

When reporting operations for this indicator, describe processes or show operational results covering at least the following issues:

- Oversight and care for academic advising and counseling for Bachelors Program students
- Oversight and care for thesis advising for graduate students
- Development of student potential and promotion of 21st century learning skills

In evaluating a suitable scoring level, consider the big picture and overall operational results of helping students to cheerfully learn essential skills for their future professions.

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No system • No mechanism • No concept of overseeing, tracking, and improving • No information or evidence	• A system and mechanisms are in place • System and mechanisms are not put into practice, implemented	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are no improvemen	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are improvements/	• A system and mechanisms are in place • The system and mechanisms are being practiced, implemented • The process is assessed • There are improvements/ developments integrated into the process from	• A system/mechanisms are in place • The system/mechanisms are put into practice, implemented • The process is assessed • Improvements/ developments are integrated into the process from evaluation results

		ts/ developmen ts integrated into the process	development s integrated into the process from evaluation results	evaluation results • There are concrete results from the improvements that can be clearly seen	• There are concrete results from the improvements that can be clearly seen • There are good operational guidelines and confirming evidence, assessment committee can clearly explain why these are good operational guidelines

Indicator 3.3 **Outcomes that Impact Students**

Indicator Type Outcome

Indicator Description

The results of quality assurance should contribute to students' readiness to learn, a high rate of student retention, a high graduation rate, and student satisfaction with the curriculum and the results of how their complaints are managed.

When reporting operations for this indicator, describe processes or show operational results for the following issues:

- Retention
- Graduation
- Student satisfaction and management of student complaints

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No report of performance results	• Performance results reported for some matters	• Performance results were reported for all matters described in this indicator	• Performance results were reported for all matters described in this indicator • Performance results show improvement trend in some matters	• Performance results were reported for all matters described in this indicator • Performance results show improvement trend in all matters	• Performance results were reported for all matters described in this indicator • Performance results show improvement trend in all matters • Operational results are outstanding, comparable with similar curricula in institutional group; evidence confirms results, assessment committee can clearly explain why results are truly outstanding

Component 4 Instructors

Instructors are an important input factor for graduate production. Thus, those involved must design systems to assure that management and development of instructors produces personnel with suitable quality, with qualifications that are in harmony with the context, philosophy, and vision of institutions and programs. Instructors should be encouraged to love their organizations and enjoy performing professional duties. Administrators must devise policies, long-term plans, and operational activities, as well as control and develop instructor quality. To establish a system that assures quality instruction, instructors must be employed with both the quantitative and qualitative attributes specified by curricular standards devised by the Office of the Higher Education Commission. Further development is carried out by planning and investing funds and resources so that the number of instructors is suitable for the number of students admitted into the program. A sufficient number of knowledgeable instructors, with expertise in their field of study and proper experience in producing graduates, is reflected in their educational qualifications, academic rank, and progress in producing academic output on an ongoing basis.

This component deals with instructors, starting with their management and development, quality, and outcomes that impact instructors as follows:

Indicator 4.1	Management and Development of Instructors
Indicator 4.2	Quality of Instructors
Indicator 4.3	Outcomes that Impact Instructors

Indicator 4.1 **Management and Development of Instructors**

Indicator Type Process

Indicator Description

The management and development of instructors starts with a system for recruiting new instructors that defines their qualifications in harmony with the context, philosophy, and vision of institutions and programs. It must use suitable and transparent mechanisms for selecting instructors; furthermore, an instructor management system is required to establish policies and long-term plans so that instructors may be retained who have both the quantitative and qualitative attributes specified by curricular standards that are prescribed by the Office of the Higher Education Commission. A system to support and develop instructors is also essential, with a plan to invest funds and resources and activities that are carried out, along with supervising and improving the quality of instructors.

When reporting operations for this indicator, describe processes or show operational results covering at least the following issues:

- System to recruit and appoint full-time instructors in a program
- System to manage instructors
- System to support and develop instructors

In evaluating a suitable scoring level, consider the big picture and overall operational results that enable a program to retain instructors with appropriate attributes, both in terms of educational qualifications and academic rank, and which are consistent with curricular standards on an ongoing basis. Instructors should also be encouraged to increase their knowledge and capabilities in order to strengthen academic programs.

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No system • No mechanism • No concept of overseeing, tracking, and improving • No information or evidence	• A system and mechanisms are in place • System and mechanisms are not put into practice, implemen	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are	• A system and mechanisms are in place • The system and mechanisms are being practiced, implemented • The process is assessed • There are improvements/ developments integrated into	• A system/mechanisms are in place • The system/mechanisms are put into practice, implemented • The process is assessed • Improvements/ developments are integrated into

	ted	• There are no improvements/ developments integrated into the process	improvements/ developments integrated into the process from evaluation results	the process from evaluation results • There are concrete results from the improvements that can be clearly seen	the process from evaluation results • There are concrete results from the improvements that can be clearly seen • There are good operational guidelines and confirming evidence; assessment committee can clearly explain why these are good operational guidelines

Indicator 4.2 **Quality of Instructors**

Indicator Type Input

Indicator Description

Support and development of instructors must be undertaken out so that those who teach in a program of studies will have appropriate and adequate qualifications. They must be knowledgeable, with expertise in the fields of study that are offered and suitable experience in producing graduates. This is reflected by their educational qualifications, academic rank, and progress in producing academic output on an ongoing basis.

Issues that will be considered for this indicator consist of the following:

- Percentage of full-time instructors holding doctoral degrees
- Percentage of full-time instructors with academic rank
- Academic output of full-time instructors in the program of studies
- The number of articles written by full-time instructors in doctoral programs that have been cited in journals listed in the TCI and Scopus databases per the total number of full-time instructors

Percentage of Full-Time Instructors in Programs of Study with Doctoral Degrees

Since higher education entails the uppermost level of studies, it requires personnel with knowledge, capabilities, and profound academic competence to carry out important institutional missions like producing graduates, conducting research studies to keep up with academic progress, and increasing the body of knowledge. Therefore, programs of study should have qualified instructors with doctoral degrees in the fields (or related fields) being offered, in the right proportion based on the program's mission or emphases.

Assessment Criteria

Convert the percentage of full-time instructors in a program of studies who hold Doctoral Degrees into a score of between 0 – 5.

Bachelors Degree Programs

The percentage of full-time instructors in a program of studies with Doctoral Degrees; a full score is defined as 5 = 20% or higher.

Masters Degree Programs

The percentage of full-time instructors in a program of studies with Doctoral Degrees; a full score is defined as 5 = 60% or higher.

Doctoral Programs

The percentage of full-time instructors in a program of studies with Doctoral Degrees; a full score is defined as 5 = 100%.

Formula for Calculations

1. Calculate the percentage of full-time instructors in a program of studies holding doctoral degrees according to the following formula:

$$\frac{\text{Number of Full-Time Instructors in Program with Doctoral Degrees} \times 100}{\text{Total Number of Full-Time Instructors in Program}}$$

2. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Full-Time Instructors in Program with Doctoral Degrees} \times 5}{\text{Percent of Full-Time Instructors with Doctorates Needed for Full Score of 5}}$$

Note

Doctoral credentials are appraised based on educational qualifications obtained or their equivalent in accordance with Ministry of Education regulations. In cases of upgraded educational qualifications, evidence of graduation within a given academic year must be supplied. However, other qualifications which are equivalent to a doctoral degree and more suitable may be used in some professional disciplines; in such cases, approval from the Office of the Higher Education Commission is required.

Percentage of Full-Time Instructors in Programs of Study Holding Academic Rank

Higher education institutions are viewed as treasure houses of intelligence for the nation. As such, they have a responsibility to encourage instructors to conduct research studies in order to search for and add to the body of knowledge in various fields of study on an ongoing basis. This knowledge is to be used in their teaching, as well as in problem solving and national development. Holding an academic rank reflects an instructor's performance in this area in accordance with the program's mission.

Assessment Criteria

Convert the percentage of full-time instructors in a program of studies who hold an academic rank into a score of between 0 – 5.

Bachelors Degree Programs

The percent of full-time instructors in a program with rank of Assistant Professor, Associate Professor, and Professor combined; a full score is defined as 5 = 60% or higher.

Masters Degree Programs

The percent of full-time instructors in a program with rank of Assistant Professor, Associate Professor, and Professor combined; a full score is defined as 5 = 80% or higher.

Doctoral Degree Programs

The percent of full-time instructors in a program with rank of Assistant Professor, Associate Professor, and Professor combined; a full score is defined as 5 = 100%.

Formula for Calculations

1. Calculate the percentage of full-time instructors in a program of studies holding academic rank according to the following formula:

$$\frac{\text{Number of Full-Time Instructors in Program with Academic Rank} \times 100}{\text{Total Number of Full-Time Instructors in Program}}$$

2. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Full-Time Instructors in Program with Academic Rank} \times 5}{\text{Percent of Full-Time Instructors with Academic Rank for Full Score of 5}}$$

Academic Output of Full-Time Instructors

Academic output is important data demonstrating the creativity of full-time instructors, and it contributes to academic progress and constant development of the body of knowledge. Dissemination and application of this valuable work should be encouraged to benefit both the academic sector and national competitiveness. Academic output may be in the form of research/academic articles published in proceedings of a national/international conference, articles published in national/international academic journals, works that have been registered with a petty patent or patent, or academic work that serves society and was assessed in an academic rank application. It also includes research performed on behalf of a national department/organization for which a grant was awarded, textbooks or books that were used to obtain academic rank and appraised in accordance the specified criteria, and various creative works. This work is counted according to the following method:

Assessment Criteria

Bachelors Degree Programs

Percentage of the weighted sum of academic output produced by full-time instructors in a program; a full score is defined as 5 = 20% or higher.

Masters Degree Programs

Percentage of the weighted sum of academic output produced by full-time instructors in a program; a full score is defined as 5 = 40% or higher.

Doctoral Degree Programs

Percentage of the weighted sum of academic output produced by full-time instructors in a program; a full score is defined as 5 = 60% or higher.

Formula for Calculations

1. Calculate the percentage of the weighted sum of academic output by full-time instructors in a program according to the following formula:

$$\frac{\text{Weighted Sum of Academic Output by Full-Time Instructors in Program x 100}}{\text{Total Number of Full-Time Instructors in Program}}$$

2. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Weighted Sum of Academic Output by Full-Time Instructors in Program x 5}}{\text{Percent of Weighted Sum of Academic Output by Full-Time Instructors for Full Score of 5}}$$

Quality Levels of Academic Output

Weight	Quality Level
0.20	- A full research/academic article published in proceedings of a national conference
0.40	- A full research/academic article published in the proceedings of an international conference, or a national-level academic journal that is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement. - Output that was registered as a petty patent
0.60	- An research/academic article that is published in an academic journal listed in Group 2 of the TCI database
0.80	- A research/academic article published in an international academic journal which is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement (not on Beall's list), or was published in an academic journal listed in Group 1 of the TCI database.
1.00	- A research/academic article published in an international academic journal that is listed in an international database in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013. - Output that was registered as a patent - Academic service to society that has passed assessment for requesting academic rank - Research performed for a national department/organization and grant was awarded - Discovery of new plant/animal species that has been registered - Textbook/books that has passed assessment for requesting academic rank - Textbook/book that has passed assessment criteria for requesting academic rank, but has not been used in an academic rank request

When submitting an article to be considered for presentation at an academic conference, the full paper must be submitted. When a paper is accepted and published, the full paper must be published in a hard copy or electronic form.

Quality Levels of Creative Works

Weight	Quality Level
0.20	Creative works disseminated in any form, or through online electronic media
0.40	Creative works disseminated at the institution level
0.60	Creative works disseminated at the national level
0.80	Creative works disseminated through international cooperative efforts
1.00	Creative works disseminated at the regional ASEAN/international level

Each piece of creative work must be appraised by a committee that consists of not less than 3 members, including a member(s) external to the institution.

Number of Articles by Full-Time Doctoral Program Instructors Cited by Journals in the TCI and Scopus Databases per Number of Full-Time Instructors

Doctoral level programs are the very highest level programs offered by educational institutions. These important programs that emphasize the creation of new knowledge that is beneficial in national development; thus, full-time instructors in doctoral programs are very important to their programs of study.

Research articles, academic articles, or review articles by full-time instructors in doctoral programs that are cited demonstrate their research capabilities. The academic output that is published in national/international journals listed in TCI or Scopus databases – along with these citations – illustrate their beneficial utilization, and provide a foundation for developing new research studies, leading to further progress. The number of articles by full-time instructors that is frequently cited demonstrates that these instructors are productive and their work is accepted in an academic field.

When calculating this indicator, compare the number of articles cited one or more times – including citations of one's own work – that were written by full-time instructors in the program and published in national/international academic journals to the number of full-time instructors in the doctoral program. This result is presented in ratio form; output during the past 5 calendar years is considered, including the assessment year.

Assessment Criteria

Science and Technology Group of Academic Disciplines

Ratio of the number of articles cited to the number of full-time instructors in the program; a full score of 5 is defined as 2.5 or more.

Health Sciences Group of Academic Disciplines

Ratio of the number of articles cited to the number of full-time instructors in the program; a full score of 5 is defined as 3.0 or more.

Humanities and Social Sciences Group of Academic Disciplines

Ratio of the number of articles cited to the number of full-time instructors in the program; a full score of 5 is defined as 0.25 or more.

Formula for Calculations

1. Ratio of the number of articles cited to number of full-time instructors in program

$$\frac{\text{Number of Articles Cited}}{\text{Number of Full-Time Instructors in Program}}$$

2. Convert the value calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Ratio of Number of Articles Cited to Number of Full-Time Instructors in Program} \times 5}{\text{Ratio of Number of Articles Cited to Number of Full-Time Instructors Needed for Full Score of 5}}$$

Example Calculating Ratio of Number of Articles Cited to Number of Full-Time Instructors

Suppose there are 5 full-time instructors in a doctoral program in the Science and Technology Group of Disciplines, and these instructors publish research or review articles included in the TCI or Scopus databases from 2010-2014. The program's internal educational quality is assessed in 2014 as follows:

- The number of articles published by the 5 instructors from 2010-2014 in the Scopus database is 15 articles, and in the TCI database is 5 articles
- Of this number, 8 articles in the Scopus database have been cited at least once, and 2 articles in the TCI database have been cited at least once.

Thus, the ratio of the number of articles cited to the number of full-time instructors =

$$\frac{\text{Number of Articles that Were Cited at Least Once}}{\text{Number of Full-Time Instructors in Program}} = \frac{8+2}{5} = \frac{10}{5} = 2.0$$

$$\text{Calculation of Score} = \frac{2.0}{2.5} \times 5 = 4.0 \text{ Score}$$

Indicator 4.3 **Outcomes that Impact Instructors**

Indicator Type Outcome

Indicator Description

The results of quality assurance must lead to a level of instructor staffing that is suitable given the number of students admitted into the program, a high rate of instructor retention, and instructor satisfaction with management of the program.

