MANUAL FOR

HIGHER
EDUCATION INSTITUTIONS
THE THIRD-ROUND OF EXTERNAL
QUALITY ASSESSMENT (2011–2015)

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ONESQA

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The Office for National Education Standards and Quality Assessment (Public Organization)

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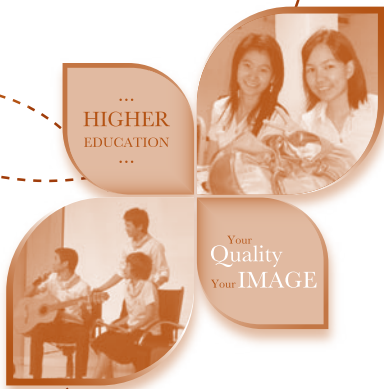
Manual for

HIGHER

EDUCATION INSTITUTIONS

The Third-Round of External Quality Assessment

(2011-2015)

The Office for National Education Standards and
Quality Assessment (Public Organization)

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EDUCATIONAL INSTITUTIONS THE THIRD-ROUND OF EXTERNAL QUALITY ASSESSMENT (2011-2015)

Preface

The Office for National Education Standards and Quality Assessment (Public Organization), ONESQA, has been established in accordance with Chapter 6 of the National Education Act 1999 as amended by Act (No. 2) 2002. ONESQA is a public organization that aims to develop criteria, establish methods of external quality assessment and conduct the assessment of educational management. Its purpose is to inspect the educational quality of academic institutions regarding the specific goals, principles and guidelines of educational management at each educational level.

ONESQA performed the First-Round External Quality Assessment (2001-2005) to verify the actual situations at educational institutions. The assessment aimed to help educational institutions understand and correctly operate the quality assurance system. The Second-Round External Quality Assessment (2006-2010) was based on the ONESQA objectives stipulated in the Royal Decree on the Establishment of the Organization. The results of the First-Round External Quality Assessment were used for educational quality development while the Second-Round Assessment was used for educational quality accreditation. The Third-Round Assessment (2011-2015) is aiming to raise the educational quality standards concerning outputs, outcomes and impacts rather than processes. These also take account of differences between educational institutions. The Third-Round External Quality Assessment must be completed by September 2015.

(Prof. Dr. Channarong Pornrungroj)
Director of ONESQA
10 November 2011

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Introduction

Pursuant to Chapter 6 of the National Education Act 1999 as amended by Act (No. 2) 2002 on Educational Standards and Quality Assurance, it is stipulated that "all educational institutions shall receive external quality evaluation at least once every five years since the previous exercise" and that "the results of the evaluation shall be submitted to the relevant agencies and made available to the general public." ONESQA has already concluded the First-Round (2001-2005) and the Second-Round (2006-2010) assessments. It is currently conducting the Third-Round External Quality Assessment (2011-2015). This round maintains the key principles of the external quality assessment corresponding to Section 3 of the 2010 Ministerial Regulation on Educational Quality Assessment System, Criteria and Methods. This assessment corresponds with the following objectives and principles:

1. Developing the quality of education;
2. Maintaining impartiality, accountability and transparency based on verifiable evidence and data;
3. Maintaining a balance between academic freedom and national education policy leading to uniform strategic planning; encouraging each educational institution to set definite goals and improve the quality of education based on the potential of their institution and students;
4. Supporting educational institutions to develop their own internal quality assurance systems;
5. Encouraging participation and collaboration in quality assurance and educational development among the state, private sectors, local administrative organizations, individuals, families, local communities, professional associations, religious sectors, entrepreneurs and other societal institutions;
6. Taking into account academic freedom as well as educational identity, philosophy, goal, vision, mission and objectives.

Moreover, the Ministerial Regulation stipulates that ONESQA conducts the external quality assessment of every educational institution based on the national education standards in the following areas:

1. Educational achievement of all educational levels and types
2. Educational administration
3. Educational management focusing on the student-centered learning approach
4. Internal quality assurance

For the Third-Round External Quality Assessment of higher education, ONESQA has specified 18 indicators. These cover the 4 standards as imposed by the Ministerial Regulation, comprising 3 groups: 15 basic indicators, 2 identity indicators and 1 social responsibility indicator.

Chapter

1

TheThird-Round
External Quality
Assessment

1 The Third-Round
External Quality Assessment

The external quality assessment is the assessment of educational administration and management to inspect the quality of educational institutions by the external units or persons. The ultimate goal of the assessment is to develop the educational institutions' quality and standards. This policy would stimulate educational institutions to develop their own internal assessment systems to design and implement their educational quality development plans, including quality monitoring and control. Educational institutions' internal self-assessment systems need to be established prior to the ONESQA external quality assessment. Then, ONESQA examines and analyzes data derived from the institutions' internal assessment results. Therefore, the internal and external quality assessments should be aligned and correspond with each other so as to enhance educational quality and standards for the benefits of students. The purposes of the external quality assessment are as follows:

1.1 Purposes of the external quality assessment

The general purposes

1) To evaluate all aspects of the quality of educational institutions' operations.
2) To stimulate educational institutions to continuously improve their educational quality and management.
3) To monitor the progress of institutions' educational quality development.
4) To inform relevant organizations and the public of the institutions' educational standards and quality development.

The specific purposes

1) To examine and verify the actual circumstances of educational institutions' operations and internal assessment based on the standards, frameworks and guidelines as specified by ONESQA, which correspond to the internal assessment systems of the institutions and their parent organizations.
2) To reflect differences among educational institutions with regards to their identities and achievement of implementing the nation's social advancement measures.
3) To improve the standards of institutions' educational quality concerning outputs, outcomes and impacts rather than processes.
4) To encourage institutions' ongoing development of educational quality and internal assessment system.
5) To promote institutions' alignment of external and internal assessments.
6) To nurture collaboration with shared objectives of quality development among parent organizations, other relevant sectors and all stakeholders.
7) To report and disseminate the results of the institutions' educational quality and management assessment to pertinent organizations and the public.

The expected outcomes

1) Educational institutions will have efficient and effective administration and resource management to meet the needs of society and nation, particularly in terms of the production of graduates at all academic levels, research projects, and academic services.

2) Educational institutions, educational offices, and the government will have valid and systematic data to make the policies on the institutions' educational quality development.

3) Educational institutions will be able to continuously develop their educational quality into world-class standards and academic excellence based on their identities.

1.2 Purposes of this manual

The manual for the Third-Round Quality Assessment of higher education is designed to be the reference for educational institutions' operations. This manual has the following purposes:

1) To be guidelines in specifying individual institutions' indicators to cover all aspects of operation;

2) To be guidelines for efficient database management necessary for external quality assessment;

3) To be guidelines for institutions' self assessment prior to external quality assessment; the report of the self assessment is corresponding to their parent organizations' format.

1.3 Relationships between the internal and external quality assessments

Section 48 of the National Education Act 1999 as amended by Act (No. 2) 2002 stipulates that "parent organizations with jurisdiction over educational institutions and the institutions themselves shall establish a quality assurance system in the institutions. Internal quality assurance shall be regarded as part of educational administration, which must be a continuous process." Also, Section 49 of the Act, on the external quality assessment, states that "an Office for National Education Standards and Quality Assessment shall be established as a public organization, responsible for development of criteria and methods of external evaluation, conducting evaluation of educational achievements in order to assess the quality of institutions ...."

Accordingly, the internal assessment must be a regular process of ongoing educational management that entails controlling the quality-related factors as well as examining, monitoring, and assessing the institutions' performance for educational quality development on a regular basis. The internal assessment system, therefore, concerns the factors related to inputs, processes, and outputs/outcomes. On the contrary, the external quality assessment focuses on assessment of the educational management results. The connection between the internal and external quality assessments is shown in Figure 1.
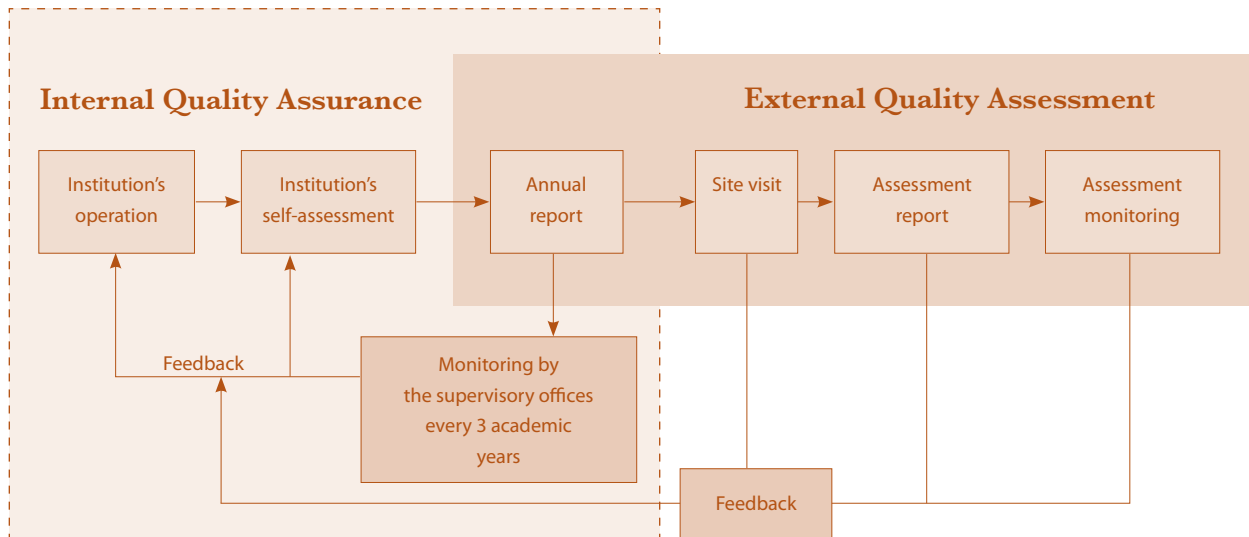
Figure 1   The relationships between the internal quality assurance and the external quality assessment.

From Figure 1, having the accomplishment of internal quality assurance, educational institutions need to submit annual reports in the form of the internal self-assessment reports (SAR) to the institution council, their parent organizations, and other relevant organizations, as well as to the public. These documents connect the institutions' internal assessment, their parent organizations' assessment monitoring, and ONESQA's external quality assessment. Hence, educational institutions need to make their comprehensive self-assessment reports that truly reflect the institutions' educational quality in every aspect.

Descriptions

of the Indicators for the Third-Round External Quality Assessment

2 **Descriptions of the Indicators**
For the Third-Round External Quality Assessment

In the external quality assessment as regulated by the National Education Act, ONESQA focuses on the quality of learners in order to ensure that the learners no matter where they are can attain the same high-quality education. The quality assessment system is the tool to promote and support ongoing and sustainable educational quality development.

2.1 Principles and guidelines

1) Assess the criteria involving an individual educational institution's focus.

2) 75% of the assessment is on the educational management results as stipulated in Section 49 of the National Education Act.

3) 25% of the assessment is on the administrative processes concerning the institution council, administrators, faculty, facilities, student-centered instructional management, good governance, and internal quality assurance.

4) Assess with focus on peer review using data derived from both quantitative and qualitative methods.

5) Assess to verify self-assessment reports and strengthen the internal assurance system.

6) Reduce the number of indicators and standards for the external quality assessment by transferring the indicators and standards related to the inputs and processes to the internal assurance system.

2.2 Principles for the development of indicators

1) Indicators are designated for the assessment of outputs, outcomes, and impacts, rather than inputs and processes.

2) The nature and type of each educational institution is taken into consideration.

3) The emphases are on both qualitative and quantitative assessment as well as positive and negative impacts.

4) Factors, limitations, culture, and Thainess are taken into consideration.

5) The basic indicators are reduced in number to assess fundamental elements, while maintaining the indicative power with additional indicators of identity and social responsibility.

6) The connection between the internal and external quality assurance is accounted for.

2.3 Criteria for the indicators

In the Third-Round External Quality Assessment at the tertiary level, there are 3 groups of indicators: basic indicators, identity indicators, and social responsibility indicators. These indicators are in line with the National Education Act 1999 as amended in 2002 (No. 2) and Section 38 of the 2010 Ministerial Regulation on the System, Criteria, and Methods of Quality Assurance, which stipulate that ONESQA must conduct external quality assessment of each educational institution in accordance with the national education standards as follows: 1) the standard of educational achievement, 2) the standard of

educational administration, 3) the standard of student-centered classroom management, and 4) the standard of internal quality assurance. The connection between the indicators and the standards is shown in Table 1.

Table 1: The connection between the indicators and the standards.

Group of Indicators	Indicator	Ministerial Standard
Basic Indicators	**Quality of the graduates** 1. Graduates with bachelor degrees that have jobs within one year 2. Quality of graduates with bachelor's, master's, and doctoral degrees as specified in the Thai Qualifications Framework for Higher Education 3. Publication or dissemination of master's works 4. Publication or dissemination of doctoral works **Research and creative works** 5. Publication or dissemination of research or creative works 6. Implementation of research or creative works 7. Quality-accredited academic works **Academic service to society** 8. Application of knowledge and experiences gained from academic services to improving instructional and/or research methods 9. Learning outcomes and enhancement of local communities or off-campus organizations **Nurturing arts and culture** 10. Promoting and supporting of arts and culture 11. Aesthetics enhancement in arts and culture	Educational achievement and student-centered classroom management
	Institutional administration and development 12. Performance of institution's council with regard to its roles and responsibilities 13. Performance of institution's administrators with regard to their roles and responsibilities 14. Teaching staff development	Educational administration

Group of Indicators	Indicator	Ministerial Standard
	Internal quality assurance and development 15. Approval of internal assessment results by the supervisory office	Internal quality assurance

Identity Indicators	16. Results from the institution's development based on its identity
	  16.1 The institution's administration leading to its identity
	  16.2 The graduate training focusing on its identity
	17. Results from the institution's development based on its specialties and strengths reflecting the institution's uniqueness
		Educational achievement and student-centered classroom management

Social responsibility indicators	18. Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats
	  18.1 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 1 (on campus)
	  18.2 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 2 (off campus)	

Basic Indicators are used to assess an educational institution's fundamental exercises, which can clearly indicate the outcomes and impacts of its operation and are connected to the internal quality assurance.

