

BEST PRACTICE GUIDELINES FOR QUALITY ASSURANCE AT THE COURSE LEVEL: A CASE STUDY OF THE MASTER OF MANAGEMENT PROGRAM, COLLEGE OF INNOVATION AND MANAGEMENT, SUAN SUNANDHA RAJABHAT UNIVERSITY

Suttinee Chairat^{1*}, Wilailak Rakbamrung², Poramet Saeng-on³

^{1*,2,3} *College of Innovation and Management, Suan Sunandha Rajabhat University, Bangkok,
Thailand*

Email: sutinee.ch@ssru.ac.th

ABSTRACT

The research objectives were 1. to study the problem of the performance of quality assurance of curriculum; in studies case of: Master of Management Program Management Innovation, College of Innovation and Management 2. to find the guideline a good practice quality assurance of curriculum; in studies case of: Master of Management Program Management Innovation College of Innovation and Management, Suan Sunandha Rajabhat University. The qualitative research was conducted using interviews of 30 keys informant as lecturers, personnel and students.

The result of this research were 1) The problem of the performance of quality assurance of curriculum found that 1. Operational mechanisms on the effectiveness of performance 2. Lecturer; some lecturers don't have an academic title. 3. Students; the students were unable to graduate from their studies on time, and their research cannot be used commercially.

2) The guideline of a good practice quality assurance of curriculum found that the curriculum has a process improvement of the performance of quality assurance which a new system by using the PDCA Cycle as a plan, develop operational mechanisms on the effectiveness of performance system, act, follow up and check as an evaluate the result. The result of this research found that able to operational mechanisms on the effectiveness of performance, 3 of the lecturers were able to develop the documentary for make an academic title and 1 of them will able to be approved as an assistant professor, 19 students were able to graduate on time, in the 90.47 percentages and a research project can be developed into a commercial by one student.

3. The process improvement resulted that receiving a guideline for quality assurance which is a quality assurance score of 4.17, the highest level in the second of the College of Innovation and Management's ranges.

Keywords: The Guideline a Good Practice, Quality Assurance, Curriculum

INTRODUCTION

1. Introduction

National Education Act, 1999, amended (2nd edition) 2002 have set goals and principles of education management that emphasize quality and standards. The details are specified in Section 6 standards. And educational quality assurance which consists of “Internal Quality Assurance System” and “External Quality Assurance System” To be used as a mechanism for maintaining the quality and standards of higher education institutions for internal quality assurance. It creates a system and a mechanism for development. Follow up, inspect and evaluate the operations of higher education institutions in accordance with the policy, Target and the quality level according to the standards set by the educational institution and/or affiliated agencies. The affiliation agencies and educational institutions require a quality assurance system within educational institutions. Internal quality assurance shall be regarded as part of the educational administration process that must be carried out on an ongoing basis. An annual internal quality assessment report is prepared and submitted to the institution council. agency and related agencies to consider and disclose to the public to lead to quality development and educational standards and to support external quality assurance

Quality Assurance is activity or systematically carrying out the main mission according to the predetermined plan with quality control, quality inspection and quality assessment. Until creating confidence in the quality and standards of the index indicator system and production process product and results of education management consists of internal quality assurance and external quality assurance.

Master of Management Program College of Innovation and Management Suan Sunandha Rajabhat University. Give importance to quality assurance at the curriculum level. very much because it reflects the quality of teaching and learning according to both components 6 stipulated in quality assurance It is a guarantee that the curriculum will produce works of high quality and standards. Process P D C A, add improvements and solutions to make it more efficient.

The Learning and Growth Perspective is the final perspective under the Balanced Scorecard framework, but it is a perspective of great importance, particularly in terms of its significance for the future of an organization. If this perspective is lacking, it can hinder the achievement of objectives under the other perspectives mentioned above. In this perspective, an organization needs to consider how it can learn and develop in order to achieve objectives under the Financial, Customer, and Internal Process perspectives. Typically, objectives within this perspective can be divided into three main areas: internal human resource aspects, information system aspects, and organizational culture, motivation systems, and structure, all under the objectives related to human resources within the organization. The foundation for these objectives related to human resources within the organization stems from the recognition that in order to achieve objectives under other perspectives, the internal workforce is the most critical factor. The objectives related to human resources within the organization include the following considerations (Thongkua, 2021).

Please note that the translation provided may not capture the exact nuances of the original text, but it conveys the overall meaning accurately.

So, the researcher therefore studies for good practice guidelines. Quality Assurance course level case study in Master of Management Program, College of Innovation and Management, Suan Sunandha Rajabhat University, to maintain the quality of the curriculum from the auditor committee.