When reporting operations for this indicator, describe processes or show operational results for the following issues:

- Instructor retention
- Instructor satisfaction

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No report of performance results	• Performance results reported for some matters	• Performance results were reported for all matters described in this indicator	• Performance results were reported for all matters described in this indicator • Performance results show improvement trend in some matters	• Performance results were reported for all matters described in this indicator • Performance results show improvement trend in all matters	• Performance results were reported for all matters described in this indicator • Performance results show improvement trend in all matters • Operational results are outstanding, comparable with similar curricula in institutional group; evidence confirms results, assessment committee can clearly explain why results are truly outstanding

Component 5 Curricular Programs, Learning and Teaching, Learner Assessment

Even though all curricular programs that are offered by educational institutions must be approved by the Office of the Higher Education Commission, and updated every 5 years, administrators must take responsibility for overseeing curricular management to ensure its constant effectiveness and efficiency. The curriculum management committee has a role and duty to administer 3 important aspects, namely: (1) Content of courses in a curriculum; (2) Establishment of a system for instructors, and process for learning/teaching; (3) Learner assessment. Running a program's internal quality assurance system involves the curriculum, learning and teaching, and learner assessment in accordance with the Thai Qualifications Framework established by the Office of the Higher Education Commission. Assessment of indicators must place importance on keeping course contents up-to-date, keeping pace with constantly changing technology, and setting up instructional and academic advising systems. Instructors/advisors must be knowledgeable, with appropriate expertise, experience and qualifications to develop students to reach their full potential, organizing student-centered learning/teaching activities and promoting 21st century learning skills.

Curricular quality assurance for this component appraises the following indicators:

Indicator 5.1	Content of Courses in the Curriculum
Indicator 5.2	Establishment of an Instructional System for Instructors and a Process for Learning/Teaching
Indicator 5.3	Learner Assessment
Indicator 5.4	Results of Curriculum Operations per the Thai Qualifications Framework for Higher Education

Indicator 5.1 **Content of Courses in the Curriculum**

Indicator Type Process

Indicator Description

Although all curricular programs that are offered by educational institutions must be approved by the Office of the Higher Education Commission, and updated every 5 years, administrators must take responsibility for seeing that course contents are up-to-date and keep pace with constantly changing technology. The courses offered – both required and elective – should be managed in a learner-centered manner in order to satisfy student and labor market needs. **In addition, graduate programs** must control thesis and independent study topic standards so that they will be appropriate for the nature and level of curriculum. Master degree programs emphasize developing student research abilities, while doctoral degree programs emphasize using research to create new knowledge.

When reporting operations for this indicator, describe processes or show operational results covering at least the following issues:

- The main curricular design concepts, data used in curricular development, and curricular objectives
- Curricular improvements and updates to keep up with progress in the field
- Consideration and approval of thesis/independent study topics in graduate programs

In evaluating a suitable scoring level, consider the big picture and overall operational results that enable a program to keep up-to-date, and aligned with labor market and national demands.

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No system • No mechanism • No concept of overseeing, tracking, and improving • No information or evidence	• A system and mechanisms are in place • System and mechanisms are not put into practice, implemen	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are	• A system and mechanisms are in place • The system and mechanisms are being practiced, implemented • The process is assessed • There are improvements/ developments integrated into	• A system/mechanisms are in place • The system/mechanisms are put into practice, implemented • The process is assessed • Improvements/ developments are integrated into

	ted	• There are no improvements/ developments integrated into the process	improvements/ developments integrated into the process from evaluation results	the process from evaluation results • There are concrete results from the improvements that can be clearly seen	the process from evaluation results • There are concrete results from the improvements that can be clearly seen • There are good operational guidelines and confirming evidence, assessment committee can clearly explain why these are good operational guidelines

Indicator 5.2 **Establishment of an Instructional System for Instructors and a Process for Learning/Teaching**

Indicator Type Process

Indicator Description

The curriculum must place importance on establishing an instructional system for each course, taking into account the knowledge, abilities, and expertise of instructors in each subject that they are assigned to teach. The knowledge imparted by instructors must be up-to-date, and students must gain experience and develop capabilities by studying with truly knowledgeable individuals. **In addition, graduate programs** must give priority to the appointment of suitable thesis/independent study advisors in view of topics and student characteristics. Students should have opportunities to develop their full potential. Thesis and independent study advisors must be able to provide guidance, starting with the process of developing the topic, and throughout the time that it is being written, defended, and the research results are disseminated until graduation.

The process of 21st century learning and teaching must emphasize development of students who are knowledgeable in harmony with the structure of the curriculum, the Thai Qualifications Framework, moral and ethical values, and 21st century learning skills. Of special interest are self-study learning skills, language skills (Thai and international languages), participatory work skills, ability to use technology, ability to care for one's health, etc. Modern learning and teaching must use technological media that allow students to learn at any time and place. The duty of instructors is to facilitate and support the learning process. **Thus in graduate programs,** teaching techniques will stress laying a foundation for research, laying a foundation for problem-based learning, and so on.

When reporting operations for this indicator, describe processes or show operational results covering at least the following issues:

- Instructor teaching assignments
- Supervising, tracking, and inspecting preparation of learning plans (TQF 3 and TQF 4); learning/teaching management
- Learning/teaching management in bachelor programs that integrates research, academic service to society, preservation of arts and culture
- Supervising graduate program thesis and independent study topics so they correspond with fields of study, and progress in academic disciplines
- Appointing graduate program thesis and independent study advisors who have knowledge and expertise in harmony with/related to thesis topics
- Assisting, overseeing, and following up the production of theses and independent study projects, and publication of research results in graduate programs

In evaluating a suitable scoring level, consider the big picture and overall operational results that make the learning/teaching process responsive to differences among learners. Learning/teaching that is student-centered leads to results that meet learning targets.

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No system • No mechanism • No concept of overseeing, tracking, and improving • No information or evidence	• A system and mechanisms are in place • System and mechanisms are not put into practice, implemented	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are no improvements/ developments integrated into the process	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are improvements/ developments integrated into the process from evaluation results	• A system and mechanisms are in place • The system and mechanisms are being practiced, implemented • The process is assessed • There are improvements/ developments integrated into the process from evaluation results • There are concrete results from the improvements that can be clearly seen	• A system/mechanisms are in place • The system/mechanisms are put into practice, implemented • The process is assessed • Improvements/ developments are integrated into the process from evaluation results • There are concrete results from the improvements that can be clearly seen • There are good operational guidelines and confirming evidence, assessment committee can clearly explain why these are good operational guidelines

Indicator 5.3 **Learner Assessment**

Indicator Type Process

Indicator Description

There are 3 main purposes of learner assessment. The first is to provide useful data/information to improve the instructor's teaching, which leads to improvements in student learning (assessment *for* learning). Assessment allows students to evaluate their own progress, and use the results to develop new study methods that lead to learning (assessment *as* learning); assessment results also show expected curricular learning outcomes (assessment *of* learning). Most assessment is used for the last purpose, which is focused on providing data regarding student learning achievements. Learning and teaching management should encourage assessment for the first two aims as well. Thus, appropriate assessment systems must place importance on creating assessment criteria, assessment methods, quality assessment tools, and grading methodologies that aptly reflect learning outcomes. Supervision is necessary to bring about authentic assessment, use of a variety of assessment methods, assessment results that reflect ability to operate in the real world, and feedback which enables students to resolve their weaknesses and reinforce their strengths. Such assessment results will reflect students' actual abilities. **Graduate programs** must give priority to establishing quality systems to assess theses and independent study projects.

When reporting operations for this indicator, describe processes or show operational results covering at least the following issues:

- Assessment of learning outcomes according to the Thai Qualifications Framework of Higher Education
- Verification of the assessment of student learning outcomes
- Regulate the assessment of teaching management and curriculum assessment (TQF 5, TQF 6, AND TQF 7)
- Assessment of theses and independent study projects in graduate programs

In evaluating a suitable scoring level, consider the big picture and overall operational results that reflect actual conditions, as well as credible assessment methods or tools that give helpful data to instructors and learners, providing a pathway for improving and enhancing subsequent learning and teaching.

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No system • No mechanism • No concept of overseeing, tracking, and improving • No information or evidence	• A system and mechanisms are in place • System and mechanisms are not put into practice, implemented	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are no improvements/ developments integrated into the process	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed • There are improvements/ developments integrated into the process from evaluation results	• A system and mechanisms are in place • The system and mechanisms are being practiced, implemented • The process is assessed • There are improvements/ developments integrated into the process from evaluation results • There are concrete results from the improvements that can be clearly seen	• A system/mechanisms are in place • The system/mechanisms are put into practice, implemented • The process is assessed • Improvements/ developments are integrated into the process from evaluation results • There are concrete results from the improvements that can be clearly seen • There are good operational guidelines and confirming evidence, assessment committee can clearly explain why these are good operational guidelines

Indicator 5.4 **Results of Curricular Operations According to the Thai Qualifications Framework for Higher Education**

Indicator Type Outcome

Indicator Description

The results of curricular operations means the percentage of results which fulfill operational indicators in the Thai Qualifications Framework for Higher Education; these indicators are found in the curriculum document (TQF 2), Section 7, Item 7, for each curriculum that is offered each academic year. The program's full-time instructors report the annual operational results in the form of a curricular performance report (TQF 7).

Assessment Criteria

The operational indicators show that the percentage of annual results achieved is less than 80%, which is defined as a score of 0.

The operational indicators show that the percentage of annual results achieved is 80%, which is defined as a score of 3.50.

The operational indicators show that the percentage of annual results achieved is between 80.01-89.99%, which is defined as a score of 4.00.

The operational indicators show that the percentage of annual results achieved is between 90.00-94.99%, which is defined as a score of 4.50.

The operational indicators show that the percentage of annual results achieved is between 95.00-99.99%, which is defined as a score of 4.75.

The operational indicators show that the percentage of annual results achieved is 100%, which is defined as a score of 5.00.

Component 6 Facilities, Equipment, and Services that Support Learning

To run and manage a program of studies, another important factor is essential – namely – facilities and equipment that are ready to support learning. These consist of physical plant and technology readiness, readiness to provide services such as classrooms, laboratories, research rooms, learning and teaching equipment, a library, information technology services, computers, wifi, and so on. This includes maintenance support so that students can learn effectively and efficiently in accordance with the Thai Qualifications Framework for Higher Education. This should be appraised together with the student and instructor satisfaction assessment results.

The component regarding facilities, equipment, and services that support learning is appraised by considering:

Indicator 6.1 Facilities, Equipment, and Services that Support Learning

Indicator 6.1 **Facilities, Equipment, and Services that Support Learning**

Indicator Type Process

Indicator Description

Many kinds of readiness to support learning are needed: for example, physical plant readiness, such as classrooms, laboratories, student accommodations, etc; readiness in equipment, technology, conveniences or resources that facilitate learning, such as teaching equipment, library, books, textbooks, publications, journals, searchable databases, learning resources, electronic media, etc. Learning support facilities must be adequate in number, of good quality and ready for use, and up-to-date. Operational results and improvements are appraised based on student and instructor satisfaction assessment results.

When reporting operations for this indicator, describe processes or show operational results covering at least the following issues:

- Operational systems of Programs/Faculties/Institution, with participation by full-time program instructors in order to provide learning support
- Number of learning support items that are adequate and suitable for managing learning and teaching
- Process of making improvements per student and instructors satisfaction assessment results for facilities, equipment, and services to support learning

In evaluating a suitable scoring level, consider the big picture and overall operational results that reflect provision of items that are necessary to support learning, and impact whether students are able to learn efficiently.

Assessment Criteria

Improvement Urgently Needed (0)	Improvement Needed (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
• No system • No mechanism • No concept of overseeing, tracking, and improving • No information or evidence	• A system and mechanisms are in place • System and mechanisms are not put into practice,	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process	• A system and mechanisms are in place • The system and mechanisms are put into practice, implemented • The process is assessed	• A system and mechanisms are in place • The system and mechanisms are being practiced, implemented • The process is assessed • There are improvements/ developments	• A system/mechanisms are in place • The system/mechanisms are put into practice, implemented • The process is assessed • Improvements/ developments

	implemented	is assessed • There are no improvements/ developments integrated into the process	• There are improvements/ developments integrated into the process from evaluation results	integrated into the process from evaluation results • There are concrete results from the improvements that can be clearly seen	are integrated into the process from evaluation results • There are concrete results from the improvements that can be clearly seen • There are good operational guidelines and confirming evidence, assessment committee can clearly explain why these are good operational guidelines

Chapter 5

Internal Educational Quality Assurance System –

Faculty Level

Faculty Level Quality assurance consists of curriculum/program of studies operational results, supplemented by a total of 13 Faculty-Level performance indicators as follows:

Quality Assurance Components for Faculties	Indicators	Appraisal Criteria
1. Graduate Production	1.1 Results of Overall Curricular Management	Average quality assurance score for all programs operated
	1.2 Full-Time Instructors in Faculty with Doctoral Degrees	Percent of full-time instructors in Faculty with doctoral degrees
	1.3 Full-Time Instructors in Faculty with Academic Rank	Percent of full-time instructors in Faculty with academic rank
	1.4 Number of Full-Time Equivalent Students to Number of Full-Time Instructors	Ratio of full-time equivalent students to full-time instructors
	1.5 Services Provided to Undergraduate Students	6 standard criteria
	1.6 Undergraduate Student Activities	6 standard criteria
2. Research	2.1 System and Mechanisms to Administer and Develop Research or Creative Works	6 standard criteria
	2.2 Financial Support for Research and Creative Works	Internal and external financial support for research and creative works per full-time instructor/researcher
	2.3 Academic Output of Full-Time Instructors & Researchers	All types of academic output per full-time instructor/researcher
3. Academic Service	3.1 Academic Service to Society	6 standard criteria
4. Preservation of Arts and Culture	4.1 System and Mechanisms to Preserve Arts and Culture	7 standard criteria
5. Administration and Management	5.1 Faculty Management to Oversee and Monitor Outcomes per Mission, Institutional Group, and Faculty Identity	7 standard criteria
	5.2 System to Oversee Quality Assurance at Curriculum Level	5 standard criteria

Component 1 Graduate Production

The most important mission of a higher education institution is to produce graduates or organize learning/teaching activities, providing students with academic and professional knowledge and the characteristics prescribed in the curriculum. At the present time, learning and teaching utilize principles that emphasize a student-centered learning process. Thus, this mission is related to the administration and management of the curriculum, and the learning/teaching. This begins with assigning input factors that meet the specified standards, and consists of having enough qualified instructors for programs, and having an educational management process for instruction that relies upon cooperation and collaboration from all concerned parties, both within and outside the institution.

The 6 indicators are as follows:

Indicator 1.1 Results of Overall Curricular Management
Indicator 1.2 Full-Time Instructors in Faculty with Doctoral Degrees
Indicator 1.3 Full-Time Instructors in Faculty with Academic Rank
Indicator 1.4 Number of Full-Time Equivalent Students to Full-Time Instructors
Indicator 1.5 Services Provided to Undergraduate Students
Indicator 1.6 Undergraduate Student Activities

Indicator 1.1 **Results of Overall Curricular Management**

Indicator Type Outcome

Indicator Description

The operational results of all programs of study (curriculum) in a Faculty can reflect the quality of graduates in programs for which a Faculty is held responsible.

Assessment Criteria

Average of assessment scores from all programs for which a Faculty is responsible

Formula for Calculations

$$\text{Score} = \frac{\text{Total Assessment Scores from All Programs of Study in Faculty}}{\text{Number of Programs for which Faculty is Responsible}}$$

Note: Assessment scores for programs of study that are accredited by other systems that have been approved by the OHEC Higher Education Quality Assurance Committee may be excluded when calculating the score for this indicator. However, the complete accreditation results from that system must be reported for this indicator.