Identity indicators are applied when assessing the outputs corresponding to an institution's philosophy, rationale/vision, mission, and objectives of its establishment, as well as the achievement based on its specialty and strength embodying uniqueness as approved by the institution's council.

Social responsibility indicators are for the assessment of each educational institution's operation concerning different social issues identified by each individual educational institution, which can be adjusted through time and as new concerns arise. Following the national policy, such issues involve collaborative work in solving social problems through guidance and a proposal of preventive measures. The purpose of this indicator is to evaluate an educational institution in a guiding role in society towards nationalism, religious practice, loyalty to the monarchy, support of the Royal Projects, observing sufficiency economy, enhancing peace and harmony, preparation for the ASEAN Community, advocating for environment, energy, economics, health, values, social-mindedness, as well as recommending solutions to social conflict, disasters, narcotics, and so on.

2.4 The indicator's weight

In the Third-Round External Quality Assessment, the weight of each indicator is as follows:

Table 2: The indicator's weight

Group of Indicators	Indicator	Weight (point)
Basic Indicators	**Quality of the graduates**	
	1. Graduates with bachelor degrees that have jobs within one year	5
	2. Quality of graduates with bachelor's, Master's, and doctoral degrees as specified in the Thai Qualifications Framework for Higher Education	5
	3. Publication or dissemination of Master's works	5
	4. Publication or dissemination of doctoral works	5
	Research and creative works	
	5. Publication or dissemination of research or creative works	5
	6. Implementation of research or creative works	5
	7. Quality-accredited academic works	5
	Academic service to society	
	8. Application of knowledge and experiences gained from academic services to improving instructional and/or research methods	5
	9. Learning outcomes and enhancement of local communities or off-campus organizations	5
	Nurturing arts and culture	
	10. Promoting and supporting arts and culture	5
	11. Aesthetics enhancement in arts and culture	5
	Institutional administration and development	
	12. Performance of institution's council with regard to its roles and responsibilities	5
	13. Performance of institution's administrators with regard to their roles and responsibilities	5
	14. Teaching staff development	5
	Internal quality assurance and development	
	15. Approval of internal assessment results by the supervisory office	5
	Total weight	**75**
Identity Indicators	16. Results from the institution's development based on its identity	
	16.1 The institution's administration leading to its identity	5
	16.2 The graduate training focusing on its identity	5
	17. Results from the institution's development based on its specialties and strengths reflecting the institution's uniqueness	5
	Total weight	**15**

Group of Indicators	Indicator	Weight (point)
Social responsibility indicators	18. Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats	5
	18.1 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 1 (on campus)	5
	18.2 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 2 (outside campus)	5
	Total weight	**10**
	Total weight of the 18 indicators	**100**

2.5 Data of an educational institution's operations used for the assessment

1) In the Third-Round External Quality Assessment the data of an educational institution's operations are employed for each indicator as follows:

(1.1) The quantitative indicators are based on three-year operation results prior to the year of assessment. For example, if a certain educational institution is to be assessed in 2011, its self-assessment report must include the data of the calendar years or academic years of 2008, 2009, and 2010. In case the data does not cover those 3 years, the institution has to provide all the available data.

(1.2) The qualitative indicators are based on one-year operation results prior to the year of assessment.

2) Most of the indicators require the data of the operation's results within an academic year. Only some indicators require the data during the calendar year.

2.6 Definition of terms

Faculty member is a full-time teaching staff member who is a government official, a university employee or a contract teacher at a higher educational institution.

Researcher is a full-time staff member who is a government official or university employee or a person who holds a position equivalent to a research staff member or a researcher and has a working contract with a higher educational institution.

Research is an academic work conducted through systematic methodology appropriate for such discipline in search of new knowledge or to attain better/greater understanding of existing knowledge.

Creative work refers to an artistic work or an invention that is innovative and results from a systematic investigation of the relevant discipline. Such a work must be an original model contributing to extended knowledge and well-recognized in the professional field. Based on the ASEAN artistic classification, a creative work is 1) visual art such as painting, sculpture, printmaking, filmmaking, multimedia, architecture, and different forms of design; 2) performing art such as music, dance, and other theatrical forms; 3) literature such as prose and poetry.

Assessment of a creative work

1) Dissemination practice is to be assessed not the creative work itself. The assessment includes a process of its selection and approval by distinguished committees, scholars, or professionals in a relevant discipline using the criteria as specified by ONESQA.

2) Criteria for dissemination practice are applied to creative works of different forms and fields regardless of size, budget, work period, number of viewers, presentation method, or profitability.

3) The dissemination of a creative work offers artists an opportunity to present their works in a wider circle and encourages more productivity of the faculty members in the same way as the academic dissemination does.

Dissemination means a presentation of creative works in the forms of printed materials, exhibition, performance, or contest. In other words, it is a public offering of different artistic works, such as music, performance, and design that are the results of academic endeavors. The presentation must be systematically organized at the national or international level recognized by the professional fields. Particularly, in the process of selecting creative works prior to dissemination, the reviewers must consist of national artists, experts, and/or distinguished scholars in the field.

Dissemination venue is a site for public presentation that is acknowledged in academia, whether it is for exhibition or performance. The criteria for a venue are as follows:

1) A venue of a higher educational institution, such as an art center, auditorium, art and culture milieus, and dissemination must be acknowledged by professionals and academics.

2) An art center of an organization or association, which is specifically for exhibition or performance, must be administered by the management or executive committee supervising the academic exhibition or performance.

3) An international venue must be acknowledged by artistic circles at the international level or established in accordance with collaborative artistic projects between countries.

4) The selection committee must consist of at least 3 members who are national artists, experts, and/or scholars recognized in their disciplines, and some of them must not be members of the institution. The creative works under consideration must have been approved from experts of the field or a relevant organization/academic or professional council.

5) The artistic or creative works not on display in the art center must be provided with evidence that the dissemination of these works has been operated systematically, and their qualities must have been assessed and identified, together with the project documents, operational plans, and assessment reports. Moreover, the artistic works must be reviewed and approved by at least 3 academic experts in their disciplines, some of which must come from the outside.

Arts are creative works aimed to promote the aesthetics and happiness for people, environment and society, develop a taste for the arts, and support the concept of living together happily.

Culture is the human development with continuous cultivation (such as ideas, feelings, and beliefs) manifested in social behaviors and ways of life as well as consequences and products of human activities. Culture is esoteric and at the same time universal. It transforms with time. Culture today should be accommodating to globalization; nevertheless, retain valued traditions. A culture in higher educational institutions refers to a standard of a role model in society, intellectual and ethical growth, and social participation for the benefit of all. A good culture in higher educational institutions helps people to adjust appropriately and wisely to the influence of global culture while preserving the traditional Thai ways of life.

Aesthetic development means systematic improvement of artistic and cultural aesthetics, which affects individuals, institutions, environments, and societies. Such development must have clear goals in common. Results from the aesthetic improvement or creation must not destroy the values of existing artistic and cultural aesthetics. Cultural development can create new cultures that correspond and are appropriate to society, and bring out changes and innovations in technologies, social systems, and standards in order to live together peacefully and successfully.

Artistic and cultural aesthetics refers to the values of artistic and cultural aesthetics in light of affecting perception and feeling, elevating and healing the mind, bringing out tasteful and aesthetic ways of life, living together in society with a better understanding and appreciation of historical arts and cultures for preservation.

Cleanness means tidiness, neatness, ease of maintenance, and convenience.

Hygiene means cleanliness, safety, no pollution, mental and physical well-being, and environmental friendliness.

Beauty means appropriate and efficient maintenance of facilities in harmony with the environment.

2.7 Counting method

Counting for the published or disseminated research articles and creative works: The publications that can be counted are articles, conference papers, or reviews. Articles from research published in the proceeding of an academic conference can only be counted if it is a full paper.

The timeframe of counting the articles can be within either the calendar or academic year depending on the educational institution's data collection system. In the case that an article has been published or disseminated more than one time, this article is counted as one item after being published or disseminated.

Counting for research/creative works that have been implemented: This method is based on the starting date of implementation with an apparent impact of a research/creative work within any particular time period (calendar year, fiscal year, or academic year) depending on the educational institution's data collection system regardless of the time the research/creative work has been completed. In the case that a research/creative work has been applied more than one time, the use is counted as one item, except when it has been applied in different approaches for evidently different results.

Counting for quality-accredited academic works: This method is to consider academic works published in academic journals at national and international levels, in books or textbooks with peer review before publication. Also, the author in consideration must have contributed more than 50% to the entire work. In the case that an academic work has been published more than one time, this work is counted as one item.

Counting for the number of faculty members and researchers: The head count of full-time faculty members and researchers in each academic year is based on the actual work period as follows:
- If the duration of work is more than 9 months, count as 1.
- If the duration of work is between 6 and 9 months, count as 0.5.
- If the duration of work is less than 6 months, count as 0.

2.8 Calculation of an educational institution's 3-year operation results

2.8.1 For a Faculty

Calculate from the yearly operation of a faculty using the following formula:

$$\frac{\text{Numerator of Year 1} + \text{Numerator of Year 2} + \text{Numerator of Year 3}}{\text{Denominator of Year 1} + \text{Denominator of Year 2} + \text{Denominator of Year 3}}$$

2.8.2 For an Institution

Calculate from the sum of all faculties' operations in each year using the following formula:

$$\frac{\text{Numerator of Year 1 (sum of all faculties) + Numerator of Year 2 (sum of all faculties) +}}{\text{Numerator of Year 3 (sum of all faculties)}}$$
$$\frac{}{\text{Denominator of Year 1 (sum of all faculties) + Denominator of Year 2 (sum of all faculties) +}}$$
$$\text{Denominator of Year 3 (sum of all faculties)}$$

Calculation of assessment score

The assessment score is based on the calculation of an institution's actual operation results as specified in each indicator which equals 5 points.

$$\frac{\textit{Actual operation result of each indicator}}{\textit{Operation result of 5 points}} \times 5$$

2.9 Description of the indicators and criteria for the Third-Round External Quality Assessment

2.9.1 The group of basic indicators

Basic Indicators are used to assess an educational institution's fundamental exercises, which can clearly indicate the outcomes and impacts of its operation and are connected to the internal quality assurance.

The group of basic indicators comprises 6 dimensions and 15 indicators as follows:

a. Quality of the graduates consists of 4 indicators
b. Research and creative works   consists of 3 indicators
c. Academic services to society   consists of 2 indicators
d. Nurturing Arts and cultures   consists of 2 indicators
e. Institutional administration and development   consists of 3 indicators
f. Internal quality assurance and development   consists of 1 indicator

A. Quality of the graduates

The quality of the graduates involves higher educational institutions' admitting students with qualifications as planned in student admission policy, which corresponds to the goals of producing qualified graduates. This dimension also involves the institutions' producing graduates to meet Thai Qualifications Framework for Higher Education in ethics, knowledge, intellectual skills, interpersonal skills and responsibilities, mathematical analysis skills, communication and information technological skills, and professional skills. Moreover, the graduates must have the characteristics that the institutions emphasize, such as the persons who use language fluently and correctly, have good manners and tastes, think critically, learn enthusiastically, turn ideas into deeds successfully, have intellectual properties, skills and knowledge as scholars and advanced professionals, and take the role of good citizens for the Thai and world societies based on Thai Qualifications Framework for Higher Education.

There are 4 indicators in this category:

Indicator	Designation	Weight (point)
1	Graduates with bachelor degrees that have jobs within one year	5
2	Quality of graduates with bachelor's, Master's, and doctoral degrees as specified in the Thai Qualifications Framework for Higher Education	5
3	Publication or dissemination of Master's works	5
4	Publication or dissemination of doctoral works	5

Indicator 1: Graduates with bachelor degrees that have jobs within one year

Description

The graduates with bachelor degrees, who have completed regular, special, and part-time programs in particular fields, have had jobs or been self-employed earning regularly incomes within one year since graduation.

Jobs that can be counted are any types of honest jobs that regularly provide incomes for self sufficient living. For the graduates registered in special or part-time programs, counted are only those who have changed into new jobs after their graduation.

Calculation method

$$\frac{\textit{The number of graduates with bachelor degrees who have jobs with in 1 year}}{\textit{The total number of graduates who filled out the survey}} \times 100$$

Note: Exclude graduates who have had jobs or owned a business prior to their admission, those who have studied in a graduate school, those who have entered monkhood, and those who have been enlisted in military services.

Scoring criteria

Use the Rule of Three in arithmetic, 100% equals 5 points.

