



SELF-ASSESSMENT REPORT FOR AUN-QA

Academic year 2015

Bachelor of Arts in Islamic Economics and Management Programme

College of Islamic Studies

Prince of Songkla University, Pattani Campus

Pattani, Thailand

1 October 2016





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Part I: Introduction

1. EXECUTIVE SUMMARY

หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาเศรษฐศาสตร์และการจัดการในอิสลาม ฉบับปรับปรุง พ.ศ. 2554 ระดับปริญญาตรี อยู่ภายใต้การดูแลของแผนกเศรษฐศาสตร์และการจัดการในอิสลาม สังกัดวิทยาลัยอิสลามศึกษา เป็นหน่วยงานเทียบเท่าคณะ จัดอยู่ในกลุ่มสาขาวิชามนุษยศาสตร์และสังคมศาสตร์และกลุ่มสถาบันอุดมศึกษาที่เน้นการวิจัยขั้นสูงและผลิตบัณฑิตระดับบัณฑิตศึกษา โดยมีทั้งระดับปริญญาตรี ปริญญาโทและปริญญาเอก ได้ ดำเนินการประกันคุณภาพการศึกษาตามมาตรฐานการศึกษา ในช่วงการดำเนินงานในปีการศึกษา 2558 แผนกวิชาเศรษฐศาสตร์และการจัดการในอิสลาม ได้จัดทำรายงานประจำปีการประเมินคุณภาพ ประจำปี 2558 เพื่อรายงานผลการดำเนินงานตามองค์ประกอบและตัวบ่งชี้ของ สกอ. ในวันที่ 1 ตุลาคม 2559

จากผลการประเมินตนเองในระดับหลักสูตร พบว่า มีคะแนนผลการดำเนินงานผลการประเมิน โดยแยกเป็นเกณฑ์ต่างๆ 11 เกณฑ์ พบว่าโดยรวมอยู่ที่ 2.54 ผลการประเมินด้านอื่นๆ ดังแสดงในตารางต่อไปนี้

Criteria	Score
1. Expected Learning Outcomes	3
2. Programme Specification	3
3. Programme Structure and Content	3
4. Teaching and Learning Approach	3
5. Student Assessment	2
6. Academic Staff Quality	2
7. Support Staff Quality	2
8. Student Quality and Support	2
9. Facilities and Infrastructure	3
10. Quality Enhancement	2
11. Output	3
Overall Verdict	2.54

ในสภาวะการณ์ที่สังคมโลกและประเทศแปรผันอย่างคาดเดาไม่ได้ ทั้งทางสังคม เศรษฐกิจ การศึกษาและการเมือง ประกอบกับการก้าวกระโดดของเทคโนโลยีสารสนเทศที่รวดเร็ว การผลิตบัณฑิตท่ามกลางบริบทที่ท้าทายข้างต้นเป็นสิ่งที่อาจารย์ประจำหลักสูตรต้องมองหาโอกาสและเสริมจุดแข็งเพื่อให้บัณฑิตที่ออกไปพร้อมเผชิญกับความท้าทายของโลกแห่งศตวรรษที่ 21 ในทุกทักษะที่จำเป็น

2. BRIEF DESCRIPTION OF THE COLLEGE OF ISLAMIC STUDIES

วิทยาลัยอิสลามศึกษา มหาวิทยาลัยสงขลานครินทร์ ตั้งอยู่ในวิทยาเขตปัตตานี โดยจัดตั้งเมื่อ 31 ธันวาคม พ.ศ. 2532 จัดการเรียนการสอนในสาขาอิสลามศึกษาทั้งในระดับปริญญาตรี และระดับบัณฑิตศึกษา ซึ่งจัดตั้งขึ้นจากการเสนอของสำนักงานคณะกรรมการเศรษฐกิจและสังคมแห่งชาติ เพื่อจัดให้เป็นศูนย์กลางการศึกษาศาสนาอิสลามจนถึงระดับอุดมศึกษา โดยมหาวิทยาลัยสงขลานครินทร์มีนโยบายในการเปิดสาขาวิชาการศึกษาอิสลาม ขึ้นในคณะมนุษยศาสตร์และสังคมศาสตร์ โดยเตรียมจัดตั้งภาควิชาการศึกษาอิสลาม และร่างหลักสูตรอิสลามศึกษาในระดับปริญญาตรีแล้ว โดยได้ผ่านการอนุมัติจากทบวงมหาวิทยาลัยเมื่อวันที่ 24 ธันวาคม พ.ศ. 2532 นอกจากนี้ ยังเตรียมโครงการจัดตั้งศูนย์อิสลามศึกษา โดยได้รับความเห็นชอบจากสภามหาวิทยาลัย ทบวงมหาวิทยาลัย และเมื่อนำเสนอต่อคณะรัฐมนตรี จึงได้อนุมัติให้จัดตั้งเป็น วิทยาลัยอิสลามศึกษา มีฐานะเป็นคณะหนึ่งในมหาวิทยาลัยสงขลานครินทร์