1.2 Objective

1.2.1 To study problems regarding quality assurance practices, course level case study Master of Management Program College of Innovation and Management Suan Sunandha Rajabhat University.

1.2.2 To find good practice guidelines Quality Assurance course level case study Master of Management Program College of Innovation and Management Suan Sunandha Rajabhat University.

1.3 Scope of Research

1.3.1 Population

Key informants are course teachers 30 course staff and students

1.3.2 Content Scope

Quality Assurance course level case study Master of Management Program College of Innovation and Management Suan Sunandha Rajabhat University.

1.3.3 Area Boundary

College of Innovation and Management Suan Sunandha Rajabhat University

1.4 Conceptual framework

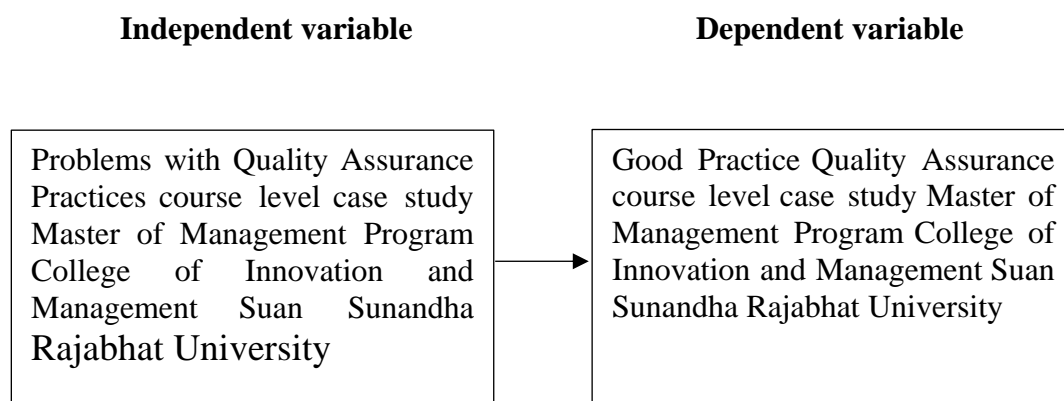


Figure 1: Conceptual framework

From The Picture 1 Initial Variable is Problems with Quality Assurance Practices course level case study Master of Management Program College of Innovation and Management Suan Sunandha Rajabhat University and the dependent variable is Good Practice Quality Assurance course level case study Master of Management Program College of Innovation and Management Suan Sunandha Rajabhat University.

RESEARCH METHODOLOGY

2. Research methodology

2.1 Research design

This research was a qualitative research.

2.2 Population and samples

Key informants are course teachers. 30 course staff and students.

2.3 Instrumentation

The research tool was an interview form.

2.4 Testing quality of research instrument

2.4.1 Content validity

Tool quality check by checking for content validity The researcher brought the interview form to the experts. quantity 3 person. Evaluate the consistency index of the interview form. Then analyzeค่า Index of Concordance between Questions and Objectives equal to 1.00

2.5 Data Collection

Data was collected by interviewing key informants. Consists of course teachers Course staff and students 30 people.

2.6 Data Analysis

Data were analyzed by employing content analysis.

RESULTS AND FINDINGS

3. Results and Findings

The result of this research were 1. The problem of the performance of quality assurance of curriculum found that 1. Operational mechanisms on the effectiveness of performance 2. Lecturer; some of lecturer doesn't have an academic title. 3. Students; the students were unable to graduate their studies on time, and their research cannot be used commercially.

2. The guideline of a good practice quality assurance of curriculum found that the curriculum has a process improvement of the performance of quality assurance which a new system by using the PDCA Cycle as a plan, develop Operational mechanisms on the effectiveness of performance system, act, follow up and check as an evaluate the result. The result of this research found that able to operational mechanisms on the effectiveness of performance, 3 of lecturers able to develop the documentary for make an academic titles and 1 of them will able to approved as assistant professor, 19 students were able to graduate on time, in the 90.47 percentages and a research project can be developed into a commercial by one student.

3. The process improvement resulted that received a guideline for quality assurance which in a quality assurance score of 4.17, at the highest level in the second of the College of Innovation and Management's ranges.

CONCLUSION

4. Conclusion

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DISCUSSION

5. Discussion

From Research Subject Good Practice Guidelines for Educational Quality Assurance course level case study Master of Management Program College of Innovation and Management Suan Sunandha Rajabhat University let's discuss according to the research objectives as follows.