Data for the assessment

Data from the survey must be representative of the graduates in quantitative (at least 70% of all of the graduates) and qualitative (covering all of the academic fields) aspects. If the survey has been completed by less than 70% of the total graduates, it is necessary to perform a follow-up. The result of the survey must indicate the following information:

1. The number of survey respondents.

2. The total number of graduates who have completed regular, special, and part-time programs.

3. The number of graduates who have jobs.

4. The number of graduates who are self-employed.

5. The number of graduates who have had jobs before their admission.

6. The number of graduates who are studying in graduate schools.

7. The salary or monthly income of graduates who have jobs or are self-employed.

Indicator 2: ## Quality of graduates with bachelor's, master's, and doctoral degrees as specified in the Thai Qualifications Framework for Higher Education

Description

In line with the Thai Qualifications Framework for Higher Education (TQF: HEd), the quality of graduates with bachelor, master, and doctoral degrees are specified by the Office of the Higher Education Commission (OHEC) to include characteristics set by the institution and at least other 5 aspects: 1) ethics, 2) knowledge, 3) intellectual skills, 4) interpersonal skills and responsibilities, 5) mathematic analysis skills, as well as communications and ICT skills. In addition, the TQF of particular professional fields and the characteristics designated by professional councils or organizations can be added as needed by the employers.

In certain professional fields, the requirement of graduates with additional characteristics other than the 5 basic TQF domains of learning will be included in the assessment.

$$\frac{\text{Sum of the score from graduates' assessment results}}{\text{The total number of assessed graduates}}$$

Calculation method

Scoring criteria

Use the average means of the graduates' assessment (5 point scale)

Data for the assessment

Data from the survey must be representative of the graduates in quantitative and qualitative aspects derived from at least 20% of the graduates in each degree. The assessment draws on the following information:

1. Data reflecting the graduates' qualities as specified in the Thai Qualifications Framework for Higher Education collected by the institution following ONESQA's guidelines and sample questionnaires.

2. Respondents of the survey are employers or educational institutions where graduates have enrolled for a higher degree.

3. Data showing the result of producing graduates from the Office of Higher Education Commission's Quality Assurance Online System (OHEC QA Online System).

4. Fact sheets indicating the 5 domains of learning of graduates' quality and demonstration of data collecting processes.

Indicator 3 : ## Publication or dissemination of master's works

Description

Works carried out by graduates with master's degrees, which have been published or disseminated, are one major feature of the graduates' quality. They demonstrate leadership and competence in critical thinking, presentation, research skills, and advanced knowledge and skills as scholars and professionals.

Master's works include articles that are part of their theses, master's projects, or art theses.

Dissemination of works to the public includes those in proceedings of academic conferences, academic journals, and academic publications of higher educational institutions or faculties. The works have to be inspected by a peer review committee consisting of individuals both in and outside of the institutions.

Research disseminated in academic conferences at the national level refers to research articles presented at national academic conferences and the full research papers have been published in the proceedings of those conferences. The academic conferences must have an editorial or organizing board that consists of professors or experts with doctoral degrees or have academic works acknowledged in their disciplines. Furthermore, at least 25% of the board members must be outside the "host" institution.

Research disseminated in academic conferences at the international level refers to research articles presented at international academic conferences and the full research papers have been published in the proceedings of those conferences. The academic conferences must have an editorial or organizing board that consists of professors or experts with doctoral degrees or have academic works acknowledged in their disciplines. Furthermore, at least 25% of the board members must come from foreign countries.

Articles submitted for the proceedings of academic conferences must be full papers published as printed or as electronic materials.

Research published at the national level refers to research articles published in academic journals listed in the database of the Thai-Journal Citation Index Centre (TCI), or a list of the national academic journals as officially announced by ONESQA.

Research published at the international level refers to research articles published in academic journals listed in the worldwide databases, such as SJR (SCImago Journal Rank, at www.scimagojr.com), ISI Web of Science (Sciences Citation Index Expanded, Social Sciences Citation Index, Arts and Humanities Citation Index), Scopus, or a list of the international academic journals as officially announced by ONESQA.

Calculation method

The quality of published or disseminated works created by graduates with master's degrees is calculated in the form of percentage, as follows:

$$\frac{\text{Sum of the quality scores of published of disseminated works of graduates with master's degrees}}{\text{The total number of graduates with master's degrees}} \times 100$$

Note: Count the works by the year of publication.

Assessment criteria

The quality of a published research paper is assessed as follows:

Score	Quality of research paper
0.25	Publicly disseminated in any form
0.50	Published in the proceeding of a national conference
0.75	Published in the proceeding of an international academic conference
1.00	Published in an international academic journal

The quality of a disseminated creative work is assessed as follows:

Score	Quality of creative work*
0.125	Disseminated at the institutional or provincial level
0.25	Disseminated at the national level
0.50	Disseminated through the cooperation between countries
0.75	Disseminated at the ASEAN-regional level
1.00	Disseminated at the international level

The peer review must consist of at least 3 people together with external peers.

ASEAN means the Association of South East Asian Nations, consisting of 10 countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam

The dissemination at the level of cooperation between countries includes specific collaborative projects.

The dissemination at the ASEAN-regional level means the dissemination specifically for at least 5 (including Thailand) out of 10 ASEAN countries. The score for the dissemination venue is awarded even though the venue is not overseas.

The dissemination at the international level means the dissemination for any country (at least 5 non-ASEAN countries.)

Scoring criteria

Use the Rule of Three in arithmetic, 25% equals 5 points.

Data for the assessment

1. The quantity and list of all of the nationally or internationally published research articles by graduates with master's degrees in each academic or calendar year. The list includes the author's name, thesis or master's project's title, year of publication, journal's or proceeding's title, and weight of publication quality.

2. The quantity and list of all of the nationally or internationally disseminated creative works by graduates with master's degrees in each academic or calendar year. The list includes the creator's name, year of dissemination, name of dissemination unit or organization including city and country, format of dissemination with evidence, and weight of dissemination quality.

3. The total number of graduates with master's degrees.

Indicator 4: Publication or dissemination of doctoral works

Description

Works carried out by graduates with doctoral degrees, which have been published or disseminated, are one major feature of the graduates' quality. They demonstrate leadership and competence in critical thinking, presentation, research skills, and advanced knowledge and skills as scholars and professionals.

Research disseminated in academic conferences at the national level refers to research articles presented at national academic conferences and the full research papers have been published in the proceedings of those conferences. The academic conferences must have an editorial or organizing board that consists of professors or experts with doctoral degrees or have academic works acknowledged in their disciplines. Furthermore, at least 25% of the board members must be outside the "host" institution.

Research disseminated in academic conferences at the international level refers to research articles presented at international academic conferences and the full research papers have been published in the proceedings of those conferences. The academic conferences must have an editorial or organizing board consists of professors or experts with doctoral degrees or have academic works acknowledged in their disciplines. Furthermore, at least 25% of the board members must come from the foreign countries.

Articles submitted for the proceedings of academic conferences must be full papers published as printed or as electronic materials.

Research published at the national level refers to research articles published in academic journals listed in the database of the Thai-Journal Citation Index Centre (TCI), or a list of the national academic journals as officially announced by ONESQA.

Research published at the international level refers to research articles published in academic journals listed in the worldwide databases, such as SJR (SCImago Journal Rank, at www.scimagojr.com), ISI Web of Science (Sciences Citation Index Expanded, Social Sciences Citation Index, Arts and Humanities Citation Index), Scopus, or a list of the international academic journals as officially announced by ONESQA.

Calculation method

The quality of published or disseminated works created by graduates with master's degrees is calculated in the form of percentage, as follows:

$$\frac{\textit{Sum of the quality scores of published or disseminated works of graduates with doctoral degrees}}{\textit{The total number of graduates with doctoral degrees}} \times 100$$

Assessment criteria

The quality of a published research paper is assessed as follows:

Score	Quality of research paper
0.25	Published in the proceeding of a national/ international conference, or in an academic journal listed in the TCI database
0.50	Published in a national academic journal listed in the ONESQA announcement
0.75	Published in an international academic journal in the SJR database (SCImago Journal Rank : www.scimagojr.com) in Quartile 3 or 4 of the most recent year of its subject category, or an international academic journal listed in ONESQA announcement
1.00	Published in an international academic journal in the SJR database (SCImago Journal Rank: www.scimagojr.com) in Quartile 1 or 2 of the most recent year of its subject category, or an international academic journal listed in ISI database or Scopus

The quality of a disseminated creative work is assessed as follows:

Score	Quality of creative work*
0.125	Disseminated at the institutional or provincial level
0.25	Disseminated at the national level
0.50	Disseminated through the cooperation between countries
0.75	Disseminated at the ASEAN-regional level
1.00	Disseminated at the international level

*The peer review must consist of at least 3 people together with external peers.

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The dissemination at the level of cooperation between countries includes specific collaborative projects.

The dissemination at the ASEAN-regional level means the dissemination specifically for at least 5 (including Thailand) out of 10 ASEAN countries. The score for the dissemination venue is awarded even though the venue is not overseas.

The dissemination at the international level means the dissemination for any country (at least 5 non-ASEAN countries).

Scoring criteria

Use the Rule of Three in arithmetic, 50% equals 5 points.

Data for the assessment

1. The quantity and list of all of the nationally or internationally published research articles by graduates with doctoral degrees in each academic or calendar year. The list includes the author's name, dissertation's title, year of publication, journal's or proceeding's title, and weight of publication quality.

2. The total number of graduates with doctoral degrees.

B. Research and Creative Works

Research and creative works involve higher educational institutions' missions of effective and efficient research and creativity. The missions' focus is on policies, operational plans, budgets, administration and management to promote and support faculties, researchers, and other personnel's research competence, and to promote and build networks for research collaboration with outside units/organizations. The ultimate goals of these missions are to acquire high-quality research outcomes, inventions, and creative works; to develop the graduates with high-level knowledge, ethics, and competence; and to obtain new knowledge in order to have new visions, intellectual assets, and applications for academic, public, policy, and commercial purposes.

To increase the academic performance, quality of works, and acceptance in academic circles, higher educational institutions should focus on the academic research that is published in international journals and successfully implemented to meet the needs of the users. In addition, researchers will be able to learn how to utilize the knowledge for development. Most importantly, no matter if it is basic or applied research, the research must be the result of learning, accumulating, and sharing knowledge with others. Research and creative works are the vital factor in developing Thai people's quality, efficacy, and competence, and supporting the strategies of developing the nation into the society of learning, knowledge, and wisdom, as well as the culture of life-long learning and the knowledge-base strategic plans for national competency in the international market.

There are 3 indicators in this category:

Indicator	Designation
5.	Publication or dissemination of research or creative works
6.	Implementation of research or creative works
7.	Quality-accredited academic works

Indicator 5 :   Publication or dissemination of research or creative works

Description

Research is a main mission of higher educational institutions. An institution's efficient and effective performances in this aspect can be measured through their research or creative works that are highly qualified and extensively disseminated in comparison with the number of its full-time faculty members and researchers.

Research disseminated in academic conferences at the national level refers to research articles presented at national academic conferences and the full research papers have been published in the proceedings of those conferences. The academic conferences must have an editorial or organizing board consists of professors or experts with doctoral degrees or academic works that have been acknowledged in their disciplines. Furthermore, at least 25% of the board members must be outside the "host" institution.

Research disseminated in academic conferences at the international level refers to research articles presented at international academic conferences and the full research papers have been published in the proceedings of those conferences. The academic conferences must have an editorial or organizing board that consists of professors or experts with doctoral degrees or have academic works acknowledged in their disciplines. Furthermore, at least 25% of the board members must come from the foreign countries.

Articles submitted for the proceedings of academic conferences must be full papers published as printed or electronic materials.

Research published at the national level refers to research articles published in academic journals listed in the database of Thai-Journal Citation Index Centre (TCI), or a list of the national academic journals as officially announced by ONESQA.

Research published at the international level refers to research articles published in academic journals listed in the worldwide databases, such as SJR (SCImago Journal Rank, at www.scimagojr.com), ISI Web of Science (Sciences Citation Index Expanded, Social Sciences Citation Index, Arts and Humanities Citation Index), Scopus, or a list of the international academic journals as officially announced by ONESQA.

Assessment criteria

The quality of a published research paper is assessed as follows:

Score	Quality of research paper
0.25	Published in the proceeding of a national/ international conference, or in an academic journal listed in the TCI database
0.50	Published in a national academic journal listed in the ONESQA announcement
0.75	Published in an international academic journal in the SJR database (SCImago Journal Rank : www.scimagojr.com) in Quartile 3 or 4 of the most recent year of its subject category, or an international academic journal listed in ONESQA announcement
1.00	Published in an international academic journal in the SJR database (SCImago Journal Rank: www.scimagojr.com) in Quartile 1 or 2 of the most recent year of its subject category, or an international academic journal listed in ISI database or Scopus

The quality of a disseminated creative work is assessed as follows:

Score	Quality of creative work*
0.125	Disseminated at the institutional or provincial level
0.25	Disseminated at the national level
0.50	Disseminated through the cooperation between countries
0.75	Disseminated at the ASEAN-regional level
1.00	Disseminated at the international level

The peer review must consist of at least 3 people together with external peers.

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The dissemination at the level of cooperation between countries includes specific collaborative projects.

The dissemination at the ASEAN-regional level means the dissemination specifically for at least 5 (including Thailand) out of 10 ASEAN countries. The score for the dissemination venue is awarded even though the venue is not overseas.

The dissemination at the international level means the dissemination for any country (at least 5 non-ASEAN countries.)

Calculation method

The quality of published or disseminated works created by fulltime faculty members and researchers is calculated in the form of percentage, as follows:

$$\frac{\text{Sum of the quality scores of published or disseminated works}}{\text{The total number of full-time faculty members and researchers}} \times 100$$

Scoring criteria

Use the Rule of Three in arithmetic, the following percentages based on disciplines equals 5 points.

