Quality Assurance and Accreditation System of Thailand

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by
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Outline

- QA before and after National Education Reform of 1999
- Relationships between IQA and EQA
- IQA
- EQA
Before National Education Reform in 1999

- The Council of University Presidents of Thailand in cooperation with the Ministry of University Affairs (MUA) proposed QA system in 1994

- MUA promulgated QA policy and guidelines.

- MUA was responsible for assessment of HEIs and accreditation of private HEIs under its supervision by using 2 main mechanisms: Standard Criteria of HE Curriculum; and IQA
The National Education Act of 1999 set up QA system:

- IQA (creating a system and mechanism to control, audit and assess operations of institutions to comply with each institution's policies, purposes)
- EQA (mandatory at least once every 5 years, peers review by using set of KPIs formulated by ONESQA)
After National Education Reform
National Education Act (1999)

- QA System (1999) (IQA & EQA)
- Thai Qualifications Framework for HE (2005)
- New Accreditation Process
- Relevant Standard Criteria (student affairs, Criteria for Applying Permission to offer and manage Degree Program in the Distance Education System etc.)
The 1999 National Education Act Revised 2002: Chapter 6 Educational Standards and Quality Assurance

Section 47: QA System
IQA & EQA

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<th>QA System</th>
<th>Responsible Organizations</th>
<th>Process</th>
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<td>IQA</td>
<td>HEIs, OHEC</td>
<td>Establishing IQA systems and undertaking internal reviews</td>
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<td>EQA</td>
<td>ONESQA</td>
<td>Conducting external assessment</td>
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Section 48: Development of IQA is responsible by educational institutions with the involvement of communities and support from parent organization.

Section 49: EQA is operated by ONESQA (Public Organization).

Section 50: Educational Institutions shall lend co-operation in preparation of documents and evidence providing relevant information on institutions.

Section 51: If an educational institution has not reached the standards required, the ONESQA shall submit to parent organizations on corrective measures for that institution to improve its functioning within a period of time.
IQA & EQA Agencies

- Office of Higher Education Commission (OHEC) is responsible for IQA
  IQA must be part of educational administration and a continuous process

- Office for National Education Standards and Quality Assessment (ONESQQA) is responsible for EQA by conducting assessment of HEI’s educational achievements
Figure 1 The Relationships between IQA and EQA
Decentralization of Accreditation Process

University Council is authorized to approve offering Program

OHEC acknowledges & reviews University Council program approval

Notify Office of the Civil Service Commission
ACCREDITATION SYSTEM

HEIs are responsible for development of programs with standard and educational quality in accordance with standard criteria as determined by OHEC. HEIs use standard criteria of HE curriculum as guidelines for management and develop higher education programs in every field of study, for either new programs or existing programs.
Accreditation Criteria

- Degree Designation
- Admission Requirement
- Total Credits and Study Duration
- Structure of Study Program
- Number and Qualification of Instructors
- Registration
- Evaluation Criteria and Graduation
- Program Quality Assurance
- Program Development
Standard Criteria of HE Curriculum

Objectives

- To uphold academic and professional standards
- To be an integral part of criteria for accreditation of academic status and educational standards
- To facilitate efficiency of academic administration
Standard Criteria of HE Curriculum

Undergraduate Programs
- Associate Degree
- Bachelor Degree

Postgraduate Programs
- Graduate Diploma (post-baccalaureate)
- Master Degree
- Higher Graduate Diploma (post-master’s degree)
- Doctoral Degree
Higher Education Standards (2006)

Comprising of 3 Standards:

- Quality of Graduates
- Higher Education Administration
- Establishing and developing knowledge-based and learning-based society

1. Philosophy, commitments, objectives and implementation plans,
2. Teaching and learning,
3. Student development activities,
4. Research,
5. Academic services to the community,
6. Preservation of arts and culture,
7. Administration and management,
8. Finance and budgeting, and
9. Systems and mechanism for QA.
National Education Standards

Standard 1
Desirable characteristics of the Thai people as both good citizens of the country and member of the world community