วิทยาลัยอิสลามศึกษาเป็นศูนย์กลางการศึกษา ค้นคว้า วิจัยด้านวิชาการและศิลปวิทยาการเกี่ยวกับอิสลามและบริการวิชาการแก่สังคม รวมทั้งผลิตกำลังคนทางด้านอิสลามศึกษาทั่วไปในทุกสาขา ได้แบ่งโครงสร้างการบริหารงานออกเป็นสามหน่วยงานคือ **สำนักงานเลขานุการ สำนักงานวิชาการและบริการชุมชน และภาควิชาอิสลามศึกษา** โดยวิทยาลัยฯ ได้ดำเนินการตามภารกิจหลักของมหาวิทยาลัย เพื่อตอบสนองความต้องการของสังคมตามศักยภาพและความพร้อม ในปัจจุบันวิทยาลัยอิสลามศึกษา มหาวิทยาลัยสงขลานครินทร์ได้ทำหน้าที่ ผลิตบัณฑิตออกไปรับใช้สังคม ศึกษา ค้นคว้าวิจัยความรู้ใหม่ๆ ให้บริการวิชาการแก่ชุมชน และทำนุบำรุงศิลปวัฒนธรรม โดยวิทยาลัยฯ ได้ดำเนินการตามภารกิจหลักของมหาวิทยาลัย เพื่อตอบสนองความต้องการของสังคมตามศักยภาพและความพร้อม ซึ่งมีการพัฒนาเป็นลำดับ

ต่อมาในปี พ.ศ. 2558 ได้มีมติเห็นชอบการจัดตั้ง **โรงเรียนสาธิตอิสลามศึกษา** มหาวิทยาลัยสงขลานครินทร์ โดยเป็นหน่วยงานเทียบเท่าระดับภาควิชา ประกาศเมื่อวันที่ 31 สิงหาคม 2558

หลักสูตร และบริการ

วิทยาลัยอิสลามศึกษาเปิดสอนจำนวน 9 หลักสูตร ได้แก่ ศิลปศาสตรบัณฑิต สาขาอิสลามศึกษา ศิลปศาสตรบัณฑิต สาขากฎหมายอิสลาม ศิลปศาสตรบัณฑิต สาขาเศรษฐศาสตร์และการ

จัดการในอิสลาม ศิลปศาสตรบัณฑิต สาขาตะวันออกกลางศึกษา ศิลปศาสตรบัณฑิต สาขาอิสลามศึกษา (หลักสูตรนานาชาติ) ศึกษาศาสตรบัณฑิต สาขาการสอนอิสลามศึกษา ศิลปศาสตรมหาบัณฑิต สาขาอิสลามศึกษา ศึกษาศาสตรมหาบัณฑิต สาขาการบริหารและการจัดการการศึกษาอิสลาม ปรัชญาดุซฎิบัณฑิต สาขาอิสลามศึกษา

สำนักงานวิชาการและบริการชุมชนทำหน้าที่ด้านการให้บริการวิชาการและบริการชุมชน การวิจัย การผลิตเอกสาร การแปลเอกสารและตำรา การส่งเสริมเผยแพร่หลักวิชาการอิสลาม การแสดงนิทรรศการและพิพิธภัณฑ์ การอบรมและสัมมนา

โรงเรียนสาธิตอิสลามศึกษา เป็นโรงเรียนต้นแบบที่จัดการเรียนการสอนแบบบูรณาการอิสลามโดยเน้นความเป็นเลิศทางด้านวิชาการสามัญและศาสนาที่สอดคล้องกับบริบทของประชาชนในพื้นที่ ภายใต้แผนงานแก้ไขปัญหาและพัฒนาจังหวัดชายแดนภาคใต้ โครงการพัฒนาการศึกษาในเขตพัฒนาพิเศษเฉพาะกิจจังหวัดชายแดนภาคใต้