Discipline	Percentage
Health Sciences	20
Sciences and Technologies	20
Social Sciences and Humanities	10

To calculate the assessment score at the faculty level, use the average scores of all departments in that faculty. Similarly, to calculate the assessment score at the institution level, use the average scores of all faculties in that institution.

Data for the assessment

1. The quantity and list of all of the nationally or internationally published research articles by full-time faculty members and researchers including those on study-leave in each academic or calendar year. The list includes the author's name, year of publication, journal's or proceeding's title, and weight of each article.
2. The quantity and list of all of the nationally or internationally disseminated creative works by full-time faculty members and researchers including those on study-leave. The list includes the creator's name, year of dissemination, venue, city or country, format of dissemination with evidence, and weight of each creative work.
3. Proof of ownership of the project.

Indicator 6: Implementation of research or creative works

Description

Research is a main mission of higher educational institutions. An institution's efficient and effective performance in this aspect could be measured through research and creative works that are highly qualified and usefully applied in solving problems as specified in the research projects and reports. Accordingly, this indicator focuses on the applications of research/creative works as approved by the relevant units by comparing the number of full-time faculty members and researchers in one particular institution with the number of useful research and creative works.

Useful research or creative works refers to research or creative works that have been properly implemented as specified in the projects, research projects, or research reports resulting in tangible solutions to certain problems. They also have demonstrated innovative approaches to target groups with solid evidence of success or acknowledgement by outside organizations.

Types of implementation of research and creative works that result in tangible solutions are:

1. Public use refers to research implemented for the improvement of quality of life and economy, such as research on healthcare, SME management, a more democratic way of living, arts and culture and self-sufficiency economy lifestyle.

2. Policy use refers to research that can provide different organizations, public and private sectors with information for making law, regulations, and standards.

3. Commercial use refers to research or creative works leading to new inventions or products, which increase incomes or productivity.

4. Implicit use of creative works refers to works that are worthy for the mind bringing about aesthetics and happiness such as those on display in hospitals.

Relevant sectors that can approve the usefulness of research or creative works are divisions, organizations or communities outside the higher educational institutions that have implemented the research or creative works to their fruition with solid evidence or verification of use.

Counting for useful research or creative works is based on the starting date of use with apparent impact of a research/creative work within any particular time period (calendar year, fiscal year, or academic year) depending on the educational institution's data collection system regardless of the time the research/creative work has been completed. In the case that a research/creative work has been applied more than one time, the use is counted as one item, except it has been applied for evidently different purposes and results.

Calculation method

The percentage of useful research or creative works created by full-time faculty members and researchers is calculated as follows:

$$\frac{\text{Sum of the number of useful researches/creative works by full-time faculty members and researchers by full-time faculty members and researchers}}{\text{The total number of full-time faculty members and researchers}} \times 100$$

In every knowledgable field, use the Rule of Three in arithmetic, 20% equals 5 points.

$$\frac{\text{Sum of the number of ueful researches/creative works by full-time faculty members and researchers}}{\text{The total number of full-time faculty members and researchers}} \times 100$$

Scoring criteria

Use the Rule of Three in arithmetic. 20% equals 5 points in all disciplines.

Data for the assessment

1. The quantity and list of useful research or creative works by full-time faculty members and researchers including those on study-leave. The list includes the owner's name, year of completion, year of implementation, name of organization the work has been implemented together with the acknowledgement by that organization. Also included is the full detail of implementation in the following categories:

   - Public use: research implemented for improvement of quality of life and economy, such as research on healthcare, SME management, democratic way of living, arts and culture and self-sufficiency economy lifestyle.

   - Policy use: refers to research that can provide different organizations, public and private sectors with information for making law, regulations, and standards.

   - Commercial use: refers to research or creative works leading to new inventions or products, which increase incomes or productivity.

   - Implicit use of creative works: refers to works that are worthy for the mind bringing about aesthetics and happiness such as those on display in hospitals.

2. The total number of the full-time faculty members and researchers including those on study-leave in each academic year.

Indicator 7:   Quality-accredited academic works

Description

High-quality academic works reflect competence in learning, investigating, analyzing, synthesizing, and doing research for actual practices and problem- solving tasks. They are essential for quality education development and academic progress.

Quality-accredited academic works are academic articles, textbooks, or books having been reviewed and approved by the criteria set by the Office of the Higher Education Commission on academic titles and equivalent.

Detail of review procedures prior to publication for academic papers, textbooks, or books is as follows:

- An academic paper is a scholarly work undertaken systematically to increase knowledge or understanding of theoretical paradigms through direct participation, synthesis of documents, or research. The paper must be formatted as an article for publication in a quality academic journal with peer review.

- A textbook is a scholarly work undertaken systematically with analyses and syntheses of relevant knowledge to provide the overall content of a subject in a certain course or as part of a course or curriculum. It must demonstrate the effectiveness of knowledge transfer.

- A book is a scholarly work carried out to disseminate knowledge to academics or the general public. It is not necessarily bound by the requirements of a particular curriculum or a part of any course. However, it must be consistent with the academic foundation and offer the author's perspectives contributing to a better understanding of the issue and academic progress in a particular discipline.

Counting for quality-accredited academic works takes in scholarly works published as articles in national and/or international academic journals, and books or textbooks reviewed by qualified scholars prior to publication. The percentage of the work must exceed 50% of the whole. In case a certain work has been published more than once, it will be counted exclusively as one.

Assessment criteria

The quality of an academic work is specified as follows:

Weight	Quality of academic work
0.25	An academic article published in a national journal
0.50	An academic article published in an international journal
0.75	A textbook or book reviewed and approved by qualified scholars
1.00	A textbook or book used to apply for an academic position and accepted by the standard of that academic position or a high-quality textbook or book reviewed by qualified scholars in accordance with the criteria for academic promotion

Calculation method

The quality of quality-accredited academic works created by full-time faculty members and researchers is calculated in the form of percentage, as follows:

$$\frac{\text{Sum of the quality scores of quality accredited academic works created by full-time faculty members and researchers}}{\text{The total number of full-time faculty members and researchers}} \times 100$$

Use the Rule of Three in arithmetic, 10% equals 5 points.

$$\frac{\text{The percentage of the quality of accredited academic works}}{10} \times 5$$

Scoring criteria

Use the Rule of Three in arithmetic. 10% equals 5 points in all disciplines.

Data for the assessment

1. The quantity and list of quality-accredited academic works (academic papers, textbooks, books at tertiary level) by full-time faculty members and researchers including those on study-leave. The list includes the owner's name, year of completion, year of accreditation from a recognized organization, name of accrediting organization, proof of quality accreditation, and weight of each work.

2. The total number of full-time faculty members and researchers including those on study-leave in each academic year.

C. Academic services to society

Academic services to society refer to higher educational institutions' missions of academic services to the target groups in and outside the country with a focus on the uses of the institutions' resources or sharing the resources with other institutions or individuals in many aspects, such as guidance, education, and research to provide solutions to social problems, short-course training programs, continuing education programs, and services for the alumni and the public. The services can be organized free of charge with awareness of social responsibility, or with charge to yield revenues or feedback for further development of new knowledge. Other services include transferring of practical knowledge and technology, being sources of academic knowledge, and providing recommendations to the public in order to enhance the stability, potency, and sustainability of communities, societies, the nation, and the world. In addition, the academic services encourage more responsibilities and participation of the higher education institutions to the public in the academic and professional positions of social guidance.

There are 2 indicators in this category:

Indicator	Designation
8	Application of knowledge and experiences gained from academic services to improving instructional and/or research methods
9	Learning outcomes and enhancement of local communities or off-campus organizations

Indicator 8: Application of knowledge and experiences gained from academic services to improving instructional and/or research methods

Description

Providing academic services is an important mission of higher educational institutions as a scholarly reference for the public resulting in academic development of local communities, societies, and the world. The academic services can be with or without fees. Knowledge and experience acquired from providing academic services must be applied to improving teaching/learning and research, in such forms as articles, textbooks, books, courses, or curricula.

There are 2 types of use of knowledge and experience gained from academic services:

1. Teaching method development

2. Research development

The assessment for this indicator is based on the availability of both types of use. It is not necessary, however, that each service project entails both types. The results from applying knowledge and experience to the development of teaching methodology and research must be completed within the year of assessment.

Calculation method

The percentage of academic-service projects for teaching methodology and research development is calculated as follows:

$$\frac{\text{The number of academic service projects applied to teaching methodology and research development}}{\text{The total number of academic service projects}} \times 100$$

Use the Rule of Three in arithmetic, 30% equals 5 points.

Data for the assessment

1. Evidence, documents, and data showing that full-time faculty members have collected, organized, and integrated knowledge and experience derived from their operations of academic services into teaching/learning and research. Also, the results of knowledge and experience gained from their academic services could be developed into books, textbooks, or research as well as modification of existing courses and preparation for new courses.

2. Academic service projects that can be counted as nominators must be completed with valid results in the assessment year, whereas those counted as denominators are projects that must be operating during the assessment year. Each project can be aimed specifically to learning/teaching or research development works, or both.

3. Academic services are aimed for individuals or units outside the institution, and assessed at both faculty and institution levels.

Indicator 9: Learning outcomes and enhancement of local communities or off-campus organizations

Description

The projects to improve and strengthen communities are those set by institutions for the local community or external organization improvements in different aspects including self-sufficiency.

Issues for consideration

1. The projects' operations are based on the PDCA cycle and focus on community or organization participation.
2. At least 80% of the projects' goals are achieved.
3. The leaders or members of the target communities or organizations have learned and continue ongoing development.
4. The target communities or organizations set up mechanisms for ongoing and sustainable self-development and maintain their identities and cultural uniqueness.
5. The projects bring out positive results to society or produce reinforcement of local communities or external organizations.

Scoring criteria

1 point	2 points	3 points	4 points	5 points
Achieving 1 criterion	Achieving 2 criteria	Achieving 3 criteria	Achieving 4 criteria	Achieving 5 criteria

Data for the assessment

1. The plans and activities of the projects to promote the strengths of communities or external organizations.
2. Reports and documents concerning the projects' operational results.
3. Data showing the projects' operational results regarding the community leaders' or members' learning achievement and readiness to carry on the projects, as well as to continue the ongoing and sustainable development while upholding their identity and cultural uniqueness.
4. Data showing the projects' operational results regarding benefits for the societies, communities, or organizations, particularly in terms of social reinforcement and values.
5. "Ongoing" means an operation that takes more than 2 years.
6. "Sustainable" means an operation that takes more than 5 years.
7. "Reinforcement" means self-reliance.

Remark: *For the higher educational institutions to be assessed in 2012, their new projects in the long-term plans that have been approved by the institutions' councils as ongoing and sustainable projects for social reinforcement will be considered by ONESQA.*

D. Nurturing Arts and Cultures

Nurturing Arts and cultures involves higher educational institutions' missions to nurture national arts and cultures that encourages the importance and value of arts and cultures, and promoting and developing good manners, aesthetics, and desirable cultures. The inculcation of artistic and cultural values in people's consciousness and ways of lives make them confident to live valuably and capable of dealing appropriately with social changes in lights of new beliefs, values, and cultures. Therefore, higher educational institutions have to make policies in this category and run the operations at both individual and institutional levels. The institutions have to establish systems and mechanisms to promote and support arts-and-cultures-nurturing activities in the form of projects or as part of learning/teaching management, which will enhance campus life and it's atmosphere with values and good taste leading to harmony and happiness in society.

There are 2 indicators in this category:

Indicator	Designation
10	Promoting and supporting arts and cultures
11	Aesthetics enhancement in arts and culture

Indicator 10: Promoting and supporting of arts and cultures

Description

Arts and cultures are the indicators of good quality of life for each individual and society. It is another main mission of higher education institutions to promote and support arts and cultures in order to enhance harmonious and worthy living on campus, which will be a good example for society. Projects to promote and support arts and cultures must be operating effectively, honestly, continuously, and sustainably, with clear and assessable objectives and goals.

Issues for consideration

1. The project is operated using the PDCA cycle.
2. At least 80% of the project's goals are achieved.
3. The operation is constant and continuous.
4. There are beneficial impacts and values to on and off-campus.
5. The project is acknowledged at a national/international level.

Scoring criteria

1 point	2 points	3 points	4 points	5 points
Achieving 1 criterion	Achieving 2 criteria	Achieving 3 criteria	Achieving 4 criteria	Achieving 5 criteria

Data for the assessment

1. Policies, plans, systems, and mechanisms to promote and support arts and cultures.
2. Projects or activities to promote and support arts and cultures, together with their detailed descriptions, indicators, and goals for success.
3. Reports of each project or activity's assessment results (in terms of benefits and values to community.)
4. Evidence explaining in details each project or activity's process to obtain data of the assessment results, such as methods and duration of data collection, sampling methods, survey, questionnaires, or evaluation forms, and analysis methods.
5. Reports concerning national or international awards by relevant recognized institutions or organizations.

Indicator 11: Aesthetics enhancement in arts and culture

Description

Art and culture involve aesthetics in the lives of individuals and societies. Since aesthetics is dynamic, it changes over time, thereby it is necessary to comprehend and keep up with it wisely. Thus, aesthetic development plans must provide knowledge and experience in aesthetics of the arts and cultures for people to be capable of selecting, maintaining, and creating aesthetics of the arts and cultures in order to appreciate it and live together in society with a good taste.

Issues for consideration

1. Participation of personnel in the institution leading to good cultures.
2. On-campus facilities are safe, clean, hygienic, and aesthetically decorated.

