

(UNOFFICIAL TRANSLATION)

THE NOTIFICATION OF THE COMMISSION ON HIGHER EDUCATION STANDARDS ON CRITERIA AND GUIDELINES FOR THE PROMOTION OF COOPERATIVE AND WORK-INTEGRATED EDUCATION PROGRAM PROVISION B.E. 2565 (2022)

It is appropriate to promote collaboration between higher education institutions and workplaces in the form of Cooperative and Work-Integrated Education (CWIE) programs in order to equip students with real-world work experience and work-related competencies, create employment opportunities that align with job market demands, and enable higher education institutions to provide CWIE programs in accordance with the Ministerial Regulations on Higher Education Curriculum Standards B.E. 2565 (2022), the Ministerial Regulations on Higher Education Qualification Standards B.E.2565 (2022), the Higher Education Act B.E. 2562 (2019), and the Notification of Ministry of Higher Education, Science, Research and Innovation on the Philosophy of Thai Higher Education and New Higher Education System for Graduate Production and Manpower Development.

This notification is established by Clause 21 of the Ministerial Regulations on Higher Education Curriculum Standards B.E.2565 (2022) and the resolution of the Commission on Higher Education Standards in the 9th/2565 meeting on September 14th, B.E. 2565 (2022), whose details are as follows:

1. This notification shall be called the “Notification of the Commission on Higher Education Standards on Criteria and Guidelines for The Promotion of Cooperative and Work-Integrated Education Program Provision B.E. 2565 (2022)”

“Cooperative and Work-Integrated Education (CWIE)” means the provision of experiential education based on competencies, which is co-designed by higher education institutions and workplaces. It allows students to study at a higher education institution and also to take a work placement at a workplace, enhancing their competencies to become work-ready graduates.

“Learning outcome” means an outcome achieved by learners through the learning process in study program, training, or practical training experience or on-the-job learning during their education period.

“Competency” means the ability to integrate knowledge, skills, ethics, and characteristics to achieve successful outcomes during work placement. Such achievement is subject to systematic assessment.

“Full-time academic staff” means an individual who holds the position of lecturer, assistant professor, associate professor, professor, and an equivalent position in a higher education institution as specified by the institution’s council, or staff from external organizations involved in a joint graduate production agreement. All of these people undertake responsibilities in accordance with the mission of higher education and have good understanding in higher education qualification standards.

“Program staff” means program lecturers whose qualifications are directly relevant to or align with the academic discipline of the program, as approved by the institution’s council. This individual is responsible for teaching and conducting research in the specified field and may serve in this role for multiple programs simultaneously.

“Workplace” means any unit belonging to the government, state enterprises, public organizations, business organizations, industrial sector, production sector, service sector, and civil organizations.

“Academic supervisor” means a program lecturer appointed by higher education institutions to provide students with academic and professional guidance at their CWIE workplaces, monitor and assess their progress and placement reports.

“Job mentor” means a staff member of a workplace who is responsible for providing knowledge, guidance, training, and assessment to CWIE students during their placement.

3. Principle for credit management for CWIE programs

Cooperative and Work Integrated Education program is a part of higher education programs conformed to the higher education curriculum standards. There shall be at least six credits of semester for the work placement period at the workplace, one credit is equal to forty-five hours of work at least.

4. Guidelines to promote CWIE programs

4.1 Guidelines to provide CWIE programs

- 4.1.1 CWIE program can be implemented in all higher education programs by conforming to their respective curriculum standards and qualification standards.
- 4.1.2 Learning outcomes shall be developed to ensure that graduates of CWIE programs are equipped with the competencies needed for the world of work. These outcomes should encompass both professional or field-specific skills (hard skills) and general skills (soft skills). The learning outcomes for graduates should have a comprehensive range of, at least, four domains: (1) Knowledge, (2) Skills, (3) Ethics, and (4) Character.
- 4.1.3 Input factors and processes shall be defined for the achievement of learning outcomes such as program content, instructional models, educational technology and equipment, qualifications of academic supervisors, qualifications of job mentors, the proportion of theoretical and practical learning, work placement sites, as well as educational measurement.
- 4.1.4 Higher education institutions shall assign academic supervisors to provide guidance, advice, and support for problem-solving, and to supervise the students’ work before/during/after their placement at the workplace. They shall also monitor and assess the students’ performance during the placement. Workplaces shall assign job mentors to supervise, make a work plan, support, facilitate, mentor, and assess students’ performance during their placement.