Standard 2
Guidelines for educational provision

Standards 3
Guidelines for establishing knowledge-based and learning society

Higher Education Standards

Standard 1
The quality of graduates

Higher Education Administration

Standard 2
Establishing and developing knowledge-based and learning-based society

Regulations to oversee educational standards are maintained

IQA and EQA

Output and outcome of education delivery
Thai Qualifications Framework (TQF)

OHEC developed TQF for HE to support QA processes. TQF:

- Describe qualifications in terms of standards of learning outcomes of graduates
- Describe qualifications in terms of learning outcome rather than prescribing in terms of syllabus, credits, duration of study, etc.
TQF Domain of Learning
 Outcome

At least 5 domains

- Ethical and moral development
- Knowledge
- Cognitive skills
- Inter-personal and responsibility skills
- Analytical and communication skills
TQF is intended to:

- Guide HEIs in planning their programs by describing required standards and the range of knowledge and skills of graduate expected from academic study,

- Ensure that standards for academic awards are consistent for all HEIs within the country, and comparable to those of international universities,
TQF is intended to:

- Help ensuring effective communication with students and stakeholders about the meaning of qualification titles and the standards of learning at all HEIs,
- Improve the mobility of graduates,
- Reinforce national goals about teaching and learning
Standards of HEI

- Standards for potentiality and capability of HEI in the provision of higher education
- Standards for implementation according to the mission of each HEI
- Every HEI will be accredited with the same standards
- Indicators and weight will be assessed depending on standards of each group of HEI
Category of HEIs

HEIs are categorized into 4 groups:
- Research University
- Specialized University
- 4-Year Undergraduate University
- Community Colleges
Process of IQA System

- Description of accreditation process and procedures
- Information tools formulated
- 3 step procedures: SAR, review by OHEC Committee of experts, dissemination of IQA result)
# KPIs for Higher Education

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<td><strong>Quality of the graduates</strong></td>
<td>The standards of educational achievement and student-centered classroom management</td>
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<tr>
<td>1. Graduates with bachelor’s degrees having jobs within one year</td>
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<td>2. Quality of graduates with bachelor’s, master’s, and doctoral degrees as specified in the national qualifications framework for higher education</td>
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<td>3. Publication or dissemination of Master’s works</td>
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<td>4. Publication or dissemination of doctoral works</td>
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<td><strong>Research and creative works</strong></td>
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<td>5. Publication or dissemination of research or creative works</td>
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<td>6. Implementation of research or creative works</td>
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<td>7. Quality-accredited academic works</td>
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<td><strong>Academic service to society</strong></td>
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<td>8. Application of knowledge and experiences gained from academic services to improving instructional and/or research methods</td>
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<td>9. Learning outcomes and enhancement of local communities or off-campus organizations</td>
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<td>Arts and culture nurturing</td>
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<td>10. Promoting and supporting of arts and culture</td>
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<td>11. Aesthetics enhancement in arts and culture</td>
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<td><strong>Institutional administration and development</strong></td>
<td>12. Performance of institution’s council with regard to its roles and responsibilities</td>
<td>The standard of educational administration</td>
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<td>13. Performance of institution’s administrators with regard to their roles and responsibilities</td>
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<td><strong>Internal quality assurance and development</strong></td>
<td>15. Approval of internal assessment results by the supervisory office</td>
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<td>The standards of educational achievement and student-centered classroom management</td>
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<td>16.1 The institution’s administration leading to the identity</td>
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<td>16.2 The graduate training focusing on the identity</td>
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<td>17. Results from the institution’s development based on its specialties and strengths reflecting the institution’s uniqueness</td>
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<td>Social responsibility indicators</td>
<td>18. Results from the institution’s solving social problems, recommending for improvement, or protecting society from threats</td>
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<td>18.1 Results from the institution’s solving social problems, recommending for improvement, or protecting society from threats in Issue 1 (on campus)</td>
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<td>18.2 Results from the institution’s solving social problems, recommending for improvement, or protecting society from threats in Issue 2 (off campus)</td>
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Thank You

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- IQA: www.mua.go.th
- EQA: www.onesqa.or.th