3. Landscaping is well maintained in harmony with nature, and environmental friendly.

4. Provision of space for cultural activities and promotion of regular participation of students and personnel.

5. Satisfaction level of the personnel and students is at least 3.51 out of 5 points.

Scoring criteria

1 point	2 points	3 points	4 points	5 points
Achieving 1 criterion	Achieving 2 criteria	Achieving 3 criteria	Achieving 4 criteria	Achieving 5 criteria

Data for the assessment

1. Evidence showing detailed descriptions of projects or activities for the development of artistic and cultural aesthetics by the institution in each academic year.

2. The projects or activities with detailed descriptions including solid objectives and goals for success, and evaluation reports of participation.

3. Documentation or evaluation of campus surroundings, safety, cleanliness, hygiene, and beauty.

4. A report on evaluation results of the provision of space and cultural activities for regular participation of the students and personnel.

5. A report on satisfaction survey of the personnel and students concerning the assessment criteria 1-4.

*Remark: **Cleanliness** means tidiness, neatness, ease of maintenance, and convenience.*

Hygiene means cleanliness, safety, no pollution, mental and physical well-being, and environmental friendliness.

Beauty means appropriate and efficient maintenance of facilities in harmony with the environment, cost-effective, and environment-friendly.

E. Institutional administration and development

Institutional administration and development involves higher educational institutions' good administration and management, enabling effective transfer of visions and values into uniform practice in order to achieve the designated objectives and missions. The Administration Council plays a role in supervising policy planning and implementation, human resource management, budget and property management, welfare management for all students and personnel, as well as monitoring, examining, and assessing institutional operations in accordance with rules, orders, regulations, and laws. In addition, there must be dissemination of the performance of the institution council and the institutional administration and management at all levels to communities inside and outside the institution. Institutional administration and development must be based on the principles of good governance consisting of effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, rule of law, equity, and consensus.

There are 3 indicators in this category:

Indicator	Designation
12	Performance of the institution's council with regard to its roles and responsibilities
13	Performance of institution's administrators with regard to their roles and responsibilities
14	Teaching staff development

Indicator 12: Performance of institution's council with regard to its roles and responsibilities

Description

Institution council is the main organization of higher educational institutions taking the roles in specifying policies, directions of operations based on the institution's identities, and mechanisms and concrete procedures in administration and management in order to supervise and direct the institution. Also, the institution council has roles in monitoring and examining the institution's operations for efficiency, effectiveness, and sustainable development.

The assessment of an institution council's performance regarding its roles and responsibilities is focused on the quality assessment in specifying directions of supervising and directing the institution based on good governance and compliance to the resolutions of the institution council meetings.

Scoring criteria

The assessment results of institution council's performances are used (the total score of 5 points) covering 5 areas as follows:

1. The institution council completes all missions as specified in the Royal Decree of establishing the institution.
2. The institution council specifies strategies and directions, and supervises policies, regulations, and orders of the institution.
3. The institution council follows the rules and regulations of the parent organizations and relevant units.
4. The institution council monitors and examines the institutional operations.
5. The institution council conducts its affairs in accordance with the 10 issues of good governance.

Data for the assessment

Documents or evidence showing in detail the assessment results of each criterion for this indicator.

Remark: *It is an assessment at the institutional level. Faculties are not assessed.*

Indicator 13: Performance of institution's administrators with regard to their roles and responsibilities

Description

The assessment of institution administrators regarding their roles and responsibilities together with their achievement of the strategic and operational plans focuses on the quality of administrative execution of the institution council's policies, effectiveness of annual operational plans, and competence in administration and management based on good governance principles.

Scoring criteria

The assessment results of institution administrators' performance are derived from the evaluation scores by the institution-council-appointed committee (the total score of 5 points).

Data for the assessment

1. Documents or evidence showing in detail that the institutional administrators, regarding their roles and responsibilities, have specified or reviewed policies on supervising the institution, as well as reviewing directions of the institution's operations.
2. Documents or evidence showing in detail the institutional administrators' performance in accordance with higher education institution supervising standards. The proof includes documents, reports, or meeting minutes showing that the institution administrators have specified tangible procedures of monitoring and checking the institution's operations.

3. Documents or evidence showing that the institutional administrators have monitored the institution's major operations such as policy and planning, human resource management, budget and property management, and particularly the operations based on the institution's main missions as specified in the resolutions of institution council meetings.

4. Documents or evidence showing the institutional policies on establishing and operating a system of administrator assessment conducted by an institution-council-appointed committee.

5. Reports concerning syntheses of the resolutions or policies, as well as impacts that resulted from the institution administrators' decisions.

Remark: 1. *At the institutional level, the administrator is the president of the institution.*

2. *At the faculty level, the administrator is the dean of a faculty or the head of a unit offering study programs equivalent to a faculty.*

Indicator 14: Teaching staff development

Description

The quality of faculty members, a major factor for the quality of learners, can be indicated by the institution's success in promoting and supporting the faculties' professional development in order to encourage faculty members to constantly keep up academic advances and then to maintain the institution's world-class competitiveness. The quality of faculty members is assessed through their qualifications and academic positions.

Assessment criteria

The quality score of a faculty member is designated as follows:

Academic Position	Academic Qualifications		
	Bachelor's Degree	Master's Degree	Doctoral Degree
Lecturer	0	2	5
Assistant Professor	1	3	6
Associate Professor	3	5	8
Professor	6	8	10

Calculation method

The average of the quality scores of full-time faculty members is calculated as follows:

$$\frac{\text{Sum of the quality scores of full faculty members}}{\text{The total number of full time faculty members}}$$

Scoring criteria

Use the Rule of Three in arithmetic, the quality scores of 6 equal 5 points.

Data for the assessment

1. The number and name list of all full-time faculty members in each academic year.

2. Database with head counts of full-timers and those on study indicating their qualifications and academic positions.

F. Internal quality assurance and development

Internal quality assurance and development reflects a higher educational institution's standard and quality as a knowledge-base community with research capabilities to acquire new knowledge for self and social development. Thailand's higher education must demonstrate the high quality of public education and focus on the educational excellence under intensive scrutiny in order to continually develop educational standards and quality into a world-class system. Therefore, quality assurance of higher education is aimed to maintain a standard of excellence of knowledge development and quality of learners. The key to unequaled quality assurance is to apply its system and procedures to create a community of learning and monitor its own performance for the public benefit. Such quality assurance will create a dynamic community of learning, whereby effective transformation can be made possible, information distribution is available and professional standards of all areas are assigned and ready for inspection. Stakeholders on and off campus are encouraged to express their opinions, which will be taken into account for the institution's internal quality assurance strategy. However, higher educational institutions should have academic freedom to develop their own quality assurance system while allowing their internal units to develop their own under specific conditions of each unit.

Generally, a quality assurance system consists of three subsystems: 1) the system of quality development involving standards specification, planning process, and system design for the operation and monitoring; 2) the system of quality is audited to drive the operations to the designated goals and standards; and 3) the system of internal assessment and quality improvement. The internal assurance is the institution's task to develop the internal quality assurance system and allow participation of all stakeholders and local communities as well as inviting support from parent organizations. The internal assurance is part of the educational administration process that is utilized for continuous development of the educational quality and standards and readiness for the external quality assessment.

There is 1 indicator in this category:

Indicator	Designation
15	Approval of internal assessment results by the supervisory office

Indicator 15: Approval of internal assessment results by the supervisory office

Description

The Ministerial Regulation 2010 on Systems, Criteria, and Processes of Educational Quality Assurance stipulates that "the parent organizations of higher-educational institutions provide educational quality monitoring and auditing at least once every three years, inform the institutions of the assessment results, and reveal the monitoring and auditing results to the public." The institutions must operate the internal assurance covering all of the indicators as designated by the Office of the Higher Education Commission or the parent organizations. These indicators place emphasis on the factors of inputs and process. The results of the internal assessment by the supervisory office reflect the efficiency and effectiveness of the institution's operational performance in various aspects. Therefore, the assessment for this indicator adopts the mean scores of the internal quality assurance assessed by the supervisory office with no further assessment.

Scoring criteria

Use the mean scores of the internal quality assurance assessed by the supervisory office.

Data for the assessment

The assessment score of the institution's internal quality assurance assessed by the supervisory office

Remark: *For the faculty-level assessment, if certain indicators are not assessed in the internal quality assurance practice, adopt the assessment scores at the institutional level for those indicators.*

2.9.2 Identity indicators

Identity indicators are applied when assessing the outputs that correspond to an institution's philosophy, goals/vision, missions, and objectives of its establishment, as well as the achievement based on its specialty and strength embodying uniqueness as approved by the institution's council.

There are 2 indicators in this category:

Indicator	Designation
16	Results from the institution's development based on its identity 16.1 The institution's administration leading to its identity 16.2 The graduate training focusing on its identity
17	Results from the institution's development based on its specialties and strengths reflecting the institution's uniqueness

Indicator 16: Results from the institution's development based on its identity

Description

Identity refers to desired characteristics of students that are corresponding to the institution's philosophy, goals/vision, missions, and objectives of its establishment as approved by the institution council.

Indicator 16.1: The institution's administration leading to its identity

Issues for consideration

1. Specifying strategies and operation plans corresponding to the institution's identity, as approved by its institution council.

2. Building a system of students and personnel's participation in completely implementing the designated strategies.

3. Having the assessment results of personnel's satisfaction in the institution's operations based on its identity not lower than 3.51 out of the total score of 5.

4. Having the operation results with impacts beneficial and valuable to society.

5. Being acknowledged at the national and/or international levels in the identity-related issues.

Scoring criteria

1 point	2 points	3 points	4 points	5 points
Achieving 1 criterion	Achieving 2 criteria	Achieving 3 criteria	Achieving 4 criteria	Achieving 5 criteria

Data for the assessment

Evidence of the acknowledgement, awards, or accreditation of good-practice models to promote the institution's identity: trophies, certificates, honor books, etc.

Remarks: 1. The institution and its faculties share the same identity with the institution board's approval.

2. A faculty may operate together with or separate from the institution.

3. In case a faculty operates together with the institution, it must be recorded in the faculty's SAR and supported by evidence of the operation. The assessment result is shared with the institution.

Scoring criteria

1. In case the faculties and the institution operate jointly, the assessment result at the institutional level is shared by the joining faculties.

2. In case the faculties operate separately from the institution, the assessment result of each faculty is accounted for.

Indicator 16.2: The graduate training focusing on its identity

Calculation method

$$\frac{\textit{Sum of the scores of assessing graduates concerning their characteristics based on the institution's identities}}{\textit{The total number of assessed graduates}}$$

Scoring criteria

Use the average scores of the graduates' assessment (total weight of 5 points)

Data for the assessment

The survey data must quantitatively and qualitatively represent the graduates of all faculties with the minimum of 20% of all graduates at each level. The additional data are:

1. The institution's philosophy, goals, missions, and objectives of the establishment, as well as strategic plans and annual operation plans as approved by the institution council.

2. Quality development plans in various aspects as approved by the institution council.

3. Annual reports concerning operation results as approved by the institution council, which show the results of operations and the operational achievement levels corresponding to the institution's philosophy, goals, missions, and objectives of the establishment.

4. The survey respondents are graduates' employers or the educational institutions where the graduates are enrolling for higher degrees.

Remarks: "One Institution = One Identity" as approved by the institution council under the following conditions:

1. The institution and its faculties share the same identity with the institution council's approval.

2. A faculty may operate together with or separate from the institution.

3. In case a faculty member operates together with the institution, it must be recorded in the faculty's SAR and supported by evidence of the operation. The assessment result is shared with the institution.

Scoring criteria

1. In case the faculties and the institution operate jointly, the assessment result at the institutional level is shared by the joining faculties.

2. In case the faculties operate separately from the institution, the assessment result of each faculty is accounted for.

Indicator 17: Results from the institution's development based on its specialties and strengths reflecting the institution's uniqueness

Description

This indicator is focused on operation results based on the institution's strengths, focus, or specialties, which reflect the institution's characteristics as outcomes derived from the operation results.

Assessment criteria

1. Specifying strategies and operation plans corresponding to the institution's strengths, focus, or specialties, as approved by its institution council.

2. Building a system of students and personnel's participation in completely implementing the designated strategies.

3. Having the assessment results of personnel's satisfaction in the institution's operations based on its strengths, focus, or specialties not lower than 3.51 out of the total score of 5.

4. Having the operation results with impacts beneficial and valuable to society.

5. The institution's strengths, focus, or specialties have been acknowledged at the national and/or international levels.

Scoring rubric

1 point	2 points	3 points	4 points	5 points
Achieving 1 criterion	Achieving 2 criteria	Achieving 3 criteria	Achieving 4 criteria	Achieving 5 criteria

Data for the assessment

1. Documents (or evidence) that shows the institution's strengths or focus reflecting its characteristics.

2. Strategic plans, annual operation plans, and quality development plans, corresponding to the institution's strengths or focus, as approved by the institution council.

3. Annual reports on operational results as approved by the institution council, which show the results of operations and the operational achievement levels corresponding to, or becoming, the institution's strengths or focus.

4. Evidence of the acknowledgement, awards, or accreditation of good-practice models to promote the institution's strengths or focus: trophies, certificates, honor books, etc.

Remark:

1. *The uniqueness of a faculty may or may not be the same as institution or has an impact on the institution's uniqueness; however it has to be approved by the institution council.*

2. *A faculty may operate together with or separately from the institution.*

3. *In case a faculty operates together with the institution, it must be recorded in the faculty's SAR and supported by evidence of the operation. The assessment result is shared with the institution.*

Scoring criteria

1. In case the faculties have the same uniqueness as the institution and the operation has been jointly conducted, the assessment result at the institutional level is shared by the joining faculties.
2. In case the faculties operate separately from the institution, the assessment result of each faculty is accounted for.