Indicator 1.2 **Full-Time Instructors in Faculty with Doctoral Degrees**

Indicator Type Input

Indicator Description

Since higher education entails the uppermost level of studies, it requires personnel with knowledge, capabilities, and profound academic competence to carry out important institutional missions like producing graduates, conducting research studies to keep up with academic progress, and increasing the body of knowledge. Therefore, Faculties should have qualified instructors with degrees in the fields or related fields being offered, in the right proportion based on curricular missions or emphases.

Assessment Criteria

Convert the percentage of full-time instructors in a Faculty who hold Doctoral Degrees into a score of between 0 – 5.

1. Specific Criteria for Institutions in Groups B and C2

The percentage of full-time instructors in a Faculty with Doctoral Degrees; a full score is defined as 5 = 40% or higher.

2. Specific Criteria for Institutions in Groups C1 and D

The percentage of full-time instructors in a Faculty with Doctoral Degrees; a full score is defined as 5 = 80% or higher.

Formula for Calculations

3. Calculate the percentage of full-time instructors in a Faculty holding doctoral degrees according to the following formula:

$$\frac{\text{Number of Full-Time Instructors in Faculty with Doctoral Degrees} \times 100}{\text{Total Number of Full-Time Instructors in Faculty}}$$

4. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Full-Time Instructors in Faculty with Doctoral Degrees} \times 5}{\text{Percent of Full-Time Instructors with Doctorates Needed for Full Score of 5}}$$

Notes

1. Doctoral credentials are appraised based on educational qualifications obtained or their equivalent in accordance with Ministry of Education regulations. In cases of upgraded educational qualifications, evidence of graduation within a given academic year must be supplied. However, other qualifications which are equivalent to a doctoral degree and more suitable may be used in some professional disciplines; in such cases, approval from the Office of the Higher Education Commission is required.
2. The total number of full-time instructors for an academic year is counted from those who are actually working and on study leave. In case a new instructor is appointed, follow the specified criteria in the instructions regarding counting full-time instructors and researchers.

Indicator 1.3 **Full-Time Instructors in Faculty with Academic Rank**

Indicator Type Input

Indicator Description

Higher education institutions are viewed as treasure houses of intelligence for the nation. As such, they have a responsibility to encourage instructors to conduct research studies in order to search for and add to the body of knowledge in various fields of study on an ongoing basis. This knowledge is to be used in their teaching, as well as in problem solving and national development. Holding an academic rank reflects an instructor's performance in regards to this responsibility.

Assessment Criteria

Convert the percentage of full-time instructors in a Faculty who hold academic rank into a score of between 0 – 5.

1. Specific Criteria for Institutions in Groups B and C2

The percentage of full-time instructors in a Faculty with a rank of Assistant Professor, Associate Professor, and Professor combined; a full score is defined as 5 = 60% or higher.

2. Specific Criteria for Institutions in Groups C1 and D

The percentage of full-time instructors in a Faculty with a rank of Assistant Professor, Associate Professor, and Professor combined; a full score is defined as 5 = 80% or higher.

Formula for Calculations

3. Calculate the percentage of full-time instructors in a Faculty holding academic rank according to the following formula:

$$\frac{\text{Number of Full-Time Instructors in Faculty with Academic Rank} \times 100}{\text{Total Number of Full-Time Instructors in Faculty}}$$

4. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Full-Time Instructors in Faculty with Academic Rank} \times 5}{\text{Percent of Full-Time Instructors with Academic Rank for Full Score of 5}}$$

Indicator 1.4 **Number of Full-Time Equivalent Students to Full-Time Instructors**

Indicator Type Input

Indicator Description

One important factor for educational management at higher education institutions is the ratio of students to instructors. This must be aligned with the specific discipline in a field of study and the characteristics of learning and teaching; it includes linkage with various plans such as human resource plans, instructor workloads, and graduate production targets. Thus, institutions should have a ratio of full-time equivalent students to full-time instructors who are actually working that is appropriate for the field of study.

Assessment Criteria

Calculate differences between numbers of full-time students to full-time instructors with the standard criteria, and compare them – either higher or lower – to the standard as a score of 0 to 5 points, rounding off to two decimal points as follows:

Differences, either higher or lower, from the standard that are not more than 10% receive a score of 5.

Differences, either higher or lower, from the standard that are more than 20% receive a score of 0.

For differences, either higher or lower, from the standard starting from 10.01% up to but not exceeding 20%, calculate a score using the following formula, rounding off to two decimal points.

Formula for Calculating Full-Time Equivalent Students

1. Calculate the of Student Credit Hours (SCH), which is the sum of multiplying the number of registered students by the number of credits for each course that is offered throughout the academic year after the registration process is completed (the add-drop period is over). The following formula is used for this calculation:

   SCH $= \sum n_i c_i$
   When n_i = Number of students who registered in course *i*
   c_i = Number of credits for course *i*

2. Calculate the FTES using the following formula:

$$\text{Number of Full-Time Equivalent Students per Year} = \frac{\text{Student Credit Hours for Entire Year}}{\text{Number of Annual Credits per Registration Standard for that Degree Level}}$$

Adjusting the Number of Undergraduate and Graduate Students – adjust the number of full-time equivalent graduate students to the measurement standards used for bachelor degrees; then sum the totals so that ratios of the number of full-time students to full-time instructors may be calculated.

Full-Time Students per Bachelor Degree Measurement Standards	
1. Health Science Fields of Study Group	= FTES bachelor degree students + FTES graduate degree students
2. Physical Science Fields of Study Group	= FTES bachelor degree students + (2 x FTES graduate degree students)
3. Humanities and Social Science Fields of Study Group	= FTES bachelor degree students + (1.8 x FTES graduate degree students)

Ratio of Number of Full-Time Students to Full-Time Instructors by Fields of Study

Fields of Study	Ratio of Number of Full-Time Students to Full-Time Instructors
1. Health Sciences	8:1
2. Physical Sciences	20:1
3. Engineering	20:1
4. Architecture and Urban Planning	8:1
5. Agriculture, Forestry, and Fishery	20:1
6. Business Administration, Commerce, Accounting, Management, Tourism, Economics	20:1
7. Law	50:1
8. Education	30:1
9. Liberal Arts, Fine Arts, Applied Arts	8:1
10. Social Sciences/Humanities	25:1

Formulae for Calculations

1) Calculate the difference from the standard, computing it as a percent per the formula:

$$\frac{\text{Ratio of Actual Full-Time Students to Full-time Instructors} - \text{Ratio of Full-Time Students to Full-Time Instructors per Standard}}{\text{Ratio of Full-Time Students to Full-Time Instructors per Standard Criteria}} \times 100$$

2) Take the percentage calculated in step 1 and compute the score as follows:

2.1 Percent of less than or equal to 10% receives a score of 5

2.2 Percent of more than or equal to 20% receives a score of 0

2.3 Percent of more than 10.01 but less than 20% receives a score calculated as follows:

$$\text{Score} = \frac{(20 - \text{Percent Calculated in Step 1}}{10} \times 5$$

Calculation Examples

The number of full-time equivalent students (FTES) per year to full-time instructors for a Social Science/Humanities program of studies = 24

$$\text{Difference from Standard} = \frac{24 - 25}{25} \times 100 = -4\%$$ receives a score of 5

The number of full-time equivalent students (FTES) per year to full-time instructors for a Social Science/Humanities program of studies = 32

$$\text{Difference from Standard} = \frac{32 - 25}{25} \times 100 = 28\%$$ receives a score of 0

The number of full-time equivalent students (FTES) per year to full-time instructors for a Social Science/Humanities program of studies = 28

$$\text{Difference from Standard} = \frac{28 - 25}{25} \times 100 = 12\%$$

Convert the difference to a score, equal to 20 – 12 = 8, which receives a score of = $\frac{8 \times 5}{10} = 4$

Indicator 1.5 **Services Provided to Undergraduate Students**

Indicator Type Process

Indicator Description

Faculties should provide different kinds of services to students and alumni, including conducting beneficial activities so that students have a happy and worthwhile time while studying in the Faculty. This starts with counseling services – about academic and student life issues – and information about service-provider organizations such as educational loans, scholarship sources for further study, job placement service, information about professional work experience opportunities, preparedness training for work after graduation, and necessary information and news about changes both inside and outside the institution for students and alumni. All services must place importance on providing quality service that brings real benefits to students and alumni.

Standard Criteria

1. Provide academic and life counseling services to students in Faculty.
2. Furnish information about service-provider organizations, extracurricular activities, and both full- and part-time job opportunities for students.
3. Organize activities to prepare students to be ready to work after graduation.
4. Evaluate the quality of activities and services provided in items 1–3, with each item receiving a score of not less than 3.51 out of a full score of 5.
5. Take the evaluation results from item 4 to improve and develop the provision of services and information, so that assessment scores will increase or be consistent with student expectations.
6. Supply information and knowledge that is beneficial for the professional careers of alumni.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Indicator 1.6 **Undergraduate Student Activities**

Indicator Type Process

Indicator Description

Faculties must support provision of various student activities that are appropriate and all-inclusive. A student activity means an extracurricular activity organized by either a Faculty or student organization in which participants have a chance to develop intellectually, socially, emotionally, physically, and morally/ethically in harmony with preferred graduate characteristics consisting of the learning outcomes per the Thai Qualifications Framework. These 5 aspects are (1) morality/ethics; (2) knowledge; (3) intellectual skills; (4) interpersonal skills and responsibility; and (5) quantitative analysis, communication, and information technology usage skills. Other additional desirable characteristics may be specified by the Faculty, Institution, and professional council/organization, including those consistent with the needs of graduate employers. The principles of PDSA/PDCA (Plan, Do, Study/Check, Act) should be used in daily life to develop student quality that is sustainable.

Standard Criteria

1. Prepare an overall student activities development plan for the Faculty; students must be involved in preparation of the plan and organization of the activities.
2. In the student activities development plan, organize activities that promote graduate characteristics in accordance with all 5 learning outcomes specified in the Thai Qualifications Framework; these consist of:
   (1) Morality and Ethics
   (2) Knowledge
   (3) Intellectual Skills
   (4) Interpersonal Skills and Responsibility
   (5) Quantitative Analysis, Communication, and Information Technology Usage Skills
3. Organize activities that provide quality assurance knowledge and skills to students
4. The success of all activities is evaluated based on the objectives specified in the plan, and the assessment results are used to improve future activities.
5. The success of the student activities development plan is evaluated based on the specified objectives.
6. These assessment results are used to improve the plan, or to improve future student development activities.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Component 2

Each higher education institution may emphasize different kinds of research depending on their environment and readiness. However, every higher education institution must accept research as an essential part of its institutional mission. Thus, institutions must have an oversight system and mechanisms to carry out this mission effectively and with quality, based on their emphases in order to generate beneficial research and creative work. There are 3 crucial elements which ensure that research is successful and beneficial: 1) institutions must have a research plan, system and mechanisms, as well as resources to support the plan's implementation; 2) instructors must assiduously participate in research, integrate it into their instruction, and other institutional missions; and 3) the research must be high quality and beneficial, correspond with national strategies, and be widely publicized.

The 3 indicators are as follows:

Indicator 2.1 System and Mechanism to Administer and Develop Research or Creative Works
Indicator 2.2 Financial Support for Research and Creative Works
Indicator 2.3 Academic Output of Full-Time Instructors and Researchers

Indicator 2.1 **System and Mechanism to Administer and Develop Research or Creative Works**

Indicator Type Process

Indicator Description

Higher education institutions must effectively administer and manage research and creative works, with a comprehensive support system of operational mechanisms and guidelines to ensure that work is carried out in harmony with plans. This includes locating research funding sources and disbursing institutional funds to personnel, nurturing and developing the potential of instructors and researchers, and provision of necessary resources, including human resources, financial resources, and various related equipment. It also includes creating appropriate incentive systems for researchers, and a system and mechanism to protect the rights of research and creative works with beneficial applications.

Standard Criteria

1. An information system to administer research work has been set up that is capable of being used in beneficial ways to manage research work or creative works.
2. Support for the research and creative works mission is given in the following points:
   - Provision of a research laboratory or creative works workroom, or research unit, or equipment center, or research/creative works counseling and support center
   - Provision of library or information resources to support research/creative works
   - Provision of research facilities to aid with or protect producing research or creative works such as information technology or laboratory security systems
   - Provision of supplementary academic activities that promote research or creative works, such as organizing academic conferences, exhibitions for creative works, guest or visiting professors
3. Budgets have been allocated to fund research and creative works
4. Budgets have been allocated to support the dissemination of research and creative works at academic conferences, or publication in national or international journals.
5. The potential of instructors and researchers is being developed, incentives and motivation have been created, and instructors/researchers are commended for producing outstanding research or creative works.
6. A system and mechanism has been set up to protect the intellectual copyrights of research and creative works with beneficial applications, and operations are carried out in accordance with this system.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Indicator 2.2 **Financial Support for Research and Creative Works**

Indicator Type Process

Indicator Description

An important factor that stimulates research and creative work in higher education institutions is financial support. Therefore, institutions must allocate funds from internal and external sources to effectively support research and creative works in accordance with the institutional environment and emphases.

Furthermore, financial support for research or creative works that a Faculty receives from external sources is a key performance indicator that reflects a Faculty's research potential, especially among Faculties in institutional groups that emphasize research.

Assessment Criteria

Convert the funds for research or creative works per full-time instructor/researcher into a score of between 0 – 5.

1. Specific Criteria for Faculty Groups B and C2 Divided into 3 groups of study fields

Sciences and Technology Group

The amount of funds for research or creative works from internal and external sources required for a full score of 5 = 60,000 Baht or more per person

Health Sciences Group

The amount of funds for research or creative works from internal and external sources required for a full score of 5 = 50,000 Baht or more per person

Humanities and Social Sciences Group

The amount of funds for research or creative works from internal and external sources required for a full score of 5 = 25,000 Baht or more per person

2. Specific Criteria for Faculty Groups C1 and D Divided into 3 groups of study fields

Sciences and Technology Group

The amount of funds for research or creative works from internal and external sources required for a full score of 5 = 220,000 Baht or more per person

Health Sciences Group

The amount of funds for research or creative works from internal and external sources required for a full score of 5 = 180,000 Baht or more per person

Humanities and Social Sciences Group

The amount of funds for research or creative works from internal and external sources required for a full score of 5 = 100,000 Baht or more per person

Formulae for Calculations

1. Calculate the amount of money to support research or creative works from internal/ external sources in relation to the number of full-time instructors and researchers

$$\text{Per Capita Research Funds} = \frac{\text{Research Funds from Internal/External Sources}}{\text{Number of Full-Time Instructors and Researchers}}$$

2. Convert the amount of money calculated in item 1 to a score on a 5-point scale

$$\text{Score Received} = \frac{\text{Research Funds from Internal/External Sources} \times 5}{\text{Amount of Money to Support Research Required for a Full Score of 5}}$$

Summary of Score Received at Faculty Level

Score Received by a Faculty = the average of all scores received by programs in the Faculty

Notes

1. Count the number of full-time instructors and researchers who are actually working during the academic year; do not count those on study leave.
2. Calculate the total amount of funds from the figures in signed research grants for the academic or fiscal year, not the actual amounts that were disbursed.
3. If there is documentary evidence of the division of funds to support research, such as a contract with the source of funds or an agreement between the institutions cooperating on the project, then divide the funds according to this evidence. If there is no evidence, then divide the funds based on the proportion of co-researchers in the Faculties.
4. Include research funds only from contracts signed by an instructor or researcher. Research project funds received by a supporting staff member who is not a researcher but is working on a research project may not be counted.