3. BRIEF INTRODUCTION OF THE ISLAMIC ECONOMICS AND MANAGEMENT

PROGRAMME

หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาเศรษฐศาสตร์และการจัดการในอิสลาม ระดับปริญญาตรี ได้เปิดรับนักเรียนรุ่นแรกเมื่อปี พ.ศ. 2545 ได้ทำการปรับหลักสูตรมาแล้ว 2 ครั้ง คือเมื่อปี พ.ศ. 2549 และปี พ.ศ. 2554 คือหลักสูตรที่ใช้อยู่ในปัจจุบัน โดยหลักสูตรอยู่ภายใต้การดูแลของแผนกเศรษฐศาสตร์และการจัดการในอิสลาม สังกัดวิทยาลัยอิสลามศึกษา ซึ่งเป็นหน่วยงานเทียบเท่าคณะ จัดอยู่ในกลุ่มสาขาวิชามนุษยศาสตร์และสังคมศาสตร์และกลุ่มสถาบันอุดมศึกษาที่เน้นการวิจัยขั้นสูงและผลิตบัณฑิตระดับบัณฑิตศึกษา โดยมีทั้งระดับปริญญาตรี ปริญญาโทและปริญญาเอก ได้รับพระราชกฤษฎีกาจัดตั้งเมื่อวันที่ 31 ธันวาคม 2532 โดยกำหนดให้เป็นศูนย์กลางการศึกษา ค้นคว้า วิจัยด้านวิชาการและศิลปวิทยาการเกี่ยวกับอิสลามและบริการ วิชาการแก่สังคม รวมทั้งผลิตกำลังคนทางด้านอิสลามศึกษาทั่วไปในทุกสาขา วิทยาลัยอิสลามศึกษาได้แบ่งโครงสร้าง การบริหารงานออกเป็นสามหน่วยงานคือ สำนักงานเลขานุการ สำนักงานวิชาการและบริการชุมชน และภาควิชาอิสลามศึกษา โดยวิทยาลัยฯได้ดำเนินการตามภารกิจหลักของมหาวิทยาลัย เพื่อตอบสนองความต้องการของสังคม ตามศักยภาพและความพร้อม

1. รหัสและชื่อหลักสูตร

ภาษาไทย: หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาเศรษฐศาสตร์และการจัดการในอิสลาม

ภาษาอังกฤษ: Bachelor of Arts Program in Islamic Economics and Management

2. ชื่อปริญญาและสาขาวิชา

ภาษาไทย ชื่อเต็ม (ไทย): ศิลปศาสตรบัณฑิต (เศรษฐศาสตร์และการจัดการในอิสลาม)

ชื่อย่อ (ไทย): ศศ.บ. (เศรษฐศาสตร์และการจัดการในอิสลาม)

ภาษาอังกฤษ ชื่อเต็ม (อังกฤษ): Bachelor of Arts (Islamic Economics and Management)

ชื่อย่อ (อังกฤษ): B.A. (Islamic Economics and Management)

3. รูปแบบของหลักสูตร

3.1 รูปแบบ หลักสูตรระดับปริญญาตรี หลักสูตร 4 ปี

3.2 ภาษาที่ใช้ ภาษาไทย และภาษาอังกฤษร้อยละ 20

3.3 การรับเข้าศึกษา รับนักศึกษาเข้าศึกษาในหลักสูตรทั้งนักศึกษาไทยหรือต่างประเทศ
ที่สามารถใช้ภาษาไทยได้ดี

3.4 ความร่วมมือกับสถาบันอื่น เป็นหลักสูตรเฉพาะของสถาบันที่จัดการเรียนการสอน
โดยตรง

3.5 การให้ปริญญาแก่ผู้สำเร็จการศึกษา ให้ปริญญาเพียงสาขาวิชาเดียว

4. สถานภาพของหลักสูตรและการพิจารณาอนุมัติ/เห็นชอบหลักสูตร

หลักสูตรปรับปรุง พ.ศ. 2554 ปรับปรุงมาจากหลักสูตรศิลปศาสตรบัณฑิต สาขาวิชา

เศรษฐศาสตร์และการจัดการในอิสลาม พ.ศ. 2552

ได้รับอนุมัติจากสภาวิชาการ ในคราวประชุมครั้งที่ 119(1/2554) เมื่อวันที่ 28 มกราคม 2554

ได้รับความเห็นชอบจากสภามหาวิทยาลัย ในคราวประชุมครั้งที่ 329(2/2554) เมื่อวันที่ 5
มีนาคม 2554

