Strength and Weakness of Outcome-Based Education in Thailand

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OBE/OBA

OBE: Outcomes-Based Education

OBA: Outcomes-Based Accreditation

or

OBE: Outcome-Based *Evaluation*

OBA: Outcome-Based *Assessment*

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Assessment:

- Gathering information and evidence about a student's Knowledge, Skills and Abilities; *Formative* (i.e., Process-oriented)

- Normally conducted by Programmes/HEIs

Evaluation:

- Making judgements based on Criteria and Standards; *Summative* (i.e., Output-oriented)

- Conducted by *Peers* (PEVs) as well as by Programmes/HEIs

Strength of

TABEE Accreditation:

- **Well-established Policy & Procedures**
- **Strong Commitment of Key DTS Members**
- **Dedicated Support from COET**
- **Increasing Participation of Leading HEIs and Major [Regulated] Programs since B.E. 2564**
- **Recognized by Government as an OBA Agency**
- **Comprehensive Documentation and Maintenance of Records**
- **Strong Support from Industry Partners**

Weakness of – (i)

TABEE Accreditation:

- Actual Programme Outcomes (and hence GAs) are not fully evaluated to the Standard of Complex Engineering Problems/Activities.

- A two-fold Challenge:

  - ✓ Implementing the mandated change to an outcome-based curricular design

  - ✓ Completing the transition from the senior project to a team-based capstone project

Weakness of – (ii)

TABEE Accreditation:

- Many programmes are still under transition from incorporating a technical Senior Project to inclusion of an integrative Capstone Project;

- OBE/OBA Implementation at Programmes widely varies even in the same HEIs;

- Accreditation process should assess whether the capstone design is being delivered to the level of complex engineering problems.

Weakness of – (iii)

TABEE Accreditation:

- Some PEVs seem to have little experience in supervising Capstone Projects, which may undermine the Evaluation by Peers;

- Lack of direct engagement between an intervenor group (IWG) and each PEVs team limit the function of post-visit moderation;

- No actual means to verify that PEVs team has adequately evaluated each programme against all TABEE criteria.

Weakness of – (iv)

TABEE Accreditation:

- Decision recommended by EAC may be easily overruled by the Majority of PEV team chairs who have not involved in other evaluation;

- Independence and governance of decision-making process are likely to be compromised;

- Insufficient separation of roles of Key DTS Members may induce a potential Conflict of Interests.

Schedule B1/B2

Schedule B1: Criteria 1, 2 & 3

- Criteria for Admission to Provisional Signatory Status in an Accord (also required for Admission to Full Signatory)

Schedule B2: Criteria 4, 5 & 6

- Criteria for Admission to and Maintenance of Signatory Status in an Accord

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Schedule B2.5:

The graduate outcomes standard applied for accreditation is substantially equivalent to the Accord as exemplified by the Graduate Attribute exemplars as reflected in:

a) The agency's documented programme outcome standards;

b) The standards required of accredited programs **in practice**;

c) The assessment and evaluation of programme outcomes/graduate attributes are practically implemented by the programmes/HEIs;

d) The awareness of outcomes-based accreditation by the agency's programme evaluators;

e) The understanding of outcomes-based accreditation by the agency's key officers and staff personnel.

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Three Entities for in practice:

- Programmes/HEIs – *must be a representative cross-section of Thai engineering education.*

- Programme Evaluators (PEVs) – should *be trained to be familiar with Outcome-Based Education and with Capstone Design Delivery.*

- Accreditation Agency – *may have at least a staff personnel with expertise in OBE/OBA.*

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A few more issues other than B.5:

- No Programme has gone through a Full Accreditation Cycle and been re-evaluated. (B.6.c)

- Decision-making Process appeared to be inconsistent in terms of the evaluation standards set out by OBE/OBA Criteria. (B.6.d)

- Accredited period must be designated by (date/month/year) format. (B.4.d)

Thank You !

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