Social responsibility indicator

Social responsibility indicator is for the assessment of each educational institution's operation concerning different social issues identified by each individual educational institution, which can be adjusted through time and as new concerns arise. Following the national policy, such issues involve collaborative work in solving social problems through guidance and proposal of preventive measures. The purpose of this indicator is to evaluate an educational institution in a guiding role in society towards nationalism, religious practice, loyalty to the monarchy, support of the Royal Projects, observing sufficiency economy, enhancing peace and harmony, preparation for the ASEAN Community, advocate for environment, energy, economics, health, values, social-mindedness, as well as recommending solutions to social conflict, disasters, narcotics, and so on.

There are 2 sub-indicators:

Indicator	Designation
18	Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats 18.1 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 1 (on campus) 18.2 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 2 (off campus)

Indicator 18: Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats

Indicator 18.1 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 1 (on campus)

Indicator 18.2 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats in Issue 2 (off campus)

Description

Higher educational institutions choose to operate two projects showing their leadership in solving social problems, such as promoting the Royal Projects, nationalism, constitutional monarchy, nurturing religious practices, health, values, public-mindedness, creativity, the underprivileged and the elderly, supporting national policies, preparation for ASEAN Community, natural energy, protecting society from threats, such as accidents, drug abuse, extravagance, and solving conflicts in order to secure a harmonious society of economic self-sufficiency.

Assessment criteria for 18.1

1. The project is operated using the PDCA cycle.
2. At least 80% of the project's goals are achieved.
3. There are benefits and values to all members in the institution.
4. There are beneficial and valuable impacts to the institution.
5. The project is acknowledged at a national/international level.

Assessment criteria for 18.2

1. The project is operated using the PDCA cycle.
2. At least 80% of the project's goals are achieved.
3. There are benefits and values to the local community.
4. There are beneficial and valuable impacts to the local community and society.
5. The project is acknowledged at a national/international level.

Scoring rubric

1 point	2 points	3 points	4 points	5 points
-	Achieving 1 criterion	Achieving 2 criteria	Achieving 3 criteria	Achieving 4-5 criteria

Data for the assessment

1. The projects or activities, operated by the institution, that involve solving social problems, making recommendations for improvement, or protecting society from threats. Those activities or projects must specify the objectives and target groups and report the operational achievement.
2. Evidence showing that projects or activities have been approved by the institution council.
3. Summary reports concerning the operation results in each project.
4. Evidence, documents, or data showing that the projects' operations have brought out beneficial and/or valuable impacts on society
5. Evidence, documents, or data showing that the projects' operations have been accredited at the national or international level.

Remark:

1. *The social responsibility project of a faculty may or may not be the same as institution or has an impact on the institution's operation; however it has to be approved by the institution council.*
2. *A faculty may operate together or separately from the institution.*
3. *In case a faculty operates together with the institution, it must be recorded in the faculty's SAR and supported by evidence of the operation. The assessment result is shared with the institution.*

Scoring criteria

1. In case the faculties share the same project with the institution and the operation has been jointly conducted, the assessment result at the institutional level is shared by the joining faculties.
2. In case the faculties have different projects from the institution, the assessment result of each faculty is accounted for.

Quality
Accreditation

3 Quality Accreditation

In the Third-Round External Quality Assessment of Higher Education, the criteria for educational quality accreditation for institutions are as follows:

3.1 Quality accreditation for higher education institutions

For the Third-Round External Quality Assessment of Higher Education, the assessment data of each indicator are taken into account for quality accreditation:

3.1.1. Indicator assessment

The points gained for each indicator are from 0 to 5. The assessment is based on the result of each indicator.

3.1.2. Group of indicators assessment

There are 2 criteria identified by ONESQA:

1) The average score of indicators 1-11 is more than 3.51, and

2) The average score of all the indicators is more than 3.51.

Only 2 decimal places are taken into account. If the third place is 5 or greater, round up the second place.

3.1.3. Denotation of scores per quality level

The average scores in each group of indicators and overall picture can be interpreted into the following quality levels:

Score range	Quality level
4.51 - 5.00	Excellent
3.51 - 4.50	Good
2.51 - 3.50	Fair
1.51 - 2.50	Improvement required
0.00 - 1.50	Urgent improvement required

3.2 Quality accreditation for a faculty or equivalent

Both criteria in 3.1.2 are applied and the interpretation follows 3.1.3.

3.3 Quality accreditation for an institution

An institution will be accredited when the following conditions are met:

1) The average scores of the institution assessment results are in agreement with the 2 criteria in 3.1.2, and

2) The assessment results of its faculties or equivalent units are under the following conditions:

(2.1) For an institution with 1-3 faculties, all faculties must reach the normative standard.

(2.2) For an institution with 4-9 faculties, only 1 faculty is allowed to have a "Fair" level.

(2.3) For an institution with more than 10 faculties or equivalent units, 90% of faculties and units must reach the normative standard.

Remarks: If an institution is awarded quality accreditation with some faculties not reaching the above criteria, that particular institution is considered being awarded quality accreditation with probation.

3.4 Quality accreditation for a higher education institution extension

The approach to award quality accreditation for a higher educational institution extension is as follows:

1. Only higher educational institution extensions listed on the Office of the Higher Education Commission database will be assessed in relation to the 18 indicators.

2. If the assessment result of a higher educational institution extension does not reach the criteria stipulated by OHEC, ONESQA will not award quality accreditation at the institution level. Until it has been improved to meet those criteria, ONESQA will conduct the re-assessment for that particular higher educational institution extension.

3. If a higher educational institution extension is part of a faculty, it will be assessed together with that faculty. Otherwise, it will be assessed as an independent unit equivalent to a faculty.

4. If it is found out later that a certain institution has established an extension without notifying OHEC, ONESQA will not award quality accreditation to the entire institution. In case ONESQA has already awarded quality accreditation that institution, ONESQA will revoke its award.

3.5 Assessment for "1 for 9" Project

In order to foster continuous development of educational institutions to excellence, ONESQA has launched the "1 for 9" Project and a subsequent assessment approach. This project aims to create collaboration and mutual assistance for better educational management among educational institutions at all levels.

Principles of the "1 for 9" Project (1 institution helps other 9 institutions)

An institution applying to be the principal member offering assistance and support to other 9 members has had better average scores in the Third-Round External Quality Assessment (2011-2015) than those of the Second Round (2006-2010).

Conditions

1) An educational institution makes a request to join this project on a voluntary basis.

2) An eligible institution can be at higher, vocational, or basic educational level. Each must apply to be either the principal or a member of the group.

3) The principal institutions have to enter into contract with ONESQA to develop at least 9 member institutions. The member institutions subsequently have to enter into contract with their principal institution.

Qualifications of educational institutions participating in the project

1) A principal institution or "1" must have the following qualifications:

   (1.1) having been awarded quality accreditation by ONESQA and had the overall result of the Second-Round External Quality Assessment (2006-2010) at "excellent" or have been evaluated for the Third-Round External Quality Assessment in the fiscal year of 2011, achieving the assessment result of "excellent" and awarded quality accreditation by ONESQA;

   (1.2) in case an institution provides education at mixed levels, such as providing childhood and basic education, the assessment results of "excellent" must be achieved and quality accreditation is awarded to all levels;

2) A member institution or "9" had the Second-Round External Quality Assessment result below "excellent."

In case of a basic educational institution, the assessment result was good, fair or improvement required.

In case of a higher educational or vocational institution, the assessment result was good, fair, improvement recommended or improvement required."

Major criteria

1. A principal institution of a "1 for 9" network will be evaluated in accordance with the standards, indicators and criteria of the Third-Round External Quality Assessment.

2. Member institutions of a "1 for 9" network will undergo the Third-Round External Quality Assessment like other institutions.

3. Member institutions of a "1 for 9" network can be of the same or different levels. For example, in a network, there are 2 child development centers and 7 basic educational institutions; in another network, some are higher educational institutions and others are basic educational institutions, which are located in the same or different areas.

Only 2 member institutions with the same owner as the principal institution are allowed to be in the same network.

Processes of the Project

1) An institution wishing to be the principal institution for development or "1" should apply directly to ONESQA with a project proposal at least 6 months or 1 academic term in advance. The proposal must include data and operation plans, such as a list of 9 member institutions in the network, those institutions' development plans, and timelines of the project. ONESQA will categorize those institutions and prepare for the "1 for 9" assessment.

2) ONESQA's Executive Board approves the project, which has already been reviewed by other relevant academic committees, such as the Committee for Quality Assessment System Development of the External Quality Assessment of Basic Education, Vocational Education or Higher Education.

3) ONESQA announces the result of deliberation to the applying institutions.

4) The participating institutions implement the projects as approved by ONESQA.

5) ONESQA operates the Third-Round External Quality Assessment as well as the "1 for 9" assessment.

6) ONESQA announces the results of the Third-Round External Quality Assessment and the "1 for 9" assessment.

7) The participating institution that passes the "1 for 9" assessment will receive a "Sculpture of Quality" to be displayed at the institution.
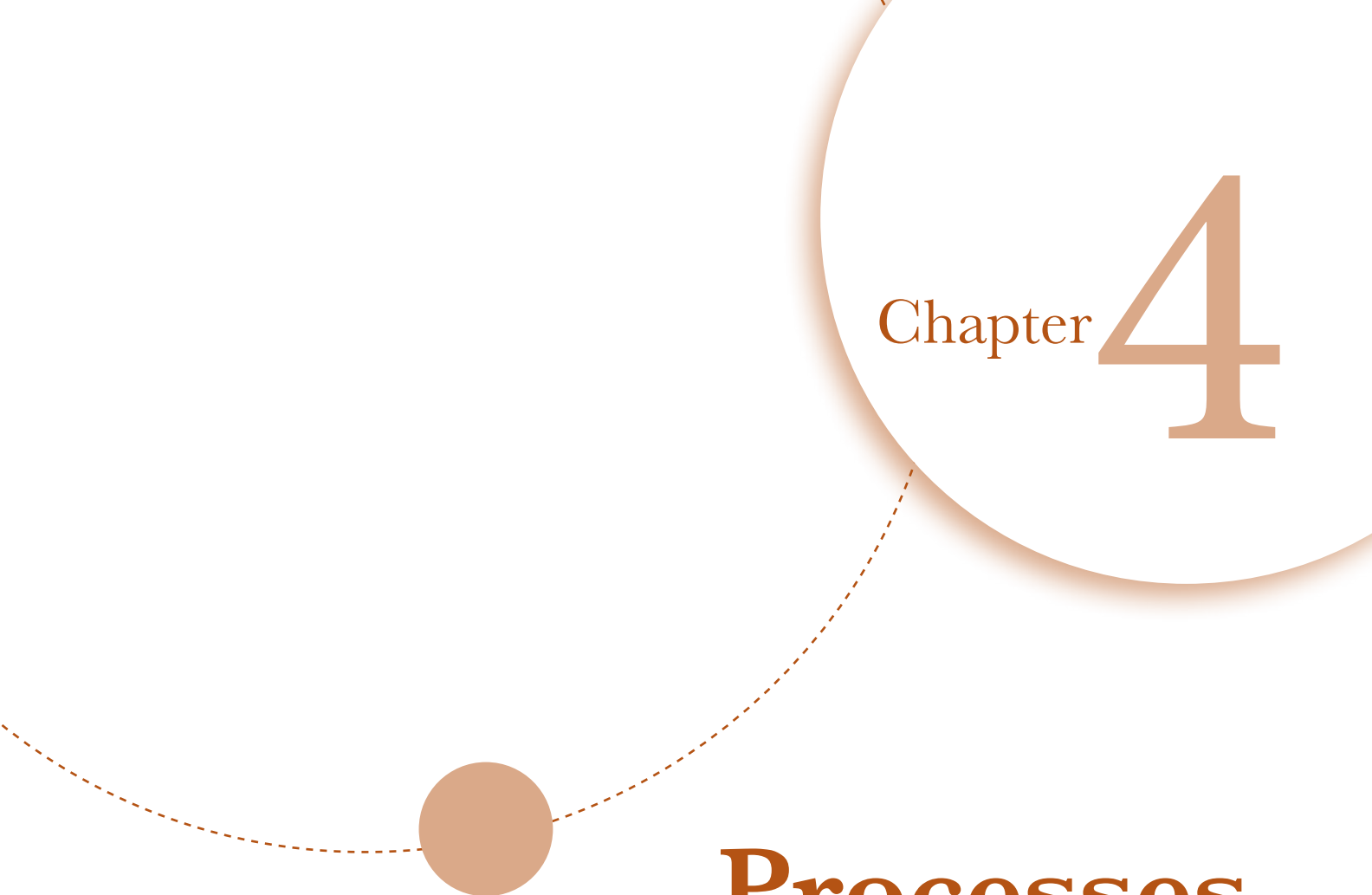
It is important that the improvement of the standard of quality and competence of the member institutions of a "1 for 9" network is achieved through genuine collaboration and as proposed together with proper monitoring throughout the designated timeframe. As a result, the member institutions in the "1 for 9" network will successfully mobilize the improvement of their students, teachers, administrators, and the whole institution. They will also be able to proceed with self-development into excellence without the principal institution's assistance.