เปิดสอนภาคการศึกษาที่ 1 ปีการศึกษา 2555

5. จำนวนบุคลากรประจำหลักสูตรประจำปีการศึกษา 2558 จำแนกตามประเภทบุคลากรวุฒิ การศึกษาและตำแหน่งทางวิชาการ

ประเภทบุคลากร	จำนวน	วุฒิการศึกษา			ตำแหน่งทางวิชาการ			
		ป.ตรี	ป.โท	ป.เอก	อาจารย์	ผศ.	รศ.	ศ.
สายวิชาการ รศ.อับดุลเลาะ อับรู นายอริศ หัสมา Mr.Darwish Mustafa Yacoub Moawas นายหะหมุด หะยีหมัด นายรัช น้อยผอม	5	0	3	2	4	0	1	0
สายสนับสนุน	0	0	0	0	0	0	0	0
รวม	5	0	3	2	4	0	1	0

Part II: Curriculum Standard Criteria (TQF: component I)

ตารางที่ 1 สรุปผลการดำเนินงานตามเกณฑ์การประเมินองค์ประกอบที่ 1

เกณฑ์ ข้อที่	เกณฑ์การประเมิน	ผลการดำเนินงานตาม เกณฑ์ - ตามเกณฑ์ (✓) - ไม่ได้ตามเกณฑ์ (✗)
1	จำนวนอาจารย์ประจำหลักสูตร	✓
2	คุณสมบัติของอาจารย์ประจำหลักสูตร	✓
11	การปรับปรุงหลักสูตรตามรอบระยะเวลาที่กำหนด	✓

สรุปผลการดำเนินงานองค์ประกอบที่ 1 ตามเกณฑ์ข้อ 1-11

ได้มาตรฐาน

ไม่ได้มาตรฐาน เพราะ.....

ตารางที่ 1.1 จำนวนและคุณสมบัติอาจารย์ประจำหลักสูตร

ตำแหน่งทางวิชาการ รายชื่อปัจจุบัน และเลขประจำตัวประชาชน	คุณวุฒิ/สาขาวิชา/ปีที่สำเร็จ การศึกษา	สาขาวิชาตรงหรือ สัมพันธ์กับสาขาที่ เปิดสอน	
		ตรง	สัมพันธ์
1 ร.ศ.อับดุลเลาะ อับรู / 3940100251656	M.A. (Economics) / 2521	✓	
2 นายอริศ หัสมา / 3910500350856	M.Econ. (Economics) / 2553	✓	
3 Mr.Darwish Mustafa Yacoub Moawad / E3047870	M.A. (Economics) / 2525	✓	
4 นายหะหมุด หะยีหมัด / 3901100867402	บธ.ด. (บริหารธุรกิจ) / 2558	✓	
5 นายธวัช นุ้ยพอม / 3930400115561	PhD. (Islamic Finance) /2556	✓	

ตารางที่ 1.2 การปรับปรุงหลักสูตรตามรอบระยะเวลาที่กำหนด

- 1) เริ่มเปิดหลักสูตรครั้งแรกในปี พ.ศ. 2555
 - 2) ตามรอบหลักสูตรต้องปรับปรุงให้แล้วเสร็จและประกาศใช้ในปี พ.ศ. 2560
- ปัจจุบันหลักสูตรยังอยู่ในระยะเวลาดังกล่าว
- ปัจจุบันหลักสูตรถือว่าล้าสมัย

Part III: AUN-QA CRITERIA REQUIREMENTS

A 7-point rating scale is used for AUN-QA assessment. It provides universities and assessors an instrument for scaling their verdicts and to see how far they have progressed in their AUN-QA journey. The 7-point rating scale is described below.

Rating	Description
1	Absolutely Inadequate The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made.
2	Inadequate and Improvement is Necessary The QA practice to fulfil the criterion is still at its planning stage or is inadequate where improvement is necessary. There is little document or evidence available. Performance of the QA practice shows little or poor results.
3	Inadequate but Minor Improvement Will Make It Adequate The QA practice to fulfil the criterion is defined and implemented but minor improvement is needed to fully meet them. Documents are available but no clear evidence to support that they have been fully used. Performance of the QA practice shows inconsistent or some results.
4	Adequate as Expected The QA practice to fulfil the criterion is adequate and evidences support that it has been fully implemented. Performance of the QA practice shows consistent results as expected.
5	Better Than Adequate The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented. Performance of the QA practice shows good results and positive improvement trend.
6	Example of Best Practices The QA practice to fulfil the criterion is considered to be example of best practices in the field. Evidences support that it has been effectively implemented. Performance of QA practice shows very good results and positive improvement trend.
7	Excellent (Example of World-class or Leading Practices) The QA practice to fulfil the criterion is considered to be excellent or example of world-class practices in the field. Evidences support that it has been innovatively implemented. Performance of the QA practice shows excellent results and outstanding improvement trends.

