

## Quality Assurance of Rajamangala University of Technology Lanna

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### Abstract

Rajamangala University of Technology Is a higher education institution in science and technology, professional with the objective of managing education and promoting academic and advanced professions that emphasizes the practice of teaching research, producing professional teachers provide academic services to the community society, sustain the arts and culture and preserve the environment. Rajamangala University of Technology Lanna Implements the quality assurance system for education as a tool for improving the quality of education by focusing on creating quality control. And most importantly, the university considers that the quality assurance operation is a system for monitoring and evaluating performance in various areas of the university in order to bring results to develop or improve the working process in the university to be more efficient.

Factors of success of educational quality assurance of Rajamangala University of Technology Lanna is as follows: high-level executives pay more attention to educational quality assurance, quality assurance executives have knowledge and understanding in the quality assurance system, and have a commitment to operate, be able to organize systems that can be linked to the administration and routine. The administrators and personnel in the university have a positive attitude towards the development of the university which affects the importance of practice in order to achieve the overall success. Moreover, there is flexible management structure that enables the transfer of educational quality assurance policies into practice.

The development of educational quality assurance operations of Rajamangala University of Technology Lanna is as follows:

1. The importance of executives by communicating the importance and benefits of educational quality assurance and also create understanding about educational quality assurance work and mechanisms for personnel at all levels to participate in the quality assurance of the university.

2. Management of educational quality assurance has clearly defined and communicated policies, directions and goals for educational quality assurance.

3. There is an information system that is conducive to the quality assurance system of education, and motivation in educational quality assurance.

**Key words :** Educational quality assurance

## 1. Introduction

National Education Act (1999) Amendment (Section 2: 2002, Amendment (Section 3:2010), and Ministerial regulations of Educational Quality Assurance has established rules and guidelines for educational quality assurance within higher education levels by educational institutions at the level of education, providing an internal quality assurance system at the faculty level and the institution is free to choose the internal quality assurance system by adhering to the principles of academic freedom and feel free to operate the educational institutions. In order to provide effective education management and the development of quality continuously, education standards of higher education institutions are in accordance with the context and the intention of the institutions and together with higher education standards and various standard criteria associated. Moreover the preparation to support external quality assurance and Internal quality assurance is divided into three levels: curriculum level, faculty level and institutional level. The internal quality assurance committee for higher education Of the Office of the Higher Education Commission (OHEC) has created an internal quality assurance system according to the Internal Quality assurance guidebook of 2014.

Higher education institutions are very important for the development of the country and to provide academic services to the society and to maintain the arts and culture. There are many factors that affect the quality of higher education institutions, such as the quality of Thai higher education institutions, which tend to be more different. The hope is

that higher education institutions develop knowledge and produce graduates more responsive to the country's development strategies, whether it is to develop the local manufacturing sectors or communities, and to create international competitiveness. This includes the cross-border education services provided by the movement of students and graduates in the ASEAN region. (Office of the Higher Education Commission)

National Education Act Amendment (1999) Amendment (No. 2) (2002:29-31) defines the aims and principles of quality and standards-based education management in Chapter 6 standards and Quality Assurance 4 ; Section 47. The quality assurance system for education shall be developed to improve the quality and standards of education at all levels, including the internal quality assurance system, external quality assurance system (section 48). The affiliation agency and the educational institutions shall provide a quality assurance system within the educational institution and shall be deemed to be an internal quality assurance part of the educational administration process which must be continuously carried out. The annual report is submitted to the agency.

This is a great way to promote the quality and standards of education, and to support external quality assurance (section 49). The Office of Standards and Quality Assessment as a public organization, it develops criteria for external quality assessment in order to evaluate and assess the educational management to ensure the quality of educational institutions, taking into account the aims and principles and the educational guidelines at each level as prescribed at each level as prescribed in this Act. External quality assessment of all educational institutions

is assessed at least once every five years since the final assessment. Providing assessment results to relevant agencies and the public (section 50). The educational institution shall cooperate in the preparation of various documents. Information related to educational institutions as well as the personnel board of Education including parents and those who are involved with the educational institution, provide additional information that is relevant to the mission of the educational institutions. At the request of the Bureau of Quality Assurance and Quality Assessment, or the person or organization outside the office that certifies the external quality assessment of the institution (section 51). Where the results of external evaluation of any institution do not meet the prescribed standards, the Office of Standards and Quality Assessment make recommendations to improve the agency. If this is not done, the Office of Standards and Quality Assessment shall report to the Higher Education Commission to proceed with the amendment.