Indicator 2.3 **Academic Output of Full-Time Instructors and Researchers**

Indicator Type Outcome

Indicator Description

Academic output is important data demonstrating the creativity of full-time instructors, and it contributes to academic progress and constant development of the body of knowledge. Dissemination and application of this valuable work should be encouraged to benefit both the academic sector and national competitiveness. Academic output may be in the form of research/academic articles published in proceedings of a national/international conference, publications in national/international academic journals, journals listed in the TCI or Scopus databases, in harmony with Civil Service Commission on Institutions of Higher Education (กพอ) Announcements, or per OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013. This includes work that has been registered with a petty patent or patent, or academic work that serves society and was assessed in an academic rank application. It also includes research performed on behalf of a national department/organization for which a grant was awarded, textbooks or books that were used to obtain academic rank and appraised in accordance the specified criteria, and various creative works. This work is counted according to the following method:

Assessment Criteria

Take the weighted sum of academic output from full-time instructors and researchers, and convert it to a percentage score on a scale from 0–5; the criteria for classifying groups of study fields is as follows.

1. Specific Criteria for Faculty Groups B and C2

Sciences and Technology Group

The weighted sum of academic output from full-time instructors and researchers is converted to a percentage score; a full score is defined as 5 = 30% or higher.

Health Sciences Group

The weighted sum of academic output from full-time instructors and researchers is converted to a percentage score; a full score is defined as 5 = 30% or higher.

Humanities and Social Sciences Group

The weighted sum of academic output from full-time instructors and researchers is converted to a percentage score; a full score is defined as 5 = 20% or higher.

2. Specific Criteria for Faculty Groups C1 and D

Sciences and Technology Group

The weighted sum of academic output from full-time instructors and researchers is converted to a percentage score; a full score is defined as 5 = 60% or higher.

Health Sciences Group

The weighted sum of academic output from full-time instructors and researchers is converted to a percentage score; a full score is defined as 5 = 60% or higher.

Humanities and Social Sciences Group

The weighted sum of academic output from full-time instructors and researchers is converted to a percentage score; a full score is defined as 5 = 40% or higher.

Formulae for Calculations

3. Calculate the percentage of the weighted sum of academic output by full-time instructors and researchers according to the following formula:

$$\frac{\text{Weighted Sum of Academic Output by Full-Time Instructors/Researchers x 100}}{\text{Total Number of Full-Time Instructors/Researchers}}$$

4. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Weighted Sum of Academic Output by Full-Time Instructors and Researchers x 5}}{\text{Percent of Weighted Sum of Academic Output by Full-Time Instructors and Researchers for Full Score of 5}}$$

Quality Levels of Academic Output

Weight	Quality Level
0.20	- A full research/academic article published in proceedings of a national conference
0.40	- A full research/academic article published in the proceedings of an international conference, or a national-level academic journal that is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement. - Output that was registered as a petty patent
0.60	- An research/academic article that is published in an academic journal listed in Group 2 of the TCI database

0.80	- A research/academic article published in an international academic journal which is not listed in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013, but was submitted to the institutional council for approval and announced to the public. The Civil Service Commission on Institutions of Higher Education (กพอ)/the OHEC Board (กกอ) were informed within 30 days of this announcement (not on Beall's list), or was published in an academic journal listed in Group 1 of the TCI database.
1.00	- A research/academic article published in an international academic journal that is listed in an international database in the Civil Service Commission on Institutions of Higher Education (กพอ) Announcement, or the OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013. - Output that was registered as a patent - Academic service to society that has passed assessment for requesting academic rank - Research performed for a national department/organization and grant was awarded - Discovery of new plant/animal species that has been registered - Textbook/books that has passed assessment for requesting academic rank - Textbook/book that has passed assessment criteria for requesting academic rank, but has not been used in an academic rank request

When submitting an article to be considered for presentation at an academic conference, the full paper must be submitted. When a paper is accepted and published, the full paper must be published in a hard copy or electronic form.

Quality Levels of Creative Works

Weight	Quality Level
0.20	Creative works disseminated in any form, or through online electronic media
0.40	Creative works disseminated at the institution level
0.60	Creative works disseminated at the national level
0.80	Creative works disseminated through international cooperative efforts
1.00	Creative works disseminated at the regional ASEAN/international level

Each piece of creative work must be appraised by a committee that consists of not less than 3 members, including a member(s) external to the institution.

Component 3 Academic Service

The provision of academic services for society is one of the main missions of higher education institutions. Institutions should offer academic services to communities, society, and the country, utilizing the capabilities and expertise of each institution. These academic services may be provided free of charge or a reasonable fee may be charged. The services may be provided to the public or private sectors, independent entities, public organizations, communities, and society in general. The academic services may take many forms – for example, permitting utilization of institutional resources, serving as academic references, providing counseling/training, organizing academic conferences/seminars, and conducting research to answer questions or point a way forward to society. Providing academic services not only benefits society, but also benefits institutions in many ways. The instructors gain more knowledge and experience, and this knowledge and experience, in turn, helps them to improve curricula and may be integrated into instructional management and research. It also assists instructors in obtaining academic rank or promotion, creating networks with potential sources of jobs for students, and generating revenue for institutions.

The 1 indicator is as follows:

Indicator 3.1 Academic Service to Society

Indicator 3.1 **Academic Service to Society**

Indicator Type Process

Indicator Description

Academic service is another main mission of higher education institutions. Faculties should pay attention to process in providing academic service by surveying the needs of target groups and incorporating them into an annual academic service plan. This should be done for both academic service that produces revenue, and academic service organized by a Faculty to bring benefits to a community. The successfulness of academic service should be evaluated, and used in a plan to improve the quality of instruction as students gain practical experience under realistic conditions. Application of these beneficial outcomes will create satisfaction for communities and society on an ongoing and sustainable basis.

Standard Criteria

1. Prepare an annual academic service plan that meets needs in society, and specify indicators to measure the success of plans and academic service projects; submit this plan to the Faculty Board for approval.

2. Additional planning is done so that the academic service projects in the annual plan are used in ways that benefit and develop students, communities, or society.

3. At least one project in item 1 that provides academic service to society is free of charge.

4. Evaluate the success of the academic service plan and projects in item 1 according to the assigned indicators, and present the results to the Faculty Board for consideration.

5. Take the evaluation results from item 4 to improve the plan or provision of academic service to society.

6. The Faculty participates in providing academic services to society at the institutional level.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Component 4 Preservation of Arts and Culture

The preservation of arts and culture is an important mission of higher education institutions. Therefore, every institution must have a system and mechanisms so that this mission is carried out with effectiveness and efficiency. The emphases of each institution may differ from one another according to the philosophy and nature of the institution. The preservation of arts and culture should be integrated with other missions, especially graduate production. The institutions should arrange activities for reviving, conserving, developing, and propagating arts and culture as well as creating and promoting folk wisdom to be the foundation for further development of the body of knowledge.

The 1 indicator is as follows:

Indicator 4.1 System and Mechanisms to Preserve Arts and Culture

Indicator 4.1 **Systems and Mechanisms to Preserve Arts and Culture**

Indicator Type Process

Indicator Description

Higher education institutions must have policies, plans, structures, administration, and management for the task of preserving arts and culture. This covers the conservation, restoration, promotion, and propagation of Thai culture and folk wisdom according to the emphases of the institution so that operations are carried out effectively and efficiently.

Standard Criteria

1. Assign personnel to be responsible for preserving arts and culture.

2. Prepare a plan to preserve arts and culture, and specify indicators to measure the plan's success in accordance with the objectives; this includes allocating budgets so that activities can be carried out in accordance with the plan.

3. Supervise and monitor operations so that they are aligned with the plan to preserve arts and culture.

4. Evaluate the success using the performance measurement indicators to see if the objectives regarding preservation of arts and culture were achieved.

5. Use evaluation results to improve the plan or activities to preserve arts and culture.

6. Publicize activities or services that are provided to preserve arts and culture to the general public.

7. Establish or define quality standards for arts and culture that are recognized at the national level.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6-7 items performed

Component 5 Administration and Management

Educational institutions must pay attention in administration and management under the follow up of university council to ensure effectiveness. Institutions shall manage every aspect involved such as human resources, data based, risk management, change management, resource management etc to achieve the assigned targets by good governance

Higher education institutions must recognize the importance of administration and management, and institutional councils must oversee operations to ensure effectiveness. Institutions must efficiently administer and manage many areas such as human resources, database systems, risk management, change management, resource management, etc. in order to achieve their established goals. This should be done using the principles of good governance.

The 2 indicators are as follows:

Indicator 5.1 Administration of the Faculty to Supervise and Follow up Outcomes as per the Mission, Institutional Group, and Identity of the Faculty

Indicator 5.2 Quality Assurance Oversight System for Programs of Study (Curricula)

Indicator 5.1 **Administration of the Faculty to Supervise and Follow up Outcomes as per the Mission, Institutional Group, and Identity of the Faculty**

Indicator Type Process

Indicator Description

The main missions of higher education institutions are learning and teaching, research, academic service to society, and preservation of arts and cultures. To carry out these main missions, institutions need to operate through their Faculties. Thus, Faculties must formulate a plan to point out the direction of Faculty development and operations. This plan must be aligned with targets and the institutional group, and include management of human resources, finances, risk, and educational quality assurance to support operations in accordance with the main missions, so that specified targets are achieved.

Standard Criteria

1. Develop a strategic plan based on a SWOT analysis that is linked to and aligned with the Faculty and institutional visions, and consistent with both the institutional group and Faculty identity. Develop a financial strategic plan and annual operating plan around this timeframe to achieve success per the plan's indicators and targets, and submit the proposal to institutional administrators for consideration and approval.

2. Analyze financial data composed of unit costs for each curriculum, ratios of expenses to develop students, instructors, employees, and instructional management on an ongoing basis. Analyze cost effective curricular management, effective and efficient graduate production, and opportunities to be competitive.

3. Follow the risk management plan that emerged from analyzing and identifying the external risk factors or uncontrollable factors that impact operations according to the Faculty mission, and work to reduce the original risk levels.

4. Manage the Faculty according to all 10 good governance principles, which clearly explain how operations should be carried out.

5. Search for good practices from the embedded knowledge of individuals, skills from those with direct experience, and other learning resources. Follow the knowledge points at least in the missions of graduate production and research. Systematically collect this knowledge, distribute it in written form, and apply it in actual practice.

6. Supervise and follow up operational results per the administrative and human resource development plan for instructors and supporting staff.

7. Implement internal educational quality assurance in accordance with an appropriate system and mechanisms that are consistent with the Faculty's mission and level of development. Make adjustments so that quality assurance work becomes a normal part of Faculty operations and management; this work consists of quality control, quality verification, and quality assessment.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Indicator 5.2 **Quality Assurance Oversight System for Programs of Study (Curricula)**

Indicator Type Process

Indicator Description

The role and duties of Faculties in overseeing quality assurance at the program of studies (curriculum) level starts with quality control, following up, verifying, and developing quality. Development of indicators and assessment criteria focuses on educational quality assurance systems more than the evaluation of quality, so that it may properly foster, support, oversee, and follow up operations, reflecting effective educational management.

Standard Criteria

1. Set up a system and mechanisms to oversee the operational quality assurance of study programs (curricula) so that it follows the required components.

2. Set up a committee to oversee and follow up operations to ensure they comply with the system in item 1, and report the results of their supervision to the Faculty Board for consideration every semester.

3. Allocate resources to support curriculum management operations so that results are achieved as required to fulfill quality assurance components.

4. Evaluate the quality of each curriculum within the required timeframe, and report the evaluation results to the Faculty Board for consideration.

5. Take the evaluation results and Faculty Board recommendations, and use them to continuously improve the quality of the curriculum.

6. Quality assessment results for all programs of study (curricula) pass Component 1 – Regulatory Standards.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Chapter 6

Internal Educational Quality Assurance System –

Institution Level

Institution Level Quality assurance consists of operational results at the Curriculum/ Program of Studies and Faculty levels, supplemented by a total of 13 Institutional-Level performance indicators as follows:

Quality Assurance Components for Institutions	Indicators	Appraisal Criteria
1. Graduate Production	1.1 Results of Overall Curricular Management	Average quality assurance score for all programs operated
	1.2 Full-Time Instructors in Institution with Doctoral Degrees	Percent of Institution's full-time instructors with doctorates
	1.3 Full-Time Instructors in Institution with Academic Rank	Percent of Institution's full-time instructors with academic rank
	1.4 Services Provided to Undergraduate Students	6 standard criteria
	1.5 Undergraduate Student Activities	6 standard criteria
2. Research	2.1 System and Mechanisms to Administer and Develop Research or Creative Works	6 standard criteria
	2.2 Financial Support for Research and Creative Works	Average of Faculty-level and Research Unit assessment scores
	2.3 Academic Output of Full-Time Instructors & Researchers	Average of Faculty and Research Unit assessment scores
3. Academic Service	3.1 Academic Service to Society	6 standard criteria
4. Preservation of Arts and Culture	4.1 System and Mechanisms to Preserve Arts and Culture	7 standard criteria
5. Administration and Management	5.1 Institutional Management to Oversee and Monitor Outcomes per Mission, Institutional Group, and Institutional Identity	7 standard criteria
	5.2 Results of Faculty Administration	Average of all Faculty-level assessment scores
	5.3 System to Oversee Quality Assurance at Curriculum and Faculty Levels	5 standard criteria

Component 1 Graduate Production

The most important mission of a higher education institution is to produce graduates or organize learning/teaching activities, providing students with academic and professional knowledge and the characteristics prescribed in the curriculum. At the present time, learning and teaching utilize principles that emphasize a student-centered learning process. Thus, this mission is related to the administration and management of the curriculum, and the learning/teaching. This begins with assigning input factors that meet the specified standards, and consists of having enough qualified instructors for programs, and having an educational management process for instruction that relies upon cooperation and collaboration from all concerned parties, both within and outside the institution.

The 5 indicators are as follows:

Indicator 1.1 Results of Overall Curricular Management
Indicator 1.2 Full-Time Instructors in Institution with Doctoral Degrees
Indicator 1.3 Full-Time Instructors in Institution with Academic Rank
Indicator 1.4 Services Provided to Undergraduate Students
Indicator 1.5 Undergraduate Student Activities

Indicator 1.1 **Results of Overall Curricular Management**

Indicator Type Outcome

Indicator Description

The operational results of all programs of study (curriculum) in an Institution can reflect the quality of graduates in programs for which an Institution is responsible.

Assessment Criteria

Average of assessment scores from all programs for which an Institution is responsible

Formula for Calculations

$$\text{Score} = \frac{\text{Total Assessment Scores from All Programs of Study in Institution}}{\text{Number of Programs for which Institution is Responsible}}$$

Note: Assessment scores for programs of study that are accredited by other systems that have been approved by the OHEC Higher Education Quality Assurance Committee may be excluded when calculating the score for this indicator. However, the complete accreditation results from that system must be reported for this indicator.