3.6 Conditions and timeframe of the Third-Round External Quality Assessment

1) The Third-Round External Quality Assessment (2011-2015) is scheduled to be completed by 30th September 2015. For the educational institutions where it is mandatory to be assessed in compliance with the Ministerial Regulation 2010 on Systems and Methods of the Quality Assurance, the assessment must be completed by 30th September 2015. Otherwise, ONESQA is bound to report to the Commissions of Basic Education, Vocational Education, Higher Education, or other parent organizations applicable to certain institutions for further action to be taken.

2) In case an educational institution is not awarded an accreditation or is awarded with conditions, that institution must submit a proposal of its quality development plan to its parent organization (and send a copy to ONESQA) for approval within 30 days after being notified of the assessment result. The parent organization has 30 days to make an objection. If there is no objection, the institution may request a re-assessment within 2 year since the submission of the proposal to the parent organization and ONESQA. If the institution does not proceed with this procedure, ONESQA will not conduct the re-assessment for that institution and will notify the Commissions of Basic Education, Vocational Education, Higher Education, or other parent organizations applicable to that institution for further action to be taken.

3) In case of re-assessment for an educational institution that is not awarded an accreditation or is awarded with conditions, there are 2 approaches as follows:

(3.1) In case the institution does not meet the criteria for quantitative assessment, it has to submit documents or evidence certified by the parent organization to ONESQA for adjustment of the results. ONESQA will not conduct a field visit.

(3.2) In case the institution does not meet the criteria for qualitative assessment, ONESQA will perform a field visit for verification before adjusting the assessment results. The adjustment of the results will be in accordance with the procedures, regulations, orders, or announcements stipulated by ONESQA or its Executive Board.

Processes
of the Third-Round External Quality Assessment

4 Processes of the Third-Round External Quality Assessment

The process of the external quality assessment consists of forming a team of assessors, collecting the assessment data, steps of assessment, monitoring and assessing external assessors' operations, and monitoring educational institutions' quality improvement.

4.1 Forming a team of assessors

1) ONESQA announces a list of assessors via its website.

2) Each higher educational institution proposes 10 assessors from the list within the specific time.

3) ONESQA selects at least one assessor from the institution's proposal.

4) ONESQA notifies the institution of the prospective assessors in a written form; if there is no objection, they will officially be appointed to the institution.

5) The team of assessors contacts the institution to schedule an assessment visit.

6) The institution submits the institutional and faculties' self-assessment reports to ONESQA at least 1 month prior to the scheduled visit.

4.2 Collecting the assessment data

Collecting the assessment data is a crucial procedure for the external quality assessment. The procedure includes the institution to inform all personnel on campus, arrange a meeting room, and be ready to present its operational results. The team of assessors may collect the data in 3 methods:

1) Examination of documents: The information source includes the institution's annual report, SAR, minutes of the meetings, research findings concerning the institution, reports on the students' learning achievement. It may also take in announcement boards, maps, audio records, and videos.

2) Interview: It is another method of collecting data by interviewing target people and keeping records. The people in the educational field include an institution's administrators, faculty members, students, as well as graduates' employers. Since the number of the target people is quite high, the assessors have to select a few who can provide the most reliable information. Types of interview can be face-to-face conference, telephone conversation, one-on-one conversation, group conference, and in-depth discussion.

3) Observation: The information is gathered from reactions or gestures of the target group, incidents or events, or specific environment at one particular time, and subsequently recorded without any interviews. Such information includes physical surroundings of the institution, social ambience, or teaching/learning atmosphere.

4.3 Steps of assessment

The actual assessment of an institution consists of three steps: Step 1: Before the institution visit, Step 2: During the institution visit, and Step 3: After the institution visit.

Step 1: Before the institution visit

Step	Responsible party	Activity	Details
1.1	ONESQA	ONESQA selects a team of assessors and announces a list of educational institutions	1. ONESQA selects and prepares a team of assessors and designates an educational institution. 2. ONESQA* notifies the designated institution of submitting annual reports or SARs approved by the institution council to ONESQA at least 30 days prior to the external quality assessment.
1.2	ONESQA/Team of assessors	ONESQA delivers SARs or annual reports to the chair of the team of assessors	ONESQA sends the SARs or annual reports to the chair of the team of assessors to proceed with assessment management.
1.4	Team of assessors	The team of assessors holds a meeting for the assessment preparation	The team of assessors holds a meeting to plan for the institution visit including work schedule, specific tasks of each assessor, and dates of the visit.
1.5	Team of Assessors/ The institution	The institution prepares for the external quality assessment	1. The team of assessors informs the institution of the visit at least 1 week in advance. 2. The institution coordinates with the team of assessors in preparing documents and evidence for the external quality assessment.

Note: * *The institution can make a petition against the team of assessors to the ONESQA committee, which will review the case. The committee's decision is final.*

Step 2: During the institution visit

Step	Responsible party	Activity	Details
2.1	Team of assessors	The team of assessors visits the institution	The team of assessors visits the institution as scheduled. The duration of the visit must be within the timeframe agreed upon by both parties.
2.2	Team of assessors	The team of assessors calls for a meeting to explain the principles and procedures of the external quality assessment	On day 1, the team of assessors has a meeting with the institution's administrators and personnel to explain the procedures and objectives of the assessment and to inform them of the schedule and their roles during the visit. The institution is expected to have prepared all the documents and other evidence for the assessment.
2.3	Team of assessors	The team of assessors proceeds with the assessment	1. The team of assessors assesses the institution's educational quality based on the designated scopes and issues. 2. The team of assessors shares the findings and analyzes the assessment results.
2.4	Team of assessors/ The institution	The team of assessors verbally presents comments and summary of the assessment results	The assessors present their comments to the assembly **of the institution in order to obtain feedback, verify the assessment data, and give them an opportunity to clarify, particularly in cases the institution deems incorrectly interpreted or incomplete. Then, the assessors verbally summarize the assessment results, which will be included in the report of the external quality assessment.

Note: ** *In the hearing of the assessment results, the institution has to organize an assembly consisting of representatives of the institution council, administrators, faculties, personnel, and students.*

Step 3: After the institution visit

Step	Responsible party	Activity	Details
3.1	Team of assessors/ The institution	The team of assessors makes a draft of the assessment report and submits it to the institution for review.	1. The team of assessors collaboratively makes a draft of the report of the external quality assessment results based on all the collected data and evidence and following ONESQA's framework. 2. The team of assessors submits the draft to the institution within 15 days after the last day of the institution visit for the institution's review and approval. 3. The institution reviews and approves the draft within 15 days after the receiving date. If the review of the assessment results is not returned within the due date, ONESQA has the right to assume that the institution has approved the draft of the assessment report indisputably.

Step 3: After the institution visit

Step	Responsible party	Activity	Details
3.2	ONESQA/Team of assessors/Meta-assessor	ONESQA reviews the draft of the assessment report.	1. The team of assessors submits the draft of the assessment report approved by the institution to ONESQA for verification. 2. ONESQA submits the draft to the meta-assessors for review. 3. ONESQA returns the draft with comments of the meta-assessors to the team of assessors for adjustment.
3.3	Team of assessors/ ONESQA	ONESQA approves the assessment report and awards quality accreditation.	1. The team of assessors revises the assessment report based on the meta-assessors' comments and submits the full assessment report to ONESQA. 2. ONESQA reviews and approves the full assessment report and consents to award quality accreditation.
3.4	ONESQA	ONESQA makes an annual report of the educational quality assessment results.	1. ONESQA submits the report of the educational quality assessment results to the Cabinet, the Minister of Education, the Budget Bureau, the relevant offices and the public. 2. In case the assessment results of a certain institution does not meet with the ONESQA standards, ONESQA provides the recommendations for the institution's improvement to its supervisory office to take due actions within the designated time period.

4.4 Monitoring and assessing external assessors' operations

During and after the external quality assessment by the team of assessors, ONESQA monitors and assesses the assessors' operations by using feedback data derived from the institutions and other relevant persons. The feedback data indicates whether or not the assessors have performed the assessment appropriately based on the ONESQA objectives and criteria. Moreover, the assessors' operations can be evaluated through the reports of the external quality assessment that the team of assessors submitted to ONESQA.

4.5 Monitoring educational institutions' quality improvement

The follow-up is an important step for continual development and educational quality improvement. The monitoring of the institutions' educational quality improvement is based on their annual reports mandated by the National Education Act 1999 and its Amendment 2002 (No. 2) together with the ONESQA-approved reports of the external quality assessment results by the team of assessors. In addition, the improvement can be realized through the monitoring, support, and coordination of the parent organizations regarding the internal quality assessment and ONESQA's recommendations after the external quality assessment. A case-study research is another way to monitor whether or not a certain institution has applied the assessment results for improvement within the designated timeframe.

$\mathbf{A}$ppendix

Royal Decree on the Establishment of the Office for National Education Standards and Quality Assessment (Public Organization) 2000

Chapter 1 Establishment, Objectives, and Functions

Section 5 A public organization shall be established under the name of "Office for National Education Standards and Quality Assessment (Public Organization)", with an acronym of "ONESQA."

Section 6 The headquarters of the Office shall be located in Bangkok Metropolitan Area or in a nearby province.

Section 7 The objectives of the Office shall be the development of the criteria and methods of external quality assessment and the assessment of the outcomes of educational provision in order to evaluate the quality of educational institutions, taking into account the aims, principles, and direction for provision of each level of education as stipulated in the National Education Act.

Section 8 To attain the objectives stipulated in Section 7, the Office shall have the following functions:

1. To develop the external quality assessment system and set the framework, direction and methods for efficient external quality assessment in line with the quality assurance system of the educational institutions and the agencies to which such institutions are attached;

2. To develop the standards and criteria of external quality assessment;

3. To certify external assessors;

4. To supervise and set standards for external quality assessment conducted by external assessors as well as to issue certification of standards, provided that in case of necessity or for the benefit of study and research for development of the external quality assessment system, the Office may carry out an external quality assessment itself;

5. To develop and train external assessors; prepare training course curricula and encourage private, professional or academic bodies to participate in the efficient training of external assessors; and

6. To submit annual reports on the assessment of educational quality and standards to the Council of Ministers, Minister, Minister of Education, Religion, and Culture, and the Budget Bureau for consideration in formulating educational policy and allocating budget for education, as well as to disseminate the reports to the agencies concerned and the public.

Section 9 Other than the functions under Section 8, the Office, within the scope of its objectives, shall have the power to undertake the following:

1. To hold titles, possession and property rights;

2. To create the rights or execute juristic arts relating to property;

3. To enter into agreements and cooperate with domestic or foreign organizations or agencies or local administration organizations in matters relating to the carrying out of the objectives of the Office;

4. To procure and provide funds to support development of educational quality assessment;

5. To levy fees, contributions, remunerations or service charges for the functioning of the Office;

6. To authorize a person to carry out any act within the functions of the Office;

7. To confer certificates, testimonials, and credentials for activities in accordance with the objectives and functions of the Office; and

8. To take any other necessary or subsequent actions to attain the objectives of the Office and as to be assigned by the Committee.

Ministerial Regulation on the System, Criteria, and Methods for the Educational Quality Assurance in 2010

Chapter 3   The External Quality Assurance

Item 37 The external quality assurance is concerned with achieving the following goal and principles:

1. The goal for educational quality development;

2. The principle of upholding the virtues of punctuality, fairness, transparency, authentic evidence, and accountability;

3. The principle of making a balance between academic freedom and national regulations for the unity in educational policies. Particularly, educational institutions have autonomy to set up their own goals and implement educational quality development based on the potentials of the institutions and their students;

4. The principle of promoting, supporting, and cooperating with educational institutions to develop their own internal quality assurance systems;

5. The principle of promoting the participation in educational quality assessment and development among the government institutions, private businesses, and individuals (including local governments, local communities, local businesses, professional associations, religious institutions, families, and other social institutions); and

6. The principle of taking into account academic freedom as well as educational identities, philosophies, determinations, visions, missions, and goals.

Item 38 In the external quality assurance, ONESQA conducts the external quality assessment of every educational institution based on the standards of the national education and covering the following criteria:

1. The standard of educational achievement;

2. The standard of educational administration;

3. The standard of instructional management focusing on the student-centered learning approach; and

4. The standard of internal quality assurance.

In case that the external quality assessment needs to add standards other than the designated ones, ONESQA shall publicize those standards, which are approved by the Minister.

Item 39 The methods of the external quality assessment must follow the rules specified by ONESQA.

Item 40 If an institution's educational quality did not pass the ONESQA criteria and standards, ONESQA will inform the supervisory offices and the institution, in the form of document, of having the institution improve its educational management by making and implementing a quality development plan to get the re-assessment within two years since the day that the institution has received the first assessment result. In addition, the institution must submit the quality development plan to ONESQA to review and approve within thirty days since the day that the institution has received the first assessment result.

Item 41 If an institution does not accomplish the improvement of its educational management within the designated time, as stated in Item 40, ONESQA shall report the issue to the Office of Basic Education Commission, the Office of Vocational Education Commission, or the Office of Higher Education Commission, or other relevant supervisory offices, depending on the given conditions, in order to help the institution.

The Collaboration to Integrate the Assessment Management Systems among the Office of Higher Education Commission (OHEC), the Office of the Public Sector Development Commission (OPDC), and the Office for National Education Standards and Quality Assessment (ONESQA)

Wednesday 22 September 2010

The importance of Higher Educational Institutions is in its drive for national human resources development. Thus, its operations must be administrated with the principles of good governance and based upon the National Education Act 1999 (amended in 2002), which requires every educational institution to have an internal quality assurance system, and that ONESQA conducts the external quality assessment. Higher educational institutions must have their operations correspond to the regulations designated by the relevant offices such as the Office of Higher Education Commission (OHEC), the Office of the Public Sector Development Commission (OPDC), and the Office for National Education Standards and Quality Assessment (Public Organization), or ONESQA. Those 3 units have specified their own criteria and methods of the external quality assessment for higher educational institutions to follow. As a result, the various assessment criteria and methods may affect the institutions' overall operations.