Internal Quality Assurance has established systems and mechanisms for the development, monitoring, and evaluation of educational institutions' compliance with policies, goals and quality standards in accordance with the standards set by educational institutions and / or agencies. Internal quality assurance is considered to be part of the continuing education administration process. The annual report on internal quality assessment is submitted to the Institute Council Agency and related agencies for consideration and publicity, leading to the development of quality and standards of education. Moreover, it can

be to support external quality assessment (Office of the Higher Education Commission). External Quality Assurance evaluates the quality of education management in order to monitor and verify the quality and standards of education and educational institutions at each level by the Office of Standards and Quality Assessment (Public Organization) which operated; the first external quality assessment (2001-2005), the second external quality assessment (2006-2010), the third external quality assessment (2011-2015), and the fourth external quality assessment (2016-2020). (The Office of Higher Education, 2010:3)

Rajamangala University of Technology Lanna is an institution of higher education in science and technology. The purposes of education are promote the academic and professional career that focus on teaching, research, professional production and also provide academic services to the social community, preserve the arts, culture and the environment. It covers six provinces in the north: Chiang Rai, Chiang Mai, Lampang, Nan, Tak and Phitsanulok. Graduates have been accepted to serve the social sectors for more than 80 years. Many of the faculties are focused on professional education science and technology and professional teacher production. The focus is on producing graduates who practice ethics, self-reliance. It is an academic focus for social and local research that focuses on building knowledge and innovation both national and international. Academic Services focus on knowledge transfer and innovation aims to enhance the quality of life of the local community, and environment. It maintains the

arts, culture, wisdom, balance of society and the environment. It leads to stable and sustainable development with unique local culture and innovation. All under the same visions are the leading universities in professional and technology in the production of graduate students and to enhance the quality of life of local communities.

Rajamangala University of Technology Lanna implements quality assurance system for education as a tool for improving the quality of education management, emphasis is placed on creating quality control mechanisms importantly, the university considers that quality assurance in education is a system for monitoring and assessing performance in various fields of the University to develop or improve the performance of the university, the objectives of the quality assurance work are as follows;

1) The implementation of a quality control system implementation plan; follow up results.

2) The process of monitoring the results of the plan. The relevant agencies the University Quality Assurance Office.

3) The process of evaluating the quality of the course level, faculty / area / college and university.

This is a good way to improve the quality of education and results as prescribed. (Office of Educational Quality Assurance, Rajamangala University, 2017-2020:13)

University Quality Assurance System and the Quality Assurance Agency are responsible for implementing the quality assurance system for internal education and driving various agencies. The university has a systematic system of internal quality

assurance (2014-2018). According to the Office of the Higher Education Commission, the guidelines for the development of the quality assurance system for higher education are set out in the next 15 years (2008-2022), Higher Education Development Plan No.11(2012-2016), and Standard of Higher Education and Curriculum (2005). The quality assurance of education (2009) is set within three levels, namely; the Faculty and the Institutional Level, with elements of internal quality assurance, according to the four faculties of Higher Education Institutions.

Quality assurance within the curriculum is composed of six components: 1. Standardization, 2. Graduate, 3. Student, 4. Instructor, 5. Assessment of learners and element, and 6. the learning support. Indicators and criteria for quality assurance of education within the curriculum level promote student development, the system of teaching process, number of professors per graduate student (especially the thesis supervision is in accordance with the curriculum standards). Academic performance, research results of faculty members, media, teaching aids, libraries and learning resources. Implementation of the National Higher Education Qualification Framework including graduate qualification, it is determined by the work or occupation, the publication quality and publication of graduate students. The quality assurance of education within the faculty consists of five components: 1. production of graduates, 2. research, 3. academic services, 4. preserving arts and culture and 5. management. Indicators and criteria for quality assurance within the faculty are to cover the faculty's operation to support the

instructional management of each course administered by the faculty, including student activities, Student Services Providing academic, research, management and quality assurance services to the faculty. The quality assurance of education at the institutional level consists of five components, namely; 1. production of graduates, 2. research 3. academic services, 4. preserving arts and culture and 5. management. Indicators and criteria for quality assurance of education at the institutional level. The standard of academic potential and readiness is the physical, academic, financial, administrative, and academic standards of higher education institutions provide academic services to the society. The arts and culture.

The operational mechanism leads to the success of the educational quality assurance of Rajamangala University of Technology Lanna is as follows;

1. The involvement of personnel at all levels and all units, both teaching and support units, in the operation of educational quality assurance.

2. Participation of administrators at all levels, such as the University Council considers and provides feedback about configuring goals. The results of the evaluation of the quality of education from the University Board of Directors and the Academic Council members who considered the determination of the indicators and the operational value of the indicator. The Board of Directors are responsible for the implementation of the quality assurance system. Management is the quality of education, or the development committee and the quality assurance

mechanism for education or the working group on quality assurance in education.

