In Remembrance of His Majesty

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1927 - 2016
Thailand Qualification Framework, Learning Outcomes, and Quality Assurance
the beginning...
National Education Act 1999

Education Standards

What the Thai people should be…

What the education system should be…

What the Thai society should be…
Quality Assurance of Higher
Quality Policy

- Development QA system and mechanisms
- Encourage HEIs to develop IQA
- Provide mechanisms for quality audit & assessment
- National Qualifications Framework
- Credit transfer and degree recognition nationally and globally
### Timeline of QA in Thailand

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<td>1994</td>
<td>The Council of University Presidents of Thailand (CUPT) in Cooperation with the OHEC proposed the ideas on principles and direction of QA</td>
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<td>1996</td>
<td>OHEC announced its QA policy and guiding directions</td>
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<td>1999</td>
<td>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 ‘<strong>Internal Quality Assurance System</strong>’ and an</td>
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<td>Year</td>
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<td>2003</td>
<td>The Ministry announced the required Systems, Regulations, and Methods for Internal Quality Assurance among Higher Education Institutions. <strong>It was used as the basis for the Internal quality assurance practice.</strong></td>
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| 2005 | Announcement of The Ministry of Education on Standard criteria of Program  
   a) Diploma Programs  
   b) Undergraduate Programs  
   c) Graduate Programs |
<p>| 2008 | OHEC set standards and criteria for internal quality assurance which is used as the framework for the operations at faculty and institutional levels |</p>
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<td><strong>2010</strong></td>
<td>The Ministerial Regulation regarding Systems, Regulations, and Methods for Internal Quality Assurance was announced.</td>
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<td><strong>2013</strong></td>
<td>The Committee for Internal Quality Assurance in Higher Education announced <strong>guidance of educational quality inspection</strong> at least once every three years by parent organizations and monitor and report the results to the institutions and disclose to the public as well.</td>
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<td><strong>2014</strong></td>
<td>OHEC announced <strong>rule and guidance of internal quality assurance of 2014</strong> that assured quality at program, faculty and institutional level</td>
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Quality Aspect

Internal and External QA Systems

- National Education Act of 1999 stipulated Internal and External QA Assessment

- Internal QA conducted by universities and OHEC

- External QA conducted by Office for National Education Standards and Quality Assessment (ONESQA) every five years

- IQA and TQF promotes increased student mobility, credit transfer, and mutual recognition of qualifications
Quality Aspect

- Thai Qualifications Framework for Higher Education (TQF)

- Launched in 2009

- 6 levels of Qualifications: Advanced Diploma, Bachelor, Graduate Diploma, Master, Higher Graduate Diploma, Doctorate
Quality Aspect

National Qualifications Framework for Education (NQF)

- Launched in 2013 by Office the Education Council
- 9 levels of competencies;
  1. Lower secondary education
  2. Upper secondary education
  3. Certificate in vocational education
  4. Diploma in vocational education
  5. Bachelor’s degree
  6. Graduate diploma
  7. Master’s degree
  8. Higher graduate diploma
  9. Doctorate
Thai Qualifications Framework for HE

TQF
Domains of learning outcomes

- Morality and Ethics
- Knowledge
- Intellectual Skills
- Interpersonal Skills & Responsibility
- Skills in Quantitative Analysis, Communication & Information Technology Usage
The framework groups the kinds of learning expected of students into five domains and describes learning outcomes at each level in each of these groupings. The domains are:

- **Ethical and Moral Development**: Development of:
  - Habits of acting ethically and responsibly in personal and public life in ways that are consistent with high moral standards.
  - Ability to resolve value conflicts through application of a consistent system of values.

- **Knowledge**, the ability to understand, recall and present information including:
  - Knowledge of specific facts,
  - Knowledge of concepts, principles and theories and
  - Knowledge of procedures.

- **Cognitive skills**, the ability to
  - Apply knowledge and understanding of concepts, principles, theories and procedures when asked to do so; and
  - Analyze situations and apply conceptual understanding of principles and theories in critical thinking and creative problem solving when faced with unanticipated new situations.
- **interpersonal skills and responsibility**, the ability to:
  - work effectively in groups, and exercise leadership;
  - accept personal and social responsibility, and
  - plan and take responsibility for their own learning.

- **analytical and communication skills**, the ability to:
  - use basic mathematical and statistical techniques,
  - communicate effectively in oral and written form, and
  - use information and communications technology.

These domains and the learning outcomes associated with them apply to all fields of study. In addition there are some fields in which highly developed physical skills are also necessary. Examples can be found in the Arts where skills of dance, music, painting or sculpture are essential, in physical education, and in the medical and health sciences. For programs in these fields learning outcomes should be specified in an additional domain of **Psychomotor Skills**, with the level of skill required for each qualification accurately described and appropriate strategies for teaching and student assessment included in program and course specifications.
Quality Aspect

- Universities encouraged to apply TQF to their programs of study - IQA at the level of programs of study

- TQF and QA as main mechanisms to promote student mobility nationally and internationally and mutual recognition of qualifications
Internal Quality Assurance (IQA) By OHEC

- **IQA System**: TQF, EdPEx, AUN-QA, CUPT-QA, AACSB, ABEST21 etc.
- **IQA Level**: Program, Faculty and Institution Accreditation
- Professional programs need to be accredited by Professional Associations and acknowledged by OHEC.

External Quality Assessment (EQA) By ONESQA

**ONESQA** assesses institutional level at least once in every five years.

**ONESQA** is evaluated regularly by external bodies namely:
1) Internal Audit Committee
2) Office of the Public Sector Development Commission
3) Office of the Auditor General

Parent organization (OHEC & relevant unit), Public and Government

Relationships between IQA & EQA
did you see the concept of your programme?
building blocks of learning (enabling outcomes)
time is not the issue ...

time varies but learning outcome fix...
LEARNING is MADE not transferred
what we want to “CHANGE”…

achievement of student…

from learning Development
ensuring LEARNING happens during studying