Indicator 1.2 **Full-Time Instructors in Institution with Doctoral Degrees**

Indicator Type Input

Indicator Description

Since higher education entails the uppermost level of studies, it requires personnel with knowledge, capabilities, and profound academic competence to carry out important institutional missions like producing graduates, conducting research studies to keep up with academic progress, and increasing the body of knowledge. Therefore, institutions should have qualified instructors with degrees in the fields or related fields being offered, in the right proportion based on curricular missions or emphases.

Assessment Criteria

Convert the percentage of full-time instructors in an institution who hold Doctoral Degrees into a score of between 0 – 5.

1. Specific Criteria for Institutions in Groups B and C2

The percentage of full-time instructors in an institution with Doctoral Degrees; a full score is defined as 5 = 40% or higher.

2. Specific Criteria for Institutions in Groups C1 and D

The percentage of full-time instructors in an institution with Doctoral Degrees; a full score is defined as 5 = 80% or higher.

Formula for Calculations

5. Calculate the percentage of full-time instructors in an Institution holding doctoral degrees according to the following formula:

$$\frac{\text{Number of Full-Time Instructors in Institution with Doctoral Degrees} \times 100}{\text{Total Number of Full-Time Instructors in Institution}}$$

6. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Full-Time Instructors in Institution with Doctoral Degrees} \times 5}{\text{Percent of Full-Time Instructors with Doctorates Needed for Full Score of 5}}$$

Notes

3. Doctoral credentials are appraised based on educational qualifications obtained or their equivalent in accordance with Ministry of Education regulations. In cases of upgraded educational qualifications, evidence of graduation within a given academic year must be supplied. However, other qualifications which are equivalent to a doctoral degree and more suitable may be used in some professional disciplines; in such cases, approval from the Office of the Higher Education Commission is required.
4. The total number of full-time instructors for an academic year is counted from those who are actually working and on study leave. In case a new instructor is appointed, follow the specified criteria in the instructions regarding counting full-time instructors and researchers.

Indicator 1.3 **Full-Time Instructors in Institution with Academic Rank**

Indicator Type Input

Indicator Description

Higher education institutions are viewed as treasure houses of intelligence for the nation. As such, they have a responsibility to encourage instructors to conduct research studies in order to search for and add to the body of knowledge in various fields of study on an ongoing basis. This knowledge is to be used in their teaching, as well as in problem solving and national development. Holding an academic rank reflects an instructor's performance in regards to this responsibility.

Assessment Criteria

Convert the percentage of full-time instructors in an institution who hold academic rank into a score of between 0 – 5.

1. Specific Criteria for Institutions in Groups B and C2

The percentage of full-time instructors in an institution with a rank of Assistant Professor, Associate Professor, and Professor combined; a full score is defined as 5 = 60% or higher.

2. Specific Criteria for Institutions in Groups C1 and D

The percentage of full-time instructors in an institution with a rank of Assistant Professor, Associate Professor, and Professor combined; a full score is defined as 5 = 80% or higher.

Formula for Calculations

5. Calculate the percentage of full-time instructors in an institution holding academic rank according to the following formula:

$$\frac{\text{Number of Full-Time Instructors in Institution with Academic Rank} \times 100}{\text{Total Number of Full-Time Instructors in Institution}}$$

6. Convert the percent calculated in item 1 to a comparable score on a 5-point scale:

$$\text{Score} = \frac{\text{Percent of Full-Time Instructors in Institution with Academic Rank} \times 5}{\text{Percent of Full-Time Instructors with Academic Rank for Full Score of 5}}$$

Indicator 1.4 **Services Provided to Undergraduate Students**

Indicator Type Process

Indicator Description

Faculties should provide different kinds of services to students and alumni, including conducting beneficial activities so that students have a happy and worthwhile time while studying in the Faculty. This starts with counseling services – about academic and student life issues – and information about service-provider organizations such as educational loans, scholarship sources for further study, job placement service, information about professional work experience opportunities, preparedness training for work after graduation, and necessary information and news about changes both inside and outside the institution for students and alumni. All services must place importance on providing quality service that brings real benefits to students and alumni.

Standard Criteria

7. Provide advising and counseling services about daily life and entering a professional career to students in the institution.
8. Furnish information about service-provider organizations, extracurricular activities, and both full- and part-time job opportunities for students.
9. Organize activities to prepare students to be ready to work after graduation.
10. Evaluate the quality of activities and services provided in items 1–3, with each item receiving a score of not less than 3.51 out of a full score of 5.
11. Take the evaluation results from item 4 to improve and develop the provision of services and information, so that assessment scores will increase or be consistent with student expectations.
12. Supply information and knowledge that is beneficial for alumni.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Indicator 1.5 **Undergraduate Student Activities**

Indicator Type Process

Indicator Description

Higher education institutions must support provision of various student activities that are appropriate and all-inclusive. A student activity means an extracurricular activity organized by either the institution or a student organization in which participants have a chance to develop intellectually, socially, emotionally, physically, and morally/ethically in harmony with the preferred graduate characteristics.

Standard Criteria

7. Prepare an overall student activities development plan for the institution; students must be involved in preparation of the plan and organization of the activities.
8. In the student activities development plan, organize all of the following categories of activities:
   – Activities that impart desirable characteristics in graduates that are specified by the institution
   – Sports activities or activities that promote health
   – Charitable or environmental conservation activities
   – Morally and ethically edifying activities
   – Activities that promote arts and culture
9. Organize activities that provide quality assurance knowledge and skills to students
10. The success of all activities is evaluated based on the objectives specified in the plan, and the assessment results are used to improve future activities.
11. The success of the student activities development plan is evaluated based on the specified objectives.
12. These assessment results are used to improve the plan, or to improve future student development activities.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Component 2

Each higher education institution may emphasize different kinds of research depending on their environment and readiness. However, every higher education institution must accept research as an essential part of its institutional mission. Thus, institutions must have an oversight system and mechanisms to carry out this mission effectively and with quality, based on their emphases in order to generate beneficial research and creative work. There are 3 crucial elements which ensure that research is successful and beneficial: 1) institutions must have a research plan, system and mechanisms, as well as resources to support the plan's implementation; 2) instructors must assiduously participate in research, integrate it into their instruction, and other institutional missions; and 3) the research must be high quality and beneficial, correspond with national strategies, and be widely publicized.

The 3 indicators are as follows:

Indicator 2.1 System and Mechanism to Administer and Develop Research or Creative Works
Indicator 2.2 Financial Support for Research and Creative Works
Indicator 2.3 Academic Output of Full-Time Instructors and Researchers

Indicator 2.1 **System and Mechanism to Administer and Develop Research or Creative Works**

Indicator Type Process

Indicator Description

Higher education institutions must effectively administer and manage research and creative works, with a comprehensive support system of operational mechanisms and guidelines to ensure that work is carried out in harmony with plans. This includes locating research funding sources and disbursing institutional funds to personnel, nurturing and developing the potential of instructors and researchers, and provision of necessary resources, including human resources, financial resources, and various related equipment. It also includes creating appropriate incentive systems for researchers, and a system and mechanism to protect the rights of research and creative works with beneficial applications.

Standard Criteria

7. An information system to administer research work has been set up that is capable of being used in beneficial ways to manage research work or creative works.
8. Support for the research and creative works mission is given in the following points:
   - Provision of a research laboratory or creative works workroom, or research unit, or equipment center, or research/creative works counseling and support center
   - Provision of library or information resources to support research/creative works
   - Provision of research facilities to aid with or protect producing research or creative works such as information technology or laboratory security systems
   - Provision of supplementary academic activities that promote research or creative works, such as organizing academic conferences, exhibitions for creative works, guest or visiting professors
9. Budgets have been allocated to fund research and creative works
10. Budgets have been allocated to support the dissemination of research and creative works at academic conferences, or publication in national or international journals, and the institution's academic output has been distributed such channels.
11. The potential of instructors and researchers is being developed, incentives and motivation have been created, and instructors/researchers are commended for producing outstanding research or creative works.
12. A system and mechanism has been set up to protect the intellectual copyrights of research and creative works with beneficial applications, and operations are carried out in accordance with this system.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Indicator 2.2 **Financial Support for Research and Creative Works**

Indicator Type Input

Indicator Description

An important factor that stimulates research and creative work in higher education institutions is financial support. Therefore, institutions must allocate funds from internal and external sources to effectively support research and creative works in accordance with the institutional environment and emphases.

Furthermore, financial support for research or creative works that an institution receives from external sources is a key performance indicator that reflects an institution's research potential, especially among institutional groups that emphasize research.

Assessment Criteria

The institutional score is the average of assessment results received (Financial Support for Research and Creative Works from Inside and Outside of the Institution) from all of the institution's Faculties and Research Unit(s).

Formula for Calculations

$$\text{Score Received} = \frac{\text{Total Assessment Scores of Financial Support for Research from All Faculties and Research Units}}{\text{Total Number of Institutional Faculties and Research Units}}$$

Indicator 2.3 **Academic Output of Full-Time Instructors and Researchers**

Indicator Type Outcome

Indicator Description

Academic output is important data demonstrating the creativity of full-time instructors, and it contributes to academic progress and constant development of the body of knowledge. Dissemination and application of this valuable work should be encouraged to benefit both the academic sector and national competitiveness. Academic output may be in the form of research/academic articles published in proceedings of a national/international conference, publications in national/international academic journals, journals listed in the TCI or Scopus databases, in harmony with Civil Service Commission on Institutions of Higher Education (กพอ) Announcements, or per OHEC Regulations Regarding Criteria to Appraise Journals that Disseminate Academic Output of 2013. This includes work that has been registered with a petty patent or patent, or academic work that serves society and was assessed in an academic rank application. It also includes research performed on behalf of a national department/organization for which a grant was awarded, textbooks or books that were used to obtain academic rank and appraised in accordance the specified criteria, and various creative works. This work is counted according to the following method:

Assessment Criteria

The institutional score is the average of assessment results received for Academic Output of Full-Time Instructors and Researchers from all of the institution's Faculties and Research Unit(s).

Formula for Calculations

$$\text{Score Received} = \frac{\text{Total Assessment Scores of Academic Output from All Faculties and Research Units}}{\text{Total Number of Institutional Faculties and Research Units}}$$

Component 3 Academic Service

The provision of academic services for society is one of the main missions of higher education institutions. Institutions should offer academic services to communities, society, and the country, utilizing the capabilities and expertise of each institution. These academic services may be provided free of charge or a reasonable fee may be charged. The services may be provided to the public or private sectors, independent entities, public organizations, communities, and society in general. The academic services may take many forms – for example, permitting utilization of institutional resources, serving as academic references, providing counseling/training, organizing academic conferences/seminars, and conducting research to answer questions or point a way forward to society. Providing academic services not only benefits society, but also benefits institutions in many ways. The instructors gain more knowledge and experience, and this knowledge and experience, in turn, helps them to improve curricula and may be integrated into instructional management and research. It also assists instructors in obtaining academic rank or promotion, creating networks with potential sources of jobs for students, and generating revenue for institutions.

The 1 indicator is as follows:

Indicator 3.1 Academic Service to Society

Indicator 3.1 **Academic Service to Society**

Indicator Type Process

Indicator Description

Academic service is another main mission of higher education institutions. Institutions should pay attention to process in providing academic service by surveying the needs of target groups and incorporating them into an academic service plan. This should be done for both academic service that produces revenue, and academic service organized by an institution to bring benefits to communities or society. The successfulness of academic service should be evaluated, and a plan prepared specifying how these beneficial outcomes may be used to create ongoing and sustainable satisfaction for communities and society.

Standard Criteria

7. Identify target communities or organizations to receive Academic Service to Society with the cooperation of Faculties or equivalent units.

8. Prepare an academic service plan with the participation of targeted communities or organizations specified in item 1.

9. Clear evidence can be seen that targeted communities and organizations have been duly developed and strengthened.

10. Targeted communities and organizations engage in self-improvement on an ongoing basis.

11. The institution is able to build a cooperative network with external units to develop targeted communities or organizations.

12. Every Faculty participates in implementing the academic service plan referred to in item 2. Instructors from every Faculty are involved in this work, and not less than 5% of the total number of instructors in the institution participate in its implementation.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Component 4 Preservation of Arts and Culture

The preservation of arts and culture is an important mission of higher education institutions. Therefore, every institution must have a system and mechanisms so that this mission is carried out with effectiveness and efficiency. The emphases of each institution may differ from one another according to the philosophy and nature of the institution. The preservation of arts and culture should be integrated with other missions, especially graduate production. The institutions should arrange activities for reviving, conserving, developing, and propagating arts and culture as well as creating and promoting folk wisdom to be the foundation for further development of the body of knowledge.

The 1 indicator is as follows:

Indicator 4.1 System and Mechanisms to Preserve Arts and Culture

Indicator 4.1 **Systems and Mechanisms to Preserve Arts and Culture**

Indicator Type Process

Indicator Description

Higher education institutions must have policies, plans, structures, administration, and management for the task of preserving arts and culture. This covers the conservation, restoration, promotion, and propagation of Thai culture and folk wisdom according to the emphases of the institution so that operations are carried out effectively and efficiently.

Standard Criteria

8. Assign personnel to be responsible for preserving arts and culture.

9. Prepare a plan to preserve arts and culture, and specify indicators to measure the plan's success in accordance with the objectives; this includes allocating budgets so that activities can be carried out in accordance with the plan.

10. Supervise and monitor operations so that they are aligned with the plan to preserve arts and culture.

11. Evaluate the success using the performance measurement indicators to see if the objectives regarding preservation of arts and culture were achieved.

12. Use evaluation results to improve the plan or activities to preserve arts and culture.

13. Publicize activities or services that are provided to preserve arts and culture to the general public.

14. Establish or define quality standards for arts and culture that are recognized at the national level.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6-7 items performed

Component 5 Administration and Management

Higher education institutions must recognize the importance of administration and management, and institutional councils must oversee operations to ensure effectiveness. Institutions must efficiently administer and manage many areas such as human resources, database systems, risk management, change management, resource management, etc. in order to achieve their established goals. This should be done using the principles of good governance.

The 3 indicators are as follows:

Indicator 5.1 Administration of the Institution to Oversee and Follow up Outcomes as per the Mission, Institutional Group, and Institutional Identity
Indicator 5.2 Results of Faculty Administration
Indicator 5.3 Quality Assurance Oversight System for Programs of Study and Faculties

Indicator 5.1 **Administration of the Institution to Oversee and Follow up Outcomes as per the Mission, Institutional Group, and Institutional Identity**

Indicator Type Process

Indicator Description

The main missions of higher education institutions are learning and teaching, research, academic service to society, and preservation of arts and cultures. To carry out these missions, institutions must formulate a plan to point out the direction of institutional development and operations. This plan must be aligned with targets and the institutional group, and include management of human resources, finances, risk, and educational quality assurance in accordance with the main missions, so that specified targets are achieved.

Standard Criteria

8. Develop a strategic plan based on a SWOT analysis that is linked to and aligned with the Faculty and institutional visions, and consistent with both the institutional group and Faculty identity. Develop a financial strategic plan and annual operating plan around this timeframe to achieve success per the plan's indicators and targets, and submit the proposal to institutional administrators for consideration and approval.