3. There is a Board of Directors and a Quality Assurance System for the University that consist of relevant administrators, representative from the faculties, agencies and students

4. Integration of quality assurance systems, the internal quality assurance system of the Internal Quality Assurance System of the five-year strategic plan for the operation.

5. The Quality Assurance Office is responsible for the internal quality assurance of education.

6. Understand quality assurance in education by using knowledge management as a tool through various activities such as seminars, QA Series, training, quality assurance, education and QA News etc.

7. Creating and developing tools are facilitating data collection and self-report writing at the Faculty and Institute level

8. Implementation of the results of quality assessment at all levels to improve especially the quality of university development plan at the Faculty level and degree level follow-up audit results are used to develop improvements.

9. Quality assurance incentives include the RMUTL Best Practice Award, the RMUTL QA Award, and the Quality Auditor Award.

Successful factors of quality assurance education at Rajamangala University of Technology Lanna is as follows;

1. Top executives give priority to quality assurance in education.

2. Administrators who directly supervise quality assurance have knowledge and understanding in quality assurance system and be able to work in a systematic manner.

3. Most of the administrators and staffs at the university have a positive attitude towards university development, which results in the importance of the success of the community.

4. Quality assurance agencies at the university level have good attitude towards the development of quality assurance system and education and continuous operation.

5. There are mechanisms for creating knowledge and understanding in quality assurance in education; discussion forum, suggestion, and development of electronic tools for self-assessment (SAR)

6. The implementation of quality assurance in education is linked to the performance evaluation of academic staffs and support staffs.

7. There is a streamline management structure that enables the transfer of quality assurance policies into practice.

Factors affecting the development of quality assurance in education at Rajamangala University of Technology Lanna is as follows;

1. Participation and understanding of quality assurance in the education of personnel are limited to the staffs assigned to practice. It does not cover executives, teachers and staffs thoroughly.

2. The visions and knowledge / experience in educational quality assurance at the administra-

tive level are also different, especially when transitioning administrators at each level.

3. The university departments use the quality assurance process with the PDCA cycle in a robust and unequal manner, and some units have not used the quality assurance process with the PDCA cycle.

4. There is a misconception that quality assurance in education is a document that is not practiced in a natural way.

5. The information system is not capable of efficiently utilizing the data for quality assurance in education.

6. Motivation of the whole academic staffs intrinsic and extrinsic support have not yet been implemented.

7. Fatigue of personnel in multiple tasks. In addition, many of the changes have been made in the past like modification of staff responsible.

8. Limitations of Budget and Resource Quality Assurance Implementation to achieve achievement and the results of components and indicators in internal quality assurance, curriculum level, especially the faculty administration, and the learning element.

Development of educational quality assurance of Rajamangala University of Technology Lanna;

1) The importance of management should be as follows.

1.1 It should be communicated about the importance and benefits of quality assurance in the education of (the advantages and the disad-

vantages). Benefits to current and future technical and support personnel, especially the concrete benefits create a positive attitude in quality assurance education.

1.2 Establish an understanding of quality assurance in education as work done in the daily routine. Part of daily work did not do some time encourage collaborators to work with goals. Applying personnel with positive attitudes towards the quality assurance system guided the members to see the benefits of the quality assurance system.

1.3 Create mechanisms for all levels of staffs to participate in quality assurance in the education of the university and its agencies.

o Provide personnel with knowledge of the quality assurance policy of the university and its agencies.

o Understand the roles and responsibilities of personnel in quality assurance.

o Personnel should be aware of the progress, quality assurance, and problem solving.

o Create opportunities for personnel to participate in discussion and comment on educational quality assurance.

o Provide opportunities for all personnel to participate in the quality assurance process. Participating in meetings, observations, evaluations, etc., assigning personnel who do not use primary responsibility to participate some time, such as attending meetings to create information awareness and strengthen quality consciousness, and training for knowledge development.

o Clarification at the meeting of the unit to reiterate the need for quality assurance education.

o The distribution of quality assurance work to all people in proportion to the burden does not burden a particular person or group.

2) Management of quality assurance in education should have the following guidelines;

2.1 Define and communicate policies, directions and targets for quality assurance in education at the beginning of the academic year, study the indicators, and the quality assurance criteria for the study of the annual budget planning.

2.2 Be aware of the university strategic plans and mission plans by setting successful indicators in order to achieve the achievement of the relevant missions, which correlated with the criteria for quality assessment of the educational system of the University and the strategic plans.

2.3 Determine who is responsible or a committee consisting of administrators and personnel responsible for administering quality assurance in education. Qualifications may be assigned to those who have good knowledge of the quality assurance system. To be driven quickly, the use of knowledge management system to increase knowledge of quality assurance management education to other personnel in the organization if personnel have been changed.