To have higher educational institutions operate their missions to support national development and to provide essential public services, they must correspond to the development of the civil service system. The Office of Higher Education Commission as the office to supervise higher education at institutions by law, the Office of the Public Sector Development Commission as the office to promote the institutions' operations administrated with the principles of good governance, and the Office for National Education Standards and Quality Assessment (Public Organization) as the office to conduct the external quality assessment. These organizations have made agreements about the collaboration of integrating the higher educational institutions' assessment systems. They are as follows:

1. The external quality assessment results under the 3 units' regulations will use data derived from the reports of the higher educational institutions' operational results through the OHEC's QA Online system, in which the data of the indicators are integrated.

2. The manual of the external quality assessment with integrated indicators as designated by the 3 units are organized by collaboration among the 3 units' workgroups.

3. Higher educational institutions will be informed of the integrated approach of the 3 units' external quality assessment, of which the 3 units have ongoing collaborative operations.

Here the shared intention has been announced

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The Secretary-General of the Office of Higher Education Commission
The Office of the Public Sector Development Commission
(Dr. Tosaporn Sirisamphan)
The Executive Secretary of the Office of the Public Sector Development Commission
The Office for National Education Standards and Quality Assessment
(Prof. Dr. Channarong Pornrungroj)
The Director of the Office for National Education Standards and Quality Assessment
(Public Organization)

The Connections of the Indicators for the Educational Quality Assessment among the Office of Higher Education Commission (OHEC), the Office of the Public Sector Development Commission (OPDC), and the Office for National Education Standards and Quality Assessment (ONESQA)

OHEC internal assessment, consisting of 9 groups and 23 indicators	Year of collecting data	The assessment of civil service practices under the OPDC approvals	Guidelines of the assessment	ONESQA external quality assessment, consisting of 3 groups, 6 dimensions, and 18 indicators	Year of collecting data
1.1 Processes of developing the plans	Academic year	-	-	16. Results from the institution's development to reach the philosophies, determinations, missions, and objectives of establishing the institution 17. Results from the institution's development based on its strengths and focus reflecting the institution's characteristics	Academic year
2.1 Systems and mechanisms of developing and administrating the curricula	Academic year	15. The achievement level of developing and improving the process of making values	Use the assessment data in the OHEC QA Online system	-	-
2.2 Full-time faculty members with doctoral degrees	Academic year	-	-	-	-
2.3 Full-time faculty members with academic positions	Academic year	-	-	-	-
2.4 System of developing faculty members and supportive personnel	Academic year	13. The achievement level of the plans of personnel development, knowledge management for personnel development, and practices based on the professional ethics of faculties at the higher education level	Use the assessment data in the OHEC QA Online system	14. Professional development	Academic year
2.5 Libraries, educational tools, and learning environments	Academic year	-	-	-	-
2.6 Systems and mechanisms of educational management	Academic year	11. The achievement level of taking care of the clients and providing people with opportunities to express their opinions, and participate in the assessment of civil service practices 14. Efficiency of the student-centered instruction	Use the assessment data in the OHEC QA Online system	-	-
2.7 Systems and mechanisms of developing learning achievement corresponding to the characteristics of graduates	Academic year	4.1.1 The percentage of graduates with bachelor degrees who have become employed or have obtained freelance jobs within one year 4.1.2 The percentage of the articles of master degree or doctoral theses published or disseminated at the national or international levels to all master degree or doctoral theses 4.1.3 The percentage of qualified students in foreign language proficiency tests 2.1 The percentage of employers or clients' satisfaction level to graduates who have worked for them	Use the assessment data in the OHEC QA Online system	1. The graduates with bachelor degrees who have jobs within one year 3. Works created by graduates with master degrees, which have been published or disseminated 4. Works created by graduates with doctoral degrees, which have been published or disseminated 2. Quality of graduates with any academic degrees reaching the national standards of Thai qualifications framework for higher education	Academic year Calendar year Calendar year Academic year

OHEC internal assessment, consisting of 9 groups and 23 indicators	Year of collecting data	The assessment of civil service practices under the OPDC approvals	Guidelines of the assessment	ONESQA external quality assessment, consisting of 3 groups, 6 dimensions, and 18 indicators	Year of collecting data
2.8 Achievement level of promoting the virtues and ethics to the students	Academic year	-	-	-	-
3.1 Systems and mechanisms of counselling and information services	Academic year	-	-	-	-
3.2 Systems and mechanisms of promoting the students' activities	Academic year	-	-	-	-
4.1 Systems and mechanisms of developing research or creative works	Academic year	-	-	-	-
4.2 Systems and mechanisms of the knowledge management of research or creative works	Academic year	3.2 The number of research or creative works with the registered patents or petty patents 3.2.1 The percentage of research or creative works published or disseminated at the national or international levels to full-time faculty members and/or researchers 3.2.2 The percentage of research or creative works with useful applications to full-time faculty members and/or researchers	Use the assessment data in the OHEC QA Online system	5. Published or disseminated research or creative works 6. useful research or creative works 7. Quality-accredited academic works	Calendar year
4.3 Funding for research or creative works to the number of full-time faculty members and/or researchers	Fiscal year Academic year	-	-	-	-
5.1 Systems and mechanisms of academic services to society	Academic year		-	8. Results from applying knowledge and experiences involving academic services for teaching/learning development or research	Academic year
5.2 Processes of academic services to society	Academic year	-	-	9. Results from learning and strengthening local communities or external organizations 18. Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats	Academic year
6.1 Systems and mechanisms of art and culture nurturing	Academic year	-	-	10. Promoting and supporting arts and cultures 11. Developing aesthetics of arts and cultures	Academic year
7.1 Leaderships of the institution council and administrators at every level in the institution	Academic year	10.1 The quality level of the responsibilities and roles of the institution council to supervise its higher education institution. 10.2 The quality level of turning the institution council's goals into practice Use the assessment data in the OHEC QA Online system	-	12. Performance of institution council regarding its roles and responsibilities 13. Performance of institution administrators in regard to their roles and responsibilities	Academic year

OHEC internal assessment, consisting of 9 groups and 23 indicators	Year of collecting data	The assessment of civil service practices under the OPDC approvals	Guidelines of the assessment	ONESQA external quality assessment, consisting of 3 groups, 6 dimensions, and 18 indicators	Year of collecting data
7.2 Developing the institution into a learning organization	Academic year	13. The achievement level of the plans of personnel development, knowledge management for personnel development, and practices based on the professional and practices of faculties at the higher education level	Use the assessment data in the OHEC QA Online system	-	-
7.3 The information and communication technology system for administration, management, and decisions making	Academic year	12. The achievement level of developing the higher education database systems	Use the assessment data in the OHEC QA Online system	-	-
7.4 The risk management system	Academic year	10.2 The quality level of turning the institution council's goals into practices	Use the assessment data in the OHEC QA Online system	-	-
8.1 Systems and mechanisms of the budget and financial management	Fiscal year Academic year Calendar year	-		-	-
9.1 Systems and mechanisms of the internal assurance of the institutions' internal quality	Academic year	7.1 The achievement level of the internal quality assurance	Use the assessment data in the OHEC QA Online system	15. Internal assessment results approved by the supervisory office	Academic year
-	-	6.2 The percentage of the students' satisfaction level to their higher-educational institution	Use the assessment data from the National Statistical Office	-	-
-	-	8. The percentage of the rates in budget disbursement and investment expenditures/ overall/ the budgets for the projects under the Loan Schemes to Enhance Thailand's Strengths action plans in 2012	Use the assessment data from the Comptroller General's Department	-	-
-	-	9. The achievement level of the cost per a product unit	Use the assessment data from the Comptroller General's Department	-	-
-	-	10. The achievement level of developing the public sector management quality (PMQA)	Use the assessment data from the OCSC	-	-

OHEC's Announcement on Criteria and Guidelines of Operating the Quality Assessment of Higher-Education Institutions' Off-campus Education Management in 2009

It is appropriate to specify the criteria and guidelines concerning the quality assessment of higher educational institutions' off-campus education management in order to maintain the higher-educational institutions' educational quality and standards, and academic administration for standardized operations. Thus, according to Item 4(7) of the Ministerial Regulation on private higher-educational off-campus education management in 2009, Section 7 and 20 of the Act of Private Higher Education Institution in 2003 (amended in 2007), and the Ministry of Education's Announcement of Public Higher Education Institutions off-campus Education Management in 2009, the Higher Education Commission, in the sixth/2009 meeting in June 4, 2009, has specified the criteria and guidelines concerning the quality assessment of higher-education institutions' off-campus education management in 2009 as follows:

1. Any higher educational institutions that will have educational management in the entire curricula, or part of it, in the places or buildings not located the campuses must be approved by its institution council before the operations, and informed the Offic of Higher Education Commission within 30 days since the day it received the institution council's approval.

2. Any public higher educational institutions that operate educational management in the whole curricula, or part of it, in the places or buildings off-campus must have an adequate space on the campus.

    In the case of private higher-educational institutions, any of them must have the campus as specified in the specification of private higher-educational institution.

3. In the case of leased places and buildings for off-campus education management, they must not be subleased for temporary operations, and the institutions must clearly specify the duration and ending date of the leases.

    In the case of cooperation with other units to use their places and buildings for educational management, the institutions must receive permission to use the places and buildings from the head units or other persons with authority.

4. The places and buildings used for off-campus educational management must have an environment that are appropriate for educational management at the higher education level, be a safe place, and have sufficient facilities and educational supports equivalent to on-campus educational management. Examples include classrooms, faculty members' working rooms, operational rooms, educational tools necessary for teaching/learning in each course, libraries, a sufficient number of books for those courses, a databases with a name list for the courses (in the case of the graduate level), computers, high-speed Internet, etc.

5. The institutions must provide services of academic counseling, career planning guides, students' welfare, and other services with standards that are equivalent to on-campus educational management and to inform the students of those services.

6. The curricula of off-campus educational management must be approved courses that are used on campus at least one academic term, and that the Office of Higher Education Commission is informed.

7. The curricula of off-campus educational management must be regarded as the curricula of which the institutions must provide full-time faculties different from those of on-campus curricula. The full-time faculty members must be qualified based on criteria and standards of the curricula at the higher educational level.

8. In the case that institutions have off-campus educational management as part of a curriculum opened on campus, they are able to have off-campus courses, the sum of whose credits must not be more than half of the total credit of the curricula, and whose full-time faculty can be the same as that of the on-campus curriculum.

9. The information and evidence that the institutions submit to the office of Higher Education Commission to review and acknowledge their off-campus educational management are as follows:

   9.1 The projects of off-campus educational management, which specify the rationales and objectives of using the places and buildings not located on the campuses as specified in the Regulation of private higher educational institutions or the Act of public higher educational institutions or their supervisees, durations of the projects (beginning and ending dates), the opened curricula or courses (as part of the on-campus curriculum), and the number of students in each curriculum and each academic year.

   9.2 Copies of the lease contracts with the detail attached, or copies of the books with permission to use off-campus places and buildings in the case of cooperation with other units to use their places and buildings.

   9.3 The plans of the buildings and landscapes that specify the detail of functions in each area in the buildings and landscapes, and the information about the facilities, educational tools and supports.

   9.4 The information of the full-time faculty members responsible for the on and off campus educational management that corresponds to the criteria and standards of curricula at the higher educational level.

   9.5 The information about providing high-quality services of academic counseling, career planning guides, students' welfare, and other services.

10. For information about off-campus educational management that are approved by the institution council and reported by the institution to the Office of Higher Education Commission (OHEC), OHEC will disseminate the information of the institution's opened off-campus curricula to the public.

11. If any changes in the status of off-campus educational management, the institutions must report them to the institution council and then the Office of Higher Education Commission within 90 days since the day the institution council receives it.

12. The Office of Higher Education Commission may operate monitoring and assessment of the institutions' off-campus educational management to maintain educational quality and standards, as is the intention in this announcement.

13. The case that off-campus education management is not able to follow the above, the criteria and standards as specified in this announcement will be resolved depending on the Office of Higher Education Commission's judgment; and the Office of Higher Education Commission's judgment is final.

Announced on June 13, 2009

(Prof. Vicharn Panich, M.D.)

The Chairman of the Higher Education Commission

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Steering Committee on Development of the Third-Round External Quality Assessment Manuals

Following the development of External Quality Assessment System for The third Round (2011-2015) conducted by the Office for National Education Standards and Quality Assessment (Public Organization), a manual for assessors at each educational level needs to be developed for guidance in collecting valid data and assessing educational institutions.

In order to develop this manual in line with regulations and criteria of ONESQA, a steering committee on development of the third-round external quality assessment manuals is appointed.

Steering Committee on Development of the Manuals for the Third-round External Quality Assessment

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Committee on Development of the Institution's Manuals for the Third-Round External Quality Assessment (2011-2015)

The Office for National Education Standards and Quality Assessment (Public Organization) aims to develop criteria and methods of external quality assessment and to evaluate educational management achievement based on the objectives, principles and policy of each educational level stipulated in the National Education Act. In the Third-Round External Quality Assessment (2011-2015), it is required that assessment manuals be developed to be guidelines for both educational institutions and assessors to reach mutual understanding and effectiveness of performances. Consequently, a committee on development of such manuals for the Third-Round External Quality Assessment (2011-2015) have been appointed as follows:

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Appendix
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