5.1 Problems with Quality Assurance Practices course level found 1. Lack of operational mechanisms which Jutha Tian-Thai and Jintana Chanchaisilp (2544, page 5) give meaning Educational quality assurance that mean process or any mechanism that has already been carried out will cause maintenance in which the quality of higher education is consistently up to standards. Which protects the interests of the learner's parent as well as society as a whole including any process or mechanism initiated within the higher education institution itself or by an external agency 2. Lecturer There are still some teachers who do not have academic positions 3. The students were unable to graduate as planned and student research results cannot be used for commercial purposes which corresponds to Patphon Kaew Yom (2557). Researched Subject a study of success factors for insurance operations Internal education quality at Rajamangala University of Technology Suvarnabhumi found 1. Rajamangala University of Technology Suvarnabhumi There is an educational quality assurance system. an internal system that integrates internal educational quality assurance of Office of the Higher Education Commission. Assessing the external quality of Office for National Education Standards and Quality Assessment. Annual Strategic and Action Plans and quality management system, standard operating procedures (SOP) that corresponds to the vision and university policy. There is a mechanism for implementing quality assurance. A study from the participation of executives and personnel through routine operations and project work of the faculty and support agencies. There is a specific unit responsible for educational quality assurance. Use knowledge management to understand quality assurance. Use information systems to follow up. Implementation of quality assurance by implementing the system CHE QA Online of Office of The Higher Education Commission. used in the database of university. Take the results of the assessment to improve the performance. Create incentives for operations Assurance of quality by awarding quality awards at the university level from the results of this research study It will be one of the factors that affects the participation of personnel very well. Personnel participate in internal educational quality assurance. which arises from the integration of service providers' policies leading to the implementation of various plans of the University. 2. Factors affecting the success of the implementation of internal educational quality assurance in order of relationship. as follows resource readiness quality culture of the agency. and

the leadership of the executives for the type of department, size of the department and management experience has no relationship 3. Recommendations for Internal Educational Quality Assurance Operations as follows: Executives at all levels. Should increase the importance of the management of educational quality assurance. Emphasize operations from the cooperation of all parties. Universities should increase the development of knowledge and understanding of internal quality assurance mechanisms.

5.2 Good Practice Quality Assurance course level found The course revised a new quality assurance approach using. Main PDCA is Planning Develop a working mechanism Implementation of the plan, tracking and bringing the results to improve. Research results after adjusting the process It was found that every component of the operating mechanism system could be developed. Three full-time program instructors can develop documents for applying for academic positions. and one person was approved as an assistant professor 19 students were able to complete their studies within the specified timeframe. Accounted for 90.47 percent and 1 student Able to develop research into commercialization which corresponds to Thiraphong Thap In (2558). has done research on the use of the deeming cycle. (PDCA) In Academic administration of secondary schools under the Secondary Educational Service Area Office district 42 found Academic administration using the cycle quality management system deming to help in To make learners knowledgeable and capable in accordance with educational standards educational institutions have Clear operating guidelines and cooperation from all parties with inspection and continuous improvement. Make the community have confidence in the educational management of educational institutions. Which if separated After considering each side, it can be explained as follows. Planning When leading the deming circuit (PDCA) After applying, planning will help in developing ideas to bring them into practice. Able to measure success in a concrete way in the implementation aspect, it can make the person in charge Operate according to the specified timeframe under close supervision. Inspection there are clear guidelines for evaluating success results, able to have information for use in improve the performance in the next time. Improvement have information to improve and develop plans how to do it properly, as a result, the administration has an efficient work system. continuous performance

5.3 From the result of process improvement. Obtained guidelines for quality assurance work with a quality assurance score equal to 4.17 in a very good level 2nd highest among the College of Innovation and Management

SUGGESTIONS

6. Suggestions

From the research results of Best Practice Guidelines for Quality Assurance at the Course Level: A Case Study of the Master of Management Program, College of Innovation and Management, Suan Sunandha Rajabhat University. There are suggestions for bringing it to good use. As follows;

1. Management, There should be a mechanism to manage and develop quality courses. such as human resources Teaching Research Academic service to society Including things that support teaching and learning.
2. Teacher Side, Teachers should be encouraged to study and research in order to seek and develop knowledge. and continuously develop research and innovation Support and encourage the

publication of research articles or academic articles published nationally and internationally. and should provide sufficient budget to support

3. Student Side, Teachers should be encouraged to study and research in order to continuously seek and develop knowledge in innovation. for use in the teaching and learning process, encourage the organization of activities to develop students appropriately and completely.

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