Announcement of the Ministry of Higher Education, Science, Research, and Innovation

Subject: The Specifications of Learning Outcomes in Compliance with Higher Education Qualifications Standards B.E. 2565

By virtue of provision of Clause 7, Paragraph 2, of the Higher Education Qualifications Standards prescribed by Ministerial Regulation B.E. 2565, in conjunction with the resolution of the Ministry of Higher Education, Science, Research, and Innovation, regarding the meeting No. 5/2565 (B.E.), on 11th May B.E. 2565, the Announcement hereby shall be declared as follows:

1. This announcement is called "Announcement of the Ministry of Higher Education, Science, Research, and Innovation: The Specifications of Learning Outcomes in Compliance with Higher Education Qualifications Standards B.E. 2565".

2. This Announcement shall be enforced from 27th September B.E. 2565 onwards.

3. In this Announcement:

"university" means an institution, both public and private, which provides higher education, at a degree and lower than a degree level in education;

"higher education qualifications standards" means regulations in relation to students' learning outcomes obtained from their education in compliance with higher education program standards required at each level of education;

"learning outcomes" means outcomes resulted from students' learning process derived from education, trainings, or experiences gained through practices.

4. Learning outcomes based on each qualification level shall be congruent with the identity of program, higher education institution, profession, nation, and global context. Learning outcomes comprise 4 areas as follows:

4.1. Knowledge means accumulated concepts obtained from education, research, or experience resulting from curriculums, all of which are deemed necessary and sufficient for practical uses or knowledge enhancement in a career, social life, and sustainable development for living in the digital age.

4.2.   Skills means abilities obtained from learning and practices, both of which lead to agility, nimble mind, and skills, for job development, professional or academic development, self-improvement, and social development for living in the digital age.

4.3.   Ethics means personal behavior or action that reflects virtue, morality and code of conducts for public or personal benefits, both at the presence of and behind others.

Page 36

4.4.   Character means personalities, traits and value which reflect characteristics particularly for sciences, professions and institutions developed by learning and experiential training based upon curriculums, all of which appropriate for each level of higher education qualifications standards.

5.   The specifications of each learning outcome area prescribed in Clause 4, based on qualifications at each level, shall be in compliance with the addendum to this Announcement.

6.   The university shall perform auditable responsibility in the aspect of graduate production that meets learning outcomes as required upon curriculums by means of designing and developing a system and process or of methods with empirical evidence for curriculum audits and educational management audits in purpose of accreditation of educational programs in compliance with the higher education standard.

Announced on 20th July B.E. 2565

Professor Emeritus Kittichai Wattananikorn

Chairman of the Ministry of Higher Education, Science, Research, and Innovation

1

The Specifications of Learning Outcomes of Each Qualification Level

Knowledge
Knowledge means accumulated concepts obtained from education, research, or experience resulting from curriculums, all of which are deemed necessary and sufficient for practical uses or knowledge enhancement in a career, social life, and sustainable development for living in the digital age.   The knowledge-oriented structure of each qualification level comprises the following.   1. Conceptual knowledge/principles, process knowledge, and knowledge essential in life   2. * Essential knowledge to link, apply, and extend the existing knowledge, leading to development and collaborative work   * Note: The diploma degree is excluded.

Diploma	Bachelor's Degree	Graduate Diploma	Master's Degree	High Vocational Diploma	Doctoral Degree
Knowledge essential and sufficient for uses at work on duties	Knowledge essential and sufficient for practical uses, knowledge expansion, and knowledge application for job development	Knowledge essential and sufficient for practical uses, knowledge expansion, and connection to new knowledge for professional development	Knowledge essential and sufficient for practical uses, knowledge expansion, and connection to new knowledge for discovery and recognized invention	Knowledge essential and sufficient for practical uses, knowledge expansion, and knowledge connection to building a body of new, practical knowledge for recognizable, integrated professional-oriented problem-solving	Knowledge essential and sufficient for practical uses, knowledge expansion, connection to new knowledge, and research process to build a body of new knowledge leading to integrated problem-solving which is recognizable, referable, and adaptable in other contexts
Invention means research and development process creating new products that include apparatus, objects, procedures, systems, and concepts; that are the products created from knowledge, initiatives or creativity; or that are developed, expanded, applied, and improved for appropriate uses aligned with new contexts, new lifestyles and new demands.   **Building a body of new knowledge** means research process utilizing various research methodologies resulting in products or research findings, concepts, theories or newly conceptualized knowledge, to help to promote and develop a field of science or encourage creation of newly integrated sciences.