2.4 Use quality assurance process with PDCA cycle in the operation of the agency. Develop the PDCA cycle as well as fix the point that should improve. It also strengthens the systematic future planning.

2.5 Organize systems and mechanisms for monitoring quality assurance activities. Plan to follow up at least two times a year. Determine who is responsible or the board to monitor the work. It also supports tools that facilitate tracking of operations, such as data reporting forms, and storage system.

2.6 Establish systems and mechanisms for implementing quality assurance education are as part of the work.

- o Set standards and guidelines for daily operations.

- o Supervise the implementation of standards and guidelines.

- o Documentation at the time of operation.

Do not back up

- o Define criteria and goals for performance measurement related to quality assurance.

- o The use of the performance indicators of the Office of Standards and Quality Assessment is a criterion for evaluating the performance of the executives and personnel.

- o The quality of education is a part of competency, such as individual development, and performance appraisal

- o Support mechanisms that facilitate the achievement of agency missions such as education, research development, etc.

2.7 All agencies at all levels should participate in quality assurance programs for determining indicators and goals determining the operating procedures.

2.8 Organize cross-agency coordination mechanisms, especially with the central agency for

quality assurance to link the operation from the institutional level to the agency level.

3) Development of knowledge and understanding of quality assurance in education.

3.1 Organize activities to educate the educational quality assurance system.

- o Organize various activities such as orientation for staff meetings, the seminar, the exchange of learning, the training, the practical training, and the training of personnel in the course of quality assessment.

- o Expand the activities to cover all types of personnel and all levels thoroughly, continuously and consistently at the right time, such as the first semester.

- o Assessment of achievement and results from the development of knowledge and understanding of quality assurance in education.

- o Communication for quality assurance activities in education.

- o Define the content that all personnel must know thoroughly and content for specific groups about elements and indicators of quality assurance education.

3.2 Define the contents of the development of knowledge and understanding of quality assurance in education covering the following topics;

- o The importance and benefits of quality assurance in education.

- o Quality management system and education.

- o Implementation or guidelines for quality assurance in education.

○ Meaning and measurement of educational quality assurance indicators of various quality agencies, including: especially the contextual meaning of the agency and how to achieve success and the results of that indicators.

○ The quality of education

○ Self Assessment Report

○ Examples or good practices in quality assurance in both internal and external education.

3.3. Documentation or Publication, this is a guide to quality education.

○ Quality Assurance for Education

○ Sample self-assessment report writing

○ Good practice examples, such as writing a plan, writing a self-assessment report, etc.

○ Examples of operational procedures by elements.

○ Frequently Asked Questions point to be aware of in each indicator interpretation issues are ambiguous.

○ Changes in practices or information about quality assurance

○ The schedule for the quality assurance of education.

3.4 Organize a consultation mechanism for quality assurance in education.

○ Have (an advisor or mentor) for quality assurance in the curriculum, faculty, institute and department level.

○ There is (an advisor or mentor) from the agency who is a good example of quality assurance work in education.

○ Organize activities to ensure the agency before the audit, such as checking the self-assessment report or criticizing self-assessment report) before the audit.

4) Information system that facilitates the quality assurance system of education with a stable information system is easy to use, not complicated. Data access and the information are accurate, current and operational. Set up the system to track the storage. The central information is delivered or the data is accessible to the user.

5) Motivation in quality assurance in education by organizing the activities. The department recognizes the importance of achievement and the result of the work in various fields including a good example. It can support the implementation budget to achieve the indicators. The return of personnel is linked to the quality assurance of education, and the workload of personnel in the quality assurance of education.

## 2. Conclusion and discussion

National Education Act B.E. 2552 amendment (No. 2: 2002), National Education Plan 2017 – 2036 and the national education standards 2018 focus on developing people and Thai society is the strong foundation of the country. The 21st century has a great deal of morale, ethics, respect for the law, leadership, knowledge of Thai values and international contexts. Create a learning path of Thai people. To be a learning society for innovation. To improve the quality of life and society. The Office of the Higher Education Commission meets the standards

of higher education according to the national education standards. To use as a mechanism to promote quality assurance education and cover the results of the students, Research and innovation Academic Service for Society, Arts, Culture and Thai and management based on the potential and identity of the institution. It emphasizes social responsibility and can be monitored in order to achieve significant goals. Educational management for graduates of higher education has the characteristics of Thai people in accordance with National strategies. The standard of higher education consists of five standards as follows: 1. students achievement, 2. research and innovation, 3. academic services, 4. Thai culture and arts, and 5. management. Therefore, Rajamangala University of Technology Lanna and Higher education institutions must fulfill the obligations specified in the law. The supervision of the ministry of higher education is in line with the standards of higher education. Standard of Higher Education Curriculum Standard framework for national higher education and other standards that the Ministry of Education has determined.

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