1) Qualifications of academic supervisors

- (1) The academic supervisor has at least one semester of teaching experience and has attended CWIE supervisory training to have competencies in accordance with programs stipulated by the Office of the Permanent Secretary, the Ministry of Higher Education, Science, Research, and Innovation. In cases where students undertake the placement at organizations abroad or foreign organizations operating in Thailand under a collaborative arrangement, an individual with equivalent qualifications and competencies can be appointed as an academic supervisor.
- (2) The academic supervisor is a program lecturer of the program to which students belong.

2) Qualification of job mentors

The job mentor holds at least a bachelor's degree or has expertise in a similar or related professional field to that of the students undertaking CWIE. Additionally, the individual must have at least six months of work experience in the mentoring role or has attended a CWIE supervisory training stipulated by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation, to ensure the competencies required for the role of a job mentor.

4.1.5 Program assessment and evaluation

- 1) There shall be a system and mechanisms to measure the student's learning outcomes in accordance with the competencies, collaboratively established by higher education institutions and workplaces.
- 2) There shall be a monitoring system to revise and improve the programs regularly and continuously to achieve the students' learning outcomes.

4.1.6 Quality assurance for the provision of CWIE Program

Higher education institutions shall establish a program quality assurance system in accordance with the Ministerial Regulations on Higher Education Curriculum Standards B.E. 2565 (2022). Higher education institutions may set quality assurance criteria exceeding the established standards, adhering to the principle that CWIE program is a part of higher education programs and included in the quality system of those institutions.

4.2 Guidelines for collaboration management for higher education institutions

4.2.1 Collaboration management for higher education institutions

1) Before the CWIE placement

- (1) Establish a policy or a plan to provide CWIE programs and allocate resources accordingly.
- (2) Disseminate knowledge and understanding of the concepts, processes, standards, and benefits of CWIE to executives, personnel, and students through a variety of channels such as training sessions, website publications, and guidebooks.

- (3) Establish systems and mechanisms for seeking and fostering collaboration with workplaces.
- (4) Establish support systems, consisting of a dedicated unit, a supervision system for inexperienced academic supervisors, a monitoring and evaluation system, CWIE databases, and a workload assignment system for everyone involved in CWIE provision.
- (5) Collaborate with workplaces to co-design program curricula, learning mechanisms, work experience organization focusing on enhancing students' competencies, and management systems for CWIE.
- (6) Establish an agreement on providing appropriate remuneration and/or welfare such as accommodation, meal, and transportation.
- (7) Establish an agreement on the intellectual property rights that may be created by CWIE students during their work placement. The agreement should include a provision for acknowledging and crediting students for their contributions and allocating appropriate benefits to the students who create such intellectual property.
- (8) Prepare and equip students with theoretical knowledge, professional expertise, and the skills needed for their placement, including emotional, social, language, and digital skills. This preparation must take at least thirty hours and may be conducted in a single session or multiple sessions.
- (9) Provide orientation to students before their work placement.

2) During the CWIE placement

- (1) Provide supervision by an academic supervisor for at least one session of no less than one hour for one student.
- (2) Monitor students' progress in competency development during their placement through collaboration among students, academic supervisors, and job mentors. If the required competencies are not achieved, ensure that necessary improvement is arranged.

“During the placement” means the period of practical work at a workplace and it does not include study visit or online supervision.