9. Direct, follow up, support, and encourage each Faculty to analyze financial data composed of unit costs for each curriculum, ratios of expenses to develop students, instructors, employees, and instructional management on an ongoing basis. Analyze cost effective curricular management, effective and efficient graduate production, and opportunities to be competitive.

10. Follow the risk management plan that emerged from analyzing and identifying the external risk factors or uncontrollable factors that impact operations according to the Faculty mission, and work to reduce the original risk levels.

11. Administer the work in accordance with all 10 good governance principles, which clearly explain how operations should be carried out.

12. Direct, follow up, support, and encourage each organizational unit throughout the institution to implement knowledge management in accordance with the system.

13. Supervise and follow up operational results per the administrative and human resource development plan for instructors and supporting staff.

14. Direct, follow up, support, and encourage each organizational unit to implement internal educational quality assurance in harmony with the system and mechanisms that the institution has set up; this work consists of quality control, quality verification, and quality assessment.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Indicator 5.2 **Results of Faculty Administration**

Indicator Type Outcome

Indicator Description

The operational results of Faculties can reflect an Institution's oversight, follow up, and support of instructional management in each program of studies and Faculty. They show if the results are in accordance with curricular standards, other relevant standards, and the Thai Qualifications Framework for Higher Education. They also demonstrate if these operational results have successfully achieved each mission, and the level of administration and management.

Assessment Criteria

Average assessment scores of all Faculties

Formula for Calculations

$$\text{Score Received} = \frac{\text{Sum of Faculty-Level Assessment Scores from All Faculties}}{\text{Total Number of Faculties in Institution}}$$

Note: Scores from Faculties that have implemented other quality systems that have been approved by the OHEC Higher Education Quality Assurance Committee may be excluded when calculating this score, but complete results must be reported for this indicator.

Indicator 5.3 **Quality Assurance Oversight System for Programs of Study and Faculties**

Indicator Type Process

Indicator Description

Institutions have a duty to oversee quality assurance at the program of studies and Faculty levels. This work starts with quality control, following up, verifying, and developing quality. Development of indicators and assessment criteria focuses on educational quality assurance systems more than the evaluation of quality, so that it may properly foster, support, oversee, and follow up operations, reflecting effective educational management.

Standard Criteria

7. Set up a system and mechanisms to oversee the operational quality assurance of study programs and Faculties so that they follow the required components.

8. Set up a committee to oversee and follow up operations to ensure they comply with the system in item 1, and report the results of their supervision to an Institutional Board for consideration.

9. Allocate resources to support curriculum and Faculty management operations so that results are achieved as required to fulfill quality assurance components.

10. Bring the evaluation results for all programs of study and Faculties that have been examined by an Institutional Board to the Institutional Council for consideration.

11. Take the evaluation results and Institutional Council recommendations, and use them to continuously improve the quality of the curriculum and Faculty operations.

12. Quality assessment results for all programs of study (curricula) pass Component 1 – Regulatory Standards.

Assessment Criteria

Score 1	Score 2	Score 3	Score 4	Score 5
1 item performed	2 items performed	3-4 items performed	5 items performed	6 items performed

Chapter 7

Guidelines for Analyzing and Summarizing

Internal Educational Quality Assurance Outcomes

Every educational institution must set up a suitable Internal Educational Quality Assurance System of its own, given its context and vision; consideration must also be given to national standard criteria for higher education. This system must fulfill the minimal national required standards, and aim to reach the institution's goals, emphases, strengths, or identity characteristics.

Establishing a Quality Assurance System must consist of Control, Inspection, and Assessment of Results so that data can be used to improve quality on an ongoing and sustainable basis. Thus, the Internal Educational Quality Assurance System must cover at least the Program of Studies (Curriculum), Faculty, and Institutional levels. The Institution must oversee the operation of the prescribed quality system, and periodically inspect the quality system. It must have clear implementation mechanisms, such as responsible persons/administrators related parties/ stakeholders who participate. After completing a full academic year, the operational results must be evaluated so that improvements can be made in the next year. At least once every 3 years, the Office of the Higher Education Commission will conduct an inspection of progress according to the plan for improving educational quality, and notify the Institution of the results, as well as disclose the inspection results to the public.

The Curriculum Level Internal Educational Quality Assurance System set up by the Office of the Higher Education Commission (OHEC) follows the same direction as evaluation for the purpose of revealing curricula that meet quality standards announced in the Thai Qualifications Framework for Higher Education of 2009. Both IQA assessment results and operating results for curricular programs may be submitted using the same TQF 7 report; this reduces repetitive reporting for higher education institutions and permits electronic reports.

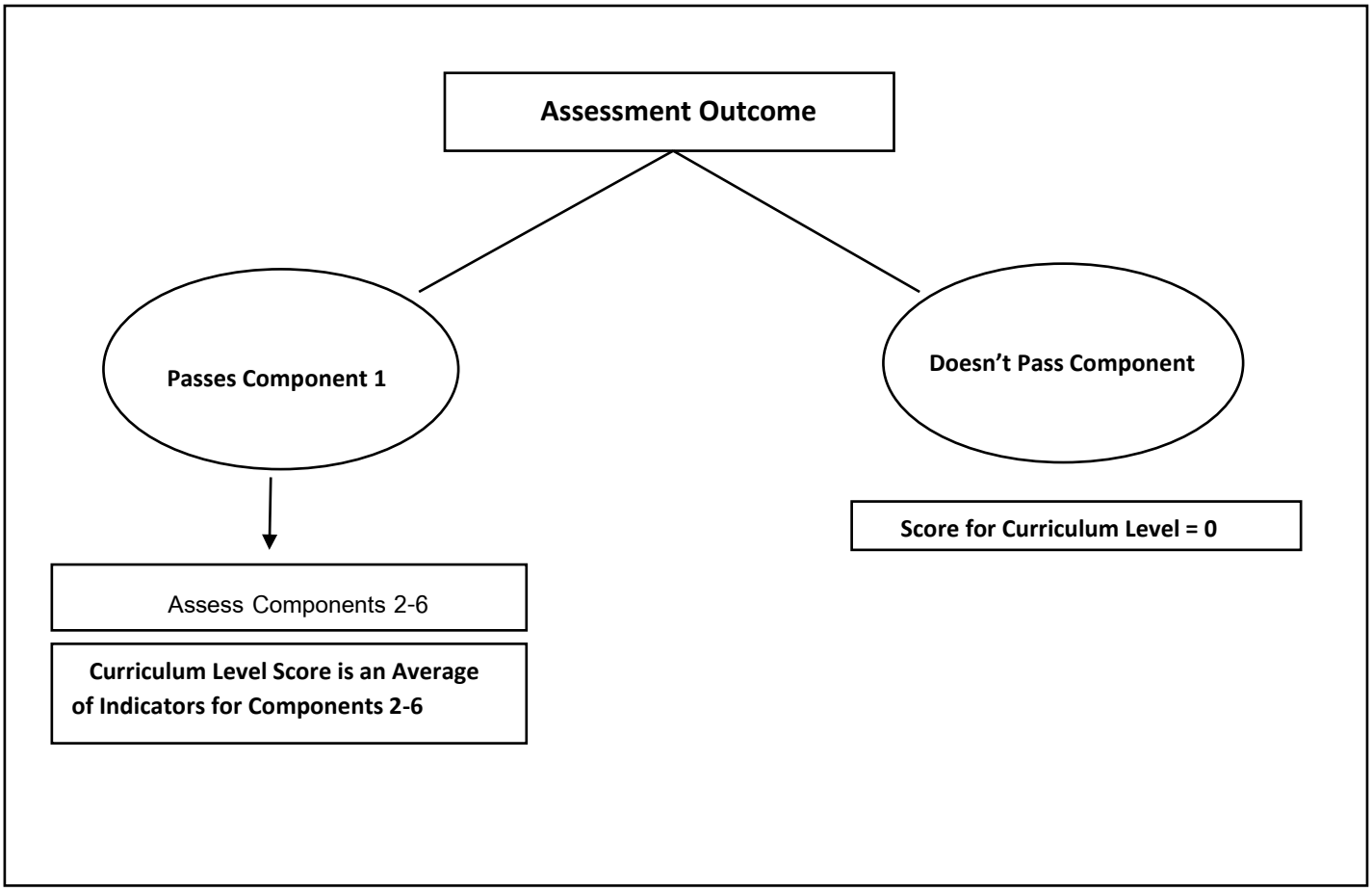
The Faculty and Institutional Level Internal Educational Quality Assurance Systems set up by OHEC are consistent with the Curriculum Level System, and linked to external quality assurance conducted by the Office for National Education Standards and Quality Assessment (Public Organization) and the Office of the Public Sector Development Commission.

Summarizing the results of Internal Educational Quality Assurance for each level is done per the following details:

1. Curriculum (Program of Studies) Level – Internal Educational Quality Assurance is comprised of 6 components, namely:

Component No. 1	Regulatory Standards
Component No. 2	Graduates
Component No. 3	Students
Component No. 4	Instructors
Component No. 5	Curriculum, Learning and Teaching, Assessment of Learners
Component No. 6	Learning Resources

The first component, Regulatory Standards, requires that programs of study operate in accordance with the Standard Curriculum Criteria of the Thai Qualifications Framework for Higher Education and various related standards; it has one indicator. The number of criteria depends on the Degree Level. If the operational results for any criterion do not meet the requirements, then the curriculum is "sub-standard" ("doesn't meet the standard") and receives a score of "zero". If a curriculum has operational results that pass all required criteria, then it is a standard curriculum, and receives a quality assessment score for Components 2 – 6 as shown in the diagram below:



$$\text{Average Total Score} = \frac{\text{Total Score for 13 Indicators}}{13}$$

The score is interpreted per this explanation:

Curriculum Level Score = 0 Means a Sub-Standard Curriculum

Curriculum Level Score = 0.01 – 5.00 Means a Standard Curriculum with a Quality Level per the Following Score

Score	Quality Level
0.01-2.00	Low
2.01-3.00	Fair
3.01-4.00	Good
4.01-5.00	Excellent

Even though a Curriculum does not pass Component No. 1 (Regulatory Standards), those responsible for the Curriculum/Faculty/Institution must assess the indicators for Components 2 – 6 too. This is so that they will know their curriculum's level of development by analyzing the details for each input factor, process, outcome, and component; no report of these average score levels is required. A qualitative analysis of Components No. 2 – 6 in regards to Strengths and Opportunities for Improvement should be conducted so that the curriculum's level or quality may be raised later on, as shown in the following table:

Table Analyzing Internal Educational Quality – Curriculum Level

Comp. No.	Passing Score	No. of Indicators	I	P	O	Average Scores	Assessment Results 0.01-2.00 Low Quality 2.01-3.00 Medium Quality 3.01-4.00 Good Quality 4.01-5.00 Excellent Quality
1	Does Not Pass Assessment						Sub-Standard Curriculum
2	Average Score of All Indicators for Components 2 – 6	2	-	-	2.1, 2.2		
3		3	3.1, 3.2, 3.3	-	-		
4		3	4.1, 4.2, 4.3	-	-		
5		4	5.1	5.2, 5.3, 5.4	-		
6		1	-	6.1	-		
Total		13	7	4	2		
Assessment Results							

Note: Indicators 3.3 and 4.3 are combined outcomes of a group of sub-processes

Sample Analytical Report of Strengths and Opportunities for Improvement, Components 2 – 6

Strengths
1.
2.
Opportunities for Improvement
1.
2.

2. Faculty Level

Assessment at the Faculty Level will reflect the operational results in the 4 missions of the Faculty Administrators, along with the Faculty administrative and management system, too. An average score is shown for each mission. Besides this, there is a separate analysis of the input, process, and outcome factors, too so that Faculty administrators may use this data to improve and develop the Faculty as shown in the following table.

Table Analyzing Internal Educational Quality – Faculty Level

Quality Comp.	Average Assessment Scores					Assessment Results
	Indicators	I	P	O	Average Scores	0.01 – 1.50 Urgently Needs Improvement 1.51 – 2.50 Needs Improvement 2.51 – 3.50 Fair 3.51 – 4.50 Good 4.51 – 5.00 Very Good
1	6	1.2, 1.3, 1.4	1.5, 1.6	1.1		
2	3	2.2	2.1	2.3		
3	1		3.1	-		
4	1		4.1	-		
5	2		5.1, 5.2	-		
Total	13	4	7	2		
Assessment Results						

* Indicator 1.1 is an average of the assessment scores for all curricular programs

Faculties should conduct a qualitative analysis of the strengths and points needing improvement for each component per the following example:

Sample Analytical Report of Strengths and Opportunities for Improvement, Components 1 – 5

Strengths
1.
2.
Points Needing Improvement
1.
2.

3. Institutional Level

Assessment at the Institutional Level will reflect the operational results in the 4 missions of the Institutional Administrators, along with the Institution's administrative and management system, too. An average score is shown for each mission. Besides this, there is a separate analysis of the input, process, and outcome factors, too so that Institutional administrators may use this data to improve and develop the Institution as shown in the following table.

Table Analyzing Internal Educational Quality – Institutional Level

Quality Comp.	Average Assessment Scores					Assessment Results
	Indicators	I	P	O	Average Scores	0.01 – 1.50 Urgently Needs Improvement 1.51 – 2.50 Needs Improvement 2.51 – 3.50 Fair 3.51 – 4.50 Good 4.51 – 5.00 Very Good
1	5	1.2, 1.3	1.4, 1.5	1.1		
2	3	2.2	2.1	2.3		
3	1		3.1	-		
4	1		4.1	-		
5	3		5.1, 5.3	5.2		
Total	13	3	7	3		
Assessment Results						

Indicator 1.1 is an average of the assessment scores for all curricular programs

Indicator 5.2 is an average of the assessment scores for all Faculties

Institutions should conduct a qualitative analysis of the strengths and points needing improvement for each component per the following example:

Sample Analytical Report of Strengths and Opportunities for Improvement, Components 1 – 5

Strengths
1.
2.
Points Needing Improvement
1.
2.

Appendices

1. Guidelines for Assessing Indicators

2. The Executive Staff Office of the Civil Service Commission announces of the Standard Academic Profession of Lecturer, Assistant Professor, Associate Professor and Professor

3. The regulation of the Office of High Education Commissioner about the criteria for academic journals for publishing of academic dissemination of year 2013

4. The Executive Staff Office of the Civil Service Commissioner announcement of the Criteria of the Academic Journal for academic dissemination of year 2013.

Appendix 1

Guidelines for Assessing Indicator No. 3.1

Student Admissions	
1	When setting a target number for student admissions, take into consideration labor market needs and the state of readiness in terms of full-time instructors (control the ratio of instructors to students in accordance with the standard).
2	The published student admission criteria reflect the quality of students who are well-suited for the program of studies, and consistent with the level and type of curriculum, institutional philosophy and vision, and learning outcomes/learning required in the curriculum (for example, GPA, basic knowledge in fields of study, foreign languages, other specific qualifications, etc.)
3	Student selection criteria, admissions procedures, and instruments or data used in the selection process are appropriate, credible, transparent, open, and fair to student applicants.
4	Students admitted to study programs have qualifications and learning aptitudes to successfully complete their studies in the period of time stipulated in the curriculum, have basic qualifications in terms of knowledge or experience necessary for the program, have a thirst for knowledge, are eager to learn, are physically and mentally ready to learn, and have enough time to learn.
5	If student qualifications do not meet all specified admissions criteria, or students are admitted with conditions, these students are prepared or developed until their qualifications meet all minimum entrance requirements, and they will be able to successfully study until they complete their programs.
6	Graduate program admission requirements are set at a higher level than those for undergraduate programs, especially for foreign language literacy and basic qualifications that will lead to the development of research potential.
7	The graduate student selection process is rigorous, so that students with ability to learn on their own are admitted (consider the ratio of students admitted to applicants).