Skills					
Skills means abilities obtained from learning and practices, both of which lead to agility, nimble mind, and skills, for job development, professional or academic development, self-improvement, and social development for living in the digital age. The skill-oriented structure of each qualification level comprises the following. 1. Operational skills in professions or in related sciences 2. General skills including learning skills, personal skills, and collaborative skills, all of which lead to job improvement, profession development, life and work improvement, to create an organization or society appropriate for ways of living in the digital age.					
Diploma	**Bachelor's Degree**	**Graduate Diploma**	**Master's Degree**	**High Vocational Diploma**	**Doctoral Degree**
1. Learning skills: Self-learning derived from work operation in accordance with regulated guidelines 2. Digital skills	1. Learning skills: Self-learning by operating work and improving job performance for a career 2. Digital skills	1. Learning skills: Self-learning by operating work and improving job performance to meet professionalism 2. Digital skills	1. Learning skills: Self-learning and knowledge development skills in work operation and initiatives to develop new academic knowledge or profession 2. Digital skills	1. Learning skills: Self-learning and knowledge development skills in work operation and initiatives to develop new, accepted, practical academic knowledge or profession 2. Digital skills	1. Learning skills: Self-learning and knowledge development skills in work operation and initiatives to build a body of new knowledge, both academically and professionally, which can be referable and applicable in other contexts
The programs are obligated to refer to conceptual frameworks of learning skills developed in the 21st century and among Top 10 Skills of World Economic Forum. **Examples of skills:** inquiry skills, critical thinking, reasoning, creativity, learning, communication, collaboration, team working, leadership, entrepreneurship, problem solving, coexistence, and multitasking skills.					

Ethics

Ethics means personal behavior or action that reflects virtue, morality and code of conducts for public or personal benefits, both in the presence of and behind others.

The ethics-oriented structure of each qualification level comprises the following.

1. Actions in compliance with rules and regulations, leading to benefits to society

2. Avoidance of socially and legally violated actions

In this regard, the programs are obligated to prescribe ethics appropriate for fields of study of each qualification level and include ethics for specific profession prescribed by a council of profession, or a community of profession, or codes of conduct.

Examples of ethics: Ethical conducts are, for instance, honesty, generosity, mercy, bountifulness, public consciousness, environmental protection, etc.

Unethical conducts are, for instance, plagiarism, academic corruption, intellectual property infringement, violation of human rights, robbery, exam cheating, fraud, contract violation, hype, and wrong actions benefitting for allies.

Characters
Character means personalities, traits and value which reflect characteristics particularly for sciences, professions and institutions developed by learning and experiential training based upon curriculums, all of which appropriate for each level of higher education qualifications standards.   The character-oriented structure of each qualification level comprises the following.   1. General personal characteristics   2. Personal characteristics by a profession or relevant sciences   **Examples of character**: trustworthiness, friendliness, charm, leadership, inquiring mind, self-assertiveness, mercy, kindness, teamwork orientation, observing-mind, critical thinking, reasoning, value adherent to the right ideal, environmental protection, sufficiency, social equality, social responsibility, acceptance of social differences, rational spending, responsibility, patience in professional work, thoughtfulness, thoroughness, role model, good personalities, good communicative skills, systematic thinking, self-confidence, aesthetic, artfulness, imaginativeness, creativeness, love of play and acting, managerial competency, logical thinking, entrepreneurship, digital literacy, and media literacy e.g., technology literacy, information literacy, visual literacy, communication literacy, social literacy, etc.   In this regard, every program is obligated to prescribe general characteristics appropriate for the identity of program and institution. Besides, vocational programs should prescribe personal characteristics for specific vocations in compliance with professional standards by, possibly, selecting certain general characteristics to determine focused qualifications in line with program objectives.