3) After the CWIE placement

- (1) Co-evaluate students' performance with workplaces.
- (2) Review and provide feedback on students' placement reports of CWIE by academic supervisors.
- (3) Facilitate experience-sharing sessions between CWIE students, current students, academic supervisors and/or job mentors. The insights from such sessions should be used to improve the program and the provision of CWIE in the future.
- (4) Organize additional student development activities.

- (5) Promote the enhancement of collaboration with workplaces to develop the program for CWIE, as well as other activities in accordance with the mission of higher education institutions.

4.2.2 Collaboration management for workplaces

1) Before the CWIE placement

- (1) Establish a policy or a plan for students' selection and admission and allocate resources accordingly.
- (2) Disseminate knowledge and understanding of the concepts, processes, standards, and benefits of CWIE to executives and personnel in the workplace.
- (3) Provide CWIE information to inform and support policy-setting and management.
- (4) Co-design the program curriculum focusing on student's competencies and the administrative systems with higher education institutions.
- (5) Prepare a work environment ready for student's placement, ensure occupational safety and health, establish attendance and work reporting system, and provide modern tools and technology to enable students to perform their placement effectively.
- (6) Provide appropriate remuneration and/or welfare such as accommodation, meal, and transportation.
- (7) Establish an agreement on the intellectual property rights that may be created by CWIE students during their CWIE placement, including acknowledging and crediting students for their contributions and allocating appropriate benefits to the students who create such intellectual property.
- (8) Provide an orientation to introduce students to organizational culture, rules, and regulations.

2) During the CWIE placement

- (1) Assign tasks or projects related to the student's field of study.
- (2) Provide the status for CWIE students as full-time temporary employees.
- (3) Provide safety training for the work placement.
- (4) Provide students with opportunities to share experiences, problems, and work practices with other students, academic supervisors, and job mentors.
- (5) Monitor students' progress in competency development during their CWIE placement, with academic supervisors, and job mentors. If the required competencies are not achieved, ensure that necessary improvement is arranged.

“During the placement” means the period of practical work at a workplace and it does not include study visit or online supervision.

3) After the CWIE placement

- (1) Provide students with sessions for post placement report presentation and experience-sharing with job mentors, department staff, and workplace executives.
- (2) Review and provide feedback on students' placement report for CWIE by job mentors.
- (3) Evaluate students' performance and gather data to report to higher education institutions and their own organization.

4.2.3 Collaboration management for students

1) Before the CWIE placement

- (1) Study information about target workplaces.
- (2) Choose a workplace based on personal interest.
- (3) Prepare job application materials and resume.
- (4) Prepare academic knowledge and the skills needed for CWIE placement, including emotional, social, language, digital, team work skills, and self-improvement.
- (5) Prepare a record of expectations before placement.

2) During the CWIE placement

- (1) Report to the job mentor and the head of the unit of work placement.
- (2) Undertake the placement as a full-time temporary employee.
- (3) Complete daily and weekly reflection reports, expressing opinions and emotions during the placement using the provided forms.
- (4) Submit progress reports to the job mentor and academic supervisor according to the agreement made.
- (5) Submit the (draft) final report to the academic supervisor and job mentor before completing the placement, and revise it if needed based on recommendations from the academic supervisor and job mentor.
- (6) Evaluate the academic supervisor and job mentor using the forms jointly provided by the higher education institution and the workplace.

“During the placement” means the period of practical work at a workplace and it does not include student visit or online supervision.

3) After the CWIE placement

- (1) Submit the final report approved by the workplace to the academic supervisor and job mentor.

- (2) Give a presentation on CWIE performance report at an academic seminar, attended by the academic supervisors, job mentors, CWIE students, and other students after the placement.
- (3) Self-evaluate using the assessment results from the academic supervisor and job mentor, and make a plan for self-improvement.
- (4) Complete a reflection report for the placement using the provided forms for self-assessment and self-improvement planning.

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