Guidelines for Assessing Indicator No. 3.2

Oversight and Control of Academic Advising and Student Counseling	
1	The academic advising system has controls to oversee the number of students assigned per advisor in accordance with specified requirements.
2	The academic adviser has time to care for students (assessment score received from students).
3	Registration suggestions take into account student needs, interests, and potential.
4	Provision of data in order to get acquainted with students, the exchange of information about students by instructors in order to help students improve (student grades, characteristics, strengths and weaknesses).
5	Academic advisers assist students with learning problems or those who need some other kind of help.
6	Management of Student Risk (have data about students with low grades, those at risk of dropping out, or those who may not graduate on time).
7	Communication channels between students and academic advisers.
8	Graduate Programs Schedule time to give advice for courses that an instructor teaches, and enough time for thesis advising.
Activities to Develop Students' Potential and Reinforce 21st Century Learning Skills	
9	The Institution allocates funds and resources to strengthen provision of adequate student activities, and all types of activities are covered.
10	The personnel who make arrangements for student activities must be knowledgeable and capable of organizing activities that meet student needs.
11	The organization of student activities must lead to progress in developing study programs' preferred characteristics.
12	Arrangements for student development activities should cover activities that enhance commitment to civic engagement, recreation, arts and culture, etc.
13	Arrangements for student development activities must reinforce 21st century learning skills, such as ICT literacy, scientific literacy, media literacy, health literacy, life skills, and career skills.
14	Students should have opportunities to freely organize their own activities with the institution's support.
15	Support for scholarships to help students with limited educational opportunities.
16	If students are admitted for special purposes such as athletes, mechanisms to care for these students' development must be in place so that they will receive the same standard of knowledge and skills consistent with the learning objectives.
17	Institutions create domestic and international networks, with Visiting Professors who teach or share experience with students, and foreign exchange programs that allow students to study abroad.

Guidelines for Assessing Indicator No. 3.3

Results Experienced by Students	
1	Retention rate of students in study program
2	On time graduation rate for study program
3	Student satisfaction with the program and resolution of their complaints
4	Graduate Programs Students are knowledgeable, skilled in seeking for knowledge, can construct knowledge on their own, and have research potential that is revealed by producing and disseminating knowledge from their own research processes.

Guidelines for Assessing Indicator No. 4.1

System to Appoint New Instructors	
1	A long-term plan with instructor staffing rates that is in harmony with curricular standards.
2	Has a system to appoint new instructors who are knowledgeable, competent, and have expertise, including the ongoing development of current instructors in order to strengthen the study program. Program instructors are able to effectively foster work in accordance with each person's proficiencies.
3	Full-time program instructors must have educational degrees, academic rank, and sufficient experience that is not lower than curricular standards specified by the Office of the Higher Education Commission.
Administrative System for Instructors	
4	The Institution must allocate or procure budgets to develop its instructors so that they will have degrees and academic rank in accordance with specified goals.
5	Institutional or departmental administrators who supervise study programs must have a long-term instructor staffing plan in accordance with higher education standards. There must be a full-time program instructor management plan with participation by the Faculty management team (Faculty Board).
6	The Institution has an administrative system and mechanisms for effective staffing; it can retain capable instructors at the Institution, reducing resignation and transfer rates. Study program administrative plans should consist of a staffing level plan, new instructor recruitment plan, retention plan, replacement plan in case instructors take leave for further studies/retire, other reasons in context.
7	If the quantity and quality of instructors is not in accordance with the specified curricular standards, the Institution must have a systematic administrative process to provide substitute human resources to make up for this limitation.
8	There is an administrative risk management plan in case of surplus instructors, a shortage of instructors, or the number of instructors is balanced with workloads, so as to retain instructors. There is also an ethical risk management plan that is related to instructional management and student assessment.
9	Clearly specify the roles, duties, responsibilities of full-time program instructors.
10	Assignment of proper duties for degrees, knowledge, abilities, and experience.
11	A system for assigning workloads and providing motivation in support of instructional management.
12	Clear and transparent regulations for administering full-time program instructors.
13	A clear system for terminating employment and retirement.
14	An effective commendation and retention system.

System to Support and Develop Instructors	
15	Institutions provide opportunities for all instructors to improve themselves in accordance with professional standards on an ongoing basis.
16	Budgets are provided to develop instructor potential in accordance with standards, so that this expansion of their capabilities improves graduate quality.
17	Direction, supervision, and facilitation of instructor self-development in creating academic output on an ongoing basis.
18	Strengthen the academic atmosphere among instructors within and between study programs.
19	Promotion of research to develop instructors' students (assessed from the number of instructors who conduct research to improve instruction).
20	Instructional assessment, and application of findings to promote improvement of teaching competency.
21	Senior instructors or instructors with outstanding teaching techniques convey their experience to other instructors in the Field/Study Program.
22	Graduate Programs Emphasize recruiting or upgrading these instructors so that their qualifications are higher than those who teach in Bachelor degree programs, especially instructors' research skill and competency qualifications in addition to their teaching knowledge and abilities.

Guidelines for Assessing Indicator No. 4.3

Results Experienced by Instructors	
1	Retention rate of full-time program instructors
2	Full-time program instructors' satisfaction with the administration and management of the program
3	The number of instructors is adequate so that instruction may be supplied in accordance with curricular standards.

Guidelines for Assessing Indicator No. 5.1

Content of Courses in Program of Studies	
1	The program specifies academic content in theory and practice that help create opportunities to develop knowledge and skills through effective teaching.
2	The content of each course in the program is constantly improved to keep it up-to-date; new courses for students to take are provided.
3	The program exhibits learning outcomes that are clear, up-to-date, in harmony with academic advances, and the needs of employers.
4	The substance of course descriptions is appropriate given the course name and number of credits, and it completely and broadly covering all topics that should be studied. Major courses or areas of emphasis are treated in depth, with constant linkage of relationships among subjects, and there is synthesis in the learning.
5	There is no duplication in the content specified for courses; groups of courses show continuity, connectedness, and suitability for a program's educational level.
6	Student learning outcomes correspond with course/program learning outcomes.
7	Instruction completely covers the content prescribed in course descriptions.
8	Courses are offered in a suitable order that provides students with foundational knowledge, which can then be built upon with further study.
9	Courses are offered in accordance with curricular requirements so that students can graduate within the time specified in the curriculum.
10	Elective courses are offered in response to student desires; these courses are up-to-date and aligned with labor market needs.
11	Program courses offered to students – whether inside or outside of an institution, in full-time or distance programs – are controlled with equivalent standards used for course content, learning goals, teaching methods, and assessment.
Bachelor Degree Programs (Additional Points)	
12	Major courses focus on elements of knowledge, theory, and practice in the areas emphasized in a field of study; general education courses make us better human beings, and prepare students to go out into the world and make a living.
13	If credits are transferred, importance must be placed on completely covering all content areas of courses that are required in the program.
Graduate Degree Programs (Additional Points)	
14	Course contents emphasize knowledge, complex theories in related fields, and are focused.
15	There is supervision of the thesis/independent project topics which are approved, so that they are contemporary research topics/responsive to the needs of society.
16	Thesis topics are suitable research endeavors given a program's philosophical perspective and vision, and consistent with the level of the program of studies.
17	Doctoral dissertation topics are more complicated and profound, and make a larger contribution to the body of knowledge than Masters level theses.

Guidelines for Assessing Indicator No. 5.2

Establishment of an Instructional System for Instructors	
1	Instructors have appropriate qualifications for the courses that they teach, are knowledgeable and experienced in the courses that they teach (give consideration to the instructor's field of study, work experience, and academic output).
2	Curricular programs stipulate that students should learn from instructors with a variety of experiences, so that their perspectives or ideas may be developed by instructors with a variety of knowledge and experience (in a study program, students should take not more than 3 courses from the same instructor).
3	Preparation of instructors' course specifications (course outlines: TQF 3 & TQF 4) is overseen to maintain standards and keep course content up-to-date, as well as provide for suitable learning activities and measurement/evaluation.
4	Course outlines (TQF3 and TQF4) must be prepared for all courses, distributed to students, and teaching must be carried out in accordance with course outlines.
5	Students who study on-campus or off-campus, in regular/distance learning programs, must be taught by instructors with the same standard of qualifications, and have an equal chance to interact with their instructor/advisor.
6	If a TA or an RA assists with teaching, appropriate training must be given, along with suitable advice regarding how to improve his/her abilities to assist students.
Graduate Degree Programs (Additional Points)	
7	Programs must have an adequate number of qualified full-time instructors with the knowledge, experience, and time needed to advise and develop students.
8	When appointing thesis/independent study advisors, consider the suitability of advisor qualifications given the approved thesis topic, especially in terms of the advisor's knowledge and expertise in the research area to be supervised, and also suitability in view of the student's characteristics.
9	The number of students per thesis adviser is controlled in accordance with Office of Higher Education Commission regulations.
10	If guest instructors serve as thesis advisors, then their production of current academic output is overseen on an ongoing basis.
Process for Learning/Teaching	
11	If many groups of students take a course, there is instructional oversight so that similar standards are maintained.
12	Instructors are encouraged to use new teaching methods to improve student learning skills.
13	Various types of learning/teaching are arranged, focusing on theory and practice, learning from qualified outside experts/business operators, study tours, etc.
14	Activities are organized to prepare students for studies (for example, foundational knowledge that is essential before starting a program, English, etc.)
15	Activities are organized during the semester to develop and increase student

	potential, in order to supplement student learning/work/professional experience.
16	Fostering special capabilities, characteristics that aid with work (responsibility; communication skills in speaking, listening, reading, and writing; ICT skills; problem solving skills; etc.) using many methods and approaches, such as encouraging learning via communication technology (social networks for online learning).
17	Preparation for work/pursuing a career (mechanisms to assist with a job search/ publicize workplace accomplishments).
18	Teaching that emphasizes performance, learning from qualified outside experts/ business operators, study tours, etc.
19	There is oversight of standards at vocational work experience training sites.
20	Use of communication technology to assist in developing knowledge and effective learning skills, such as online learning.
21	Promoting research in order to develop an instructor's own students (assessed by the number of instructors who conduct research to improve their teaching).
22	Assessment of instructors teaching is conducted, and the results are used to improve and develop their teaching capabilities.
23	Senior instructors or those with outstanding teaching techniques convey their experience to instructors in the academic discipline/ study program.
24	Supervision and oversight of instruction and student assessment processes.
Bachelor Degree Programs (Additional Points)	
25	Taking the academic service process and including it in instructional management, so that it has an effect on student learning.
26	Taking the research process and using it in instructional management, so that it has an effect on student learning.
	Including arts and culture, indigenous knowledge, in the instructional management process, so that it has an effect on student learning.
27	Appointing a suitable senior project faculty advisor given a student's area of interest (if applicable).
28	System for monitoring and overseeing progress on senior projects by faculty advisors (if applicable).
29	System for selecting vocational training sites where students may obtain cooperative educational (work practicum) experience.
30	System for monitoring and assessing student cooperative educational (work practicum) outcomes, with the participation of the educational institution and training organization.
Graduate Degree Programs (Additional Points)	
31	Encourage instructors to use new teaching methods to develop student learning skills, especially teaching that emphasizes problems as a foundation for learning, teaching that uses research as a basis for learning.
32	A system exists to oversee instructors' work for the benefit of students; it places

	importance on instructor behavior when advising students, so that it complies with professional educators' ethics.
33	A system exists to monitor and supervise progress in producing student theses/ independent study projects so students graduate within specified timeframes.
34	Student research topics are aligned with or related to advisor areas of expertise.
35	There is a system that follows up the progress of individual students in producing their theses at least one time per semester.
36	There is a relevant online research information database, and students are able to conveniently use it.
37	Knowledge is provided and priority is given to dissemination of research findings in academic journals listed in databases that are recognized by the Office of the Higher Education Commission, and the filing of patents or petty patents.
38	Education is provided regarding researchers' professional ethics, problems with copying others' research results, and problems with sub-standard journals.
39	Funding sources that support production of theses are pointed out; students are encouraged to submit project proposals if there is a chance of receiving funding.
40	Networks are created with domestic and foreign institutions. Visiting Professors come and help teach or share their experiences with students, and exchange students are sent to study in foreign countries.

Guidelines for Assessing Indicator No. 5.3

1. Let students participate in the formulation of assessment criteria.
2. The weighting of assessment elements is consistent with course content (theory, practice, seminar, etc.)
3. The assessment of learning outcomes is evaluated in accordance with actual conditions (A variety of assessment tools are used, such as objective and subjective examinations, homework, assigned reports, oral exams, observation of student behavior, measurement of practical skills, etc. Assessment tools reflect performance of duties amid actual workplace conditions for the occupation).
4. Oversight of development and verification of student assessment instruments that are suitable for the course and learning outcomes.
5. Analysis/verification of quality/improvement and development of instruments used in assessment of student quality. (There is a defense of examinations, improvement of exams, new exam questions are created, an examination database exists, exams or assessment tools can measure knowledge and higher thinking skills, assessment tools reflect workplace abilities in real world career settings).
6. Oversight of learning assessment results in courses with many groups of learners so that the same standard is maintained.
7. Clear determination of grades and notification of results to students (clearly specify the criteria for assessment/grading as per student suggestions, or in harmony with criteria that are well-understood from the start. The data/evidence or basis for scores used in grading is clear, and distribution of grades reflects students' true abilities and the nature of the course.
8. Encourage the use of Exit Exams in accordance with TQF standards.
9. Assessment of instructional management and programs of study in accordance with the details of TQF 5, TQF 6 and TQF 7.
Graduate Degree Programs (Additional Points)
10. Clearly defined assessment criteria; there are clear indicators for the quality of theses oral defense exams.
11. Assessment supporting data is transparent, verifiable, and reflects the level of thesis/ dissertation quality.
12. A thesis with a "very good" level of quality has a research perspective that displays originality, is contemporary, has an appropriate research design, is an example of quality results, and is disseminated in a format/journal that is acceptable to the professional field or recognized by the Office of the Higher Education Commission.

Guidelines for Assessing Indicator No. 6.1

Appropriateness and Adequacy of Physical Plant and Learning Support Resources
1. Readiness of Physical Plant Facilities (classrooms, laboratories, and learning environment).
2. Provision of facilities and educational supporting materials, such as libraries, database resources for learning, academic journals for investigation, etc. are adequate and up-to-date
3. Arrangement of areas/locations where students and instructors can meet, socialize together, exchange ideas via conversation, or work together.
4. Computer service and high-speed Internet access.
5. For Distance Learning: the distance learning system is effective; instructors and students are able to communicate as if they were close together.
Graduate Degree Programs (Additional Points)
6. The launching of a graduate program of study should proceed when an Institution is ready to set higher expectations than for a bachelor's program in the same field of study. The learning resources and various facilities, especially information resources for enquiry and learning, must be more extensive than those for a bachelor's degree program.
7. Budgets are provided for students to conduct research.
8. There is a research laboratory (which is not a classroom) that students may conveniently use for conducting research.
9. Basic equipment and tools that are necessary and suitable for conducting research are provided.
Satisfaction of Instructors and Students with Learning Support Resources

Civil Service Commission on Higher Education Announcement
Regarding "Academic Workload Standards for Holders of the Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor"

As per the authority granted in Article 14 (3) of the 2004 Royal Decree for Civil Service Commission Personnel in Higher Education Institutions, the Civil Service Commission on Higher Education has set up standards for academic workloads, so that holders of academic ranks may keep up with academic advances and add to the body of knowledge in a proper manner given their rank. Institutional Councils are instructed to issue regulations in harmony with the following standards:

Item 1 Civil service personnel in higher education institutions holding the rank of Instructor must have a total workload of not less than 35 hours per week per regular semester, with a teaching load of not less than 15% of the workload. Other than the teaching load, authority is granted to the University Council to assign the proportions of other work duties.

When courses are offered using the semester system, the teaching load should be at least/not less than 2 courses, with 3 credits per course.

When courses are taught by a team of co-instructors, or more than 2 courses are taught by an Instructor, the teaching load must be not less than that mentioned in paragraph 2. The method for calculating teaching loads for this paragraph is to be in harmony with the criteria established by the Institutional Council.

In cases where there is a suitable reason, the Institutional Council may assign less teaching and other workloads than are mentioned in the two preceding paragraphs; this should be in harmony with the mission of each higher educational institution or academic field.

Item 2 Civil service personnel in higher education institutions holding the rank of Assistant Professor must have at least the following workload:

(1) Must comply with the minimum workload standard for a higher educational institution instructor as determined by the Institutional Council.
(2) Produce academic output as a part of the workload as follows:
    a. Research work that is disseminated in harmony with Civil Service Commission on Higher Education criteria; one article per year, OR
    b. A textbook or book that is disseminated per Civil Service Commission on Higher Education criteria; one book per year, OR
    c. Other academic work comparable to the research work mentioned in line (a); one item per year, OR
    d. Academic articles; two items per year.

Item 3 Civil service personnel in higher education institutions holding the rank of Associate Professor must have at least the following workload:

(1) Must comply with the minimum workload standard for a higher educational institution instructor as determined by the Institutional Council.

(2) Produce academic output as a part of the workload as follows:

a. Research work that is disseminated in harmony with Civil Service Commission on Higher Education criteria; two articles per year, OR

b. A textbook or book that is disseminated per Civil Service Commission on Higher Education criteria; two books per year, OR

c. Other academic work comparable to the research work mentioned in line (a); two items per year.

Item 4 Civil service personnel in higher education institutions holding the rank of Professor must have at least the following workload:

(1) Must comply with the minimum workload standard for a higher educational institution instructor as determined by the Institutional Council.

(2) Produce academic output as a part of the workload as follows:

a. Research work disseminated at the international level; one article per year, OR

b. A textbook or book that is disseminated per Civil Service Commission on Higher Education criteria; two books per year, OR

c. Other academic work comparable to the research work mentioned in line (a); one item per year.

If there is no international journal in a field of study for academic output to be published, let the Institutional Council announce academic journals that are suitable for publication.

Item 5 The academic output mentioned in Items 2, 3, and 4 may consist of work that is done by an individual rank holder, or it may consist of a suitable proportion of work that is done jointly with others. Let the Institutional Council make this determination in an appropriate manner, given the work conditions and field of study.

Item 6 The dissemination of research findings mentioned in Items 2, 3, and 4 must be in accordance with the criteria established by the Civil Service Commission on Higher Education, as stated in the following "Civil Service Commission on Higher Education Announcement Regarding Criteria and Procedures for Granting the Academic Rank of Assistant Professor, Associate Professor, and Professor" (2nd edition) of 2007. Institutional Councils should announce in advance the names of acceptable academic journals that utilize a peer review process. Acceptable journals must be recognized in a given field of study, and the Civil Service Commission on Higher Education must be notified as well.

Item 7 In cases where there is a suitable reason, the Institutional Council may reduce or exempt administrative personnel from the workload requirements for holders of academic rank. It may also establish academic workload standards that differ from those mentioned above.

Item 8 Let the Institutional Council issue regulations on academic workloads for the rank of Instructor, Assistant Professor, Associate Professor, and Professor; these regulations

should comply with standards set forth in the Civil Service Commission on Higher Education Announcement. The Institutional Council should consider the academic field and average academic output of all types.

Item 9 The academic workload standards in this announcement are to be used at Rajabhat Universities, Rajamangala Universities of Technology, Nakhon Phanom University, and Princess of Naradhiwas University, effective 1 October 2009. The Institutional Councils of these universities are required to issue regulations on academic workloads for holders of the academic ranks of Instructor, Assistant Professor, Associate Professor, and Professor before 1 October 2009.

Announced on 29 October 2008

Srimuang Charoensiri
Minister, Ministry of Education
Chairman of the Civil Service Commission on Higher Education

(Garuda Coat of Arms)
Regulations of the Office of the Commission on Higher Education
Regarding Standard Criteria for Academic Journals that Disseminate Academic Output
2013

Per the regulations of the Commission on Higher Education regarding "Standard Criteria and Methods for Granting Academic Rank to Instructors in Private Higher Educational Institutions" (3rd edition) of 2007, the Commission on Higher Education has established criteria for academic output for use when considering granting academic rank to instructors. They must be suitably qualified and their academic output must be disseminated in harmony with the standards set up by the Commission on Higher Education for the requested rank.

As per the authority granted in Article 24 (4) and Article 48 of the Private Higher Educational Royal Decree of 2003, which was further revised (2nd edition) in 2007, the Commission on Higher Education issued the following criteria for academic journals in both printed and online form for the dissemination of academic output. This has been enacted so that all private higher educational institutions will comply with the same standards as follows:

Item 1 This regulation takes effect starting with the day after its announcement.

Item 2 For dissemination of academic output per this regulation, let private higher education Institutional Councils use academic journals found in the national and international databases that are listed in the appendix attached to this regulation.

Item 3 In cases where an academic journal is not listed in the databases mentioned in Item 2, let private higher education Institutional Councils consider recognizing academic journals for dissemination of academic output in accordance with the following criteria:

(1) The journal has a dependable, clear, and regular publication schedule, with at least 2 issues a year.

(2) The name of the office or organizational unit publishing the journal is clearly indicated, as are its objectives, scope, and the fields of study that are accepted for publication.

(3) The journal has a competent editorial team that is drawn from a variety of organizations.

(4) There is verifiable evidence showing that a journal appoints peer reviewers to consider the quality of articles covering fields of study or groups of fields in accordance with its objectives and scope; the names of the external experts are listed.

(5) The quality of all articles is controlled by peer reviewers from fields that correspond or are related to an article, and reviewers have no conflicts of interest with authors.

(6) All issues of the journal include articles by authors from a variety of organizations, both internal and external. In cases where an article is jointly written by both internal and external authors, it may be counted as an article from an external author.

(7) Abstract of all articles are available in both Thai and English; in cases where an article is published in another foreign language, there must also be an abstract in English.

(8) There is a standard publication format that is the same for all articles with respect to the name and address of authors, abstracts, articles, and references.

Item 4 When a private higher education Institutional Council recognizes an academic journal as meeting the criteria mentioned in Item 3, let the institution make a public announcement and notify the Commission on Higher Education within 30 days of the date of the announcement.

Item 5 So that academic journals in Item 3 may develop until they are accepted as journals in Item 2, the criteria mentioned in Item 3 will be in effect for a period of 3 years, starting from the date that this regulation comes into effect. After this period of time, the Commission on Higher Education will no longer certify journals in accordance with the terms of Item 3.

Announced on 21 October 2013

(Associate Professor Dr Khunying Sumonta Promboon)
Chair, Commission on Higher Education

Appendix to the Regulations

Academic journals that meet the criteria established by the Commission on Higher Education are the journals that are listed in the following national and international databases:

1. International Databases
   a. Academic Search Premier (http://www.ebsco.com/home)
      (select ebscohost and then academic search premier)
   b. Agricola (http://agricola.nal.usda.gov)
   c. BIOSIS (http://www.biosis.org)
   d. CINAHL (http://www.ebscohost.com/academic/cinahl-plus-with-full-text)
   e. EiCOMPENDEX (http://www.ei.org)
   f. ERIC (http://www.eric.ed.gov/)
   g. H.W.Wilson (http://www.ebscohost.com)
      (select ebscohost and then H.W.Wilson)
   h. Infortrieve (http://www.infotrieve.com)
   i. Ingenta Connect (http://www.ingentaconnect.com)
   j. INSPEC (http://www.theiet.org/publishing/inspec)
   k. MathSciNet (http://www.ams.org/mathscinet)
   l. MEDLINE/Pubmed (http://www.ncbi.nlm.nih.gov/pubmed/)
   m. PsyINFO (http://www.apa.org/pubs/databases/psycinfo/index.aspx)
   n. Pubmed (http://www.ncbi.nlm.nih.gov/pubmed/)
   o. ScienceDirect (https://scifinder.cas.org/)
   p. SciFinder (http://scifinder.cas.org/)
   q. Scopus (https://www.info.scopus.com)
   r. Social Science Research Network
      (http://papers.ssrn.com/sol3/DisplayAbstractSearch.cfm)
   s. Web of Knowledge (http://workinfo.com)

2. National Database, which is the Thai Journal Citation Index – TCI; only journals that are listed in Group 1 and Group 2 (http://www.kmutt.ac.th/jif/public_html/list%20journal.php)

Remarks In cases where a database's name is changed, the Commission on Higher Education will send additional notification at a later date.

Civil Service Commission on Higher Education Announcement

Regarding "Standard Criteria for Academic Journals that Disseminate Academic Output"

2013

The announcement of the Civil Service Commission on Higher Education regarding "Criteria and Methods for Granting Academic Rank of Assistant Professor, Associate Professor, and Professor" (2nd edition) of 2007 establishes criteria for academic output for use when considering granting academic rank to individuals. They must be suitably qualified and their academic output must be disseminated in harmony with the standards set up by the Civil Service Commission on Higher Education for the requested rank.

As per the authority granted in Article 14 (3) and Article 18 Paragraph 2 of the Civil Service Commission on Higher Education Royal Decree of 2004, which was further revised (2nd edition) in 2008, the following criteria are issued for academic journals in both printed and online form that disseminate academic output. This has been enacted so that all higher educational institutions will comply with the same standards as follows:

Item 1 This announcement takes effect the day after it is announced in the Royal Thai Government Gazette.

Item 2 For dissemination of academic output per this regulation, let Institutional Councils use academic journals found in the national and international databases that are listed in the appendix attached to this regulation.

Item 3 In cases where an academic journal is not listed in the databases mentioned in Item 2, let Institutional Councils consider recognizing academic journals for dissemination of academic output in accordance with the following criteria:

(1) The journal has a dependable, clear, and regular publication schedule, with at least 2 issues a year.

(2) The name of the office or organizational unit publishing the journal is clearly indicated, as are its objectives, scope, and the fields of study that are accepted for publication.

(3) The journal has a competent editorial team that is drawn from a variety of organizations.

(4) There is verifiable evidence showing that a journal appoints peer reviewers to consider the quality of articles covering fields of study or groups of fields in accordance with its objectives and scope; the names of the external experts are listed.

(5) The quality of all articles is controlled by peer reviewers from fields that correspond or are related to an article, and reviewers have no conflicts of interest with authors.

(6) All issues of the journal include articles by authors from a variety of organizations, both internal and external. In cases where an article is jointly

written by both internal and external authors, it may be counted as an article from an external author.

(7) Abstract of all articles are available in both Thai and English; in cases where an article is published in another foreign language, there must also be an abstract in English.

(8) There is a standard publication format that is the same for all articles with respect to the name and address of authors, abstracts, articles, and references.

Item 4 When an Institutional Council recognizes an academic journal as meeting the criteria mentioned in Item 3, let the institution make a public announcement and notify the Commission on Higher Education within 30 days of the date of the announcement.

Item 5 So that academic journals in Item 3 may develop until they are accepted as journals in Item 2, the criteria mentioned in Item 3 will be in effect for a period of 3 years, starting from the date that this regulation comes into effect. After this period of time, the Civil Service Commission on Higher Education will no longer certify journals in accordance with the terms of Item 3.

Announced on 21 October 2013

Chaturon Chaisang
Minister, Ministry of Education

Chairman of the Civil Service Commission on Higher Education

Appendix to the Announcement

Academic journals that meet the criteria established by the Commission on Higher Education are the journals that are listed in the following national and international databases:

1. International Databases

a. Academic Search Premier (http://www.ebsco.com/home)
(select ebscohost and then academic search premier)
b. Agricola (http://agricola.nal.usda.gov)
c. BIOSIS (http://www.biosis.org)
d. CINAHL (http://www.ebscohost.com/academic/cinahl-plus-with-full-text)
e. EiCOMPENDEX (http://www.ei.org)
f. ERIC (http://www.eric.ed.gov/)
g. H.W.Wilson (http://www.ebscohost.com)
(select ebscohost and then H.W.Wilson)
h. Infortrieve (http://www.infotrieve.com)
i. Ingenta Connect (http://www.ingentaconnect.com)
j. INSPEC (http://www.theiet.org/publishing/inspec)
k. MathSciNet (http://www.ams.org/mathscinet)
l. MEDLINE/Pubmed (http://www.ncbi.nlm.nih.gov/pubmed/)
m. PsyINFO (http://www.apa.org/pubs/databases/psycinfo/index.aspx)
n. Pubmed (http://www.ncbi.nlm.nih.gov/pubmed/)
o. ScienceDirect (https://scifinder.cas.org/)
p. SciFinder (http://scifinder.cas.org/)
q. Scopus (https://www.info.scopus.com)
r. Social Science Research Network
(http://papers.ssrn.com/sol3/DisplayAbstractSearch.cfm)
s. Web of Knowledge (http://workinfo.com)

2. National Database, which is the Thai Journal Citation Index – TCI; only journals that are listed in Group 1 and Group 2
(http://www.kmutt.ac.th/jif/public_html/list%20journal.php)

Remarks In cases where a database's name is changed, the Commission on Higher Education will send additional notification at a later date.

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Vice Chair	Secretary-General, Commission on Higher Education (Associate Professor Piniti Ratananukul)
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	Professor Channarong Pornrungroj
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	Mr. Krairit Boonyakiat
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	Mrs. Varaporn Seehnath
Member and Secretary	Deputy Secretary – General, Commission on Higher Education (Mr. Suphat Champatong)
Assistant Secretaries	Miss Nuchnapha Ruenobcheoy
	Miss Nopparat Prasatketkarn

Higher Educational Quality Assurance Development Sub-Committee

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	Assistant Professor Prasert Akkharaprathomphong
	Assistant Professor Pranee Parnvichien
	Mr. Chusak Techawiset
	Director, Bureau of Higher Education Standards and Quality (Miss Nutnapa Ruenobcheoy)
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