Criteria	Rating						
	1	2	3	4	5	6	7
1. Expected Learning Outcomes (Overall opinion)			✓				
1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]				✓			
1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]				✓			
1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]			✓				
2. Programme Specification (Overall opinion)			✓				
2.1 The information in the programme specification is comprehensive and up-to-date [1,2]				✓			
2.2 The information in the course specification is comprehensive and up-to-date [1,2]				✓			
2.3 The programme and course specifications are communicated and made available to the stakeholders [1,2]			✓				
3. Programme Structure and Content (Overall opinion)		✓					
3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1]			✓				
3.2 The contribution made by each course to achieve the expected learning outcomes is clear [2]			✓				
3.3 The curriculum is logically structured, sequenced, integrated and up-to-date [3,4,5,6]			✓				
4. Teaching and Learning Approach (Overall opinion)			✓				
4.1 The educational philosophy is well articulated and communicated to all stakeholders [1]			✓				
4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2,3,4,5]			✓				

Criteria	Rating						
	1	2	3	4	5	6	7
4.3 Teaching and learning activities enhance life-long learning [6]			✓				
5. Student Assessment (Overall opinion)		✓					
5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes [1,2]			✓				
5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4,5]		✓					
5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6,7]		✓					
5.4 Feedback of student assessment is timely and helps to improve learning [3]		✓					
5.5 Students have ready access to appeal procedure [8]			✓				
6. Academic Staff Quality (Overall opinion)		✓					
6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and service [1]		✓					
6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]			✓				
6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4,5,6,7]		✓					
6.4 Competences of academic staff are identified and evaluated [3]			✓				

Criteria	Rating						
	1	2	3	4	5	6	7
6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8]		✓					
6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service [9]		✓					
6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10]			✓				
7. Support Staff Quality (Overall opinion)		✓					
7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfill the needs for education, research and service [1]			✓				
7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]		✓					
7.3 Competences of support staff are identified and evaluated [3]			✓				
7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]		✓					
7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]		✓					
8. Student Quality and Support (Overall opinion)		✓					
8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1]		✓					
8.2 The methods and criteria for the selection of students are determined and evaluated [2]		✓					

Criteria	Rating						
	1	2	3	4	5	6	7
8.3 There is an adequate monitoring system for student progress, academic performance, and workload [3]		✓					
8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability [4]		✓					
8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being [5]		✓					
9. Facilities and Infrastructure (Overall opinion)		✓					
9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]			✓				
9.2 The library and its resources are adequate and updated to support education and research [3,4]			✓				
9.3 The laboratories and equipment are adequate and updated to support education and research [1,2]			✓				
9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1,5,6]			✓				
9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]			✓				
10. Quality Enhancement (Overall opinion)		✓					
10.1 Stakeholders' needs and feedback serve as input to curriculum design and development [1]			✓				
10.2 The curriculum design and development process is established and subjected to evaluation and enhancement [2]			✓				

Criteria	Rating						
	1	2	3	4	5	6	7
10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]			✓				
10.4 Research output is used to enhance teaching and learning [4]		✓					
10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5]		✓					
10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]		✓					
11. Output (Overall opinion)			✓				
11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]			✓				
11.2 The average time to graduate is established, monitored and benchmarked for improvement [1]			✓				
11.3 Employability of graduates is established, monitored and benchmarked for improvement [1]			✓				
11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]		✓					
11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]			✓				
Overall	2.54						

1. EXPECTED LEARNING OUTCOMES (ELOs)

Islamic Economics and Management Programme (ISEM) has design the expected learning outcomes (ELOs) according to the vision and mission of Prince of Songkla University (PSU) and College of Islamic Studies (CIS). In order to establish the ELOs as the curriculum's compass, ISEM acquired the reflected voices from the stakeholder such as employer, alumni, current student and the lecturers as following;

In order to establish the ELOs to become the curriculum's compass, ISEM acquired the stakeholder's needs from the various parties such as employer, alumni, current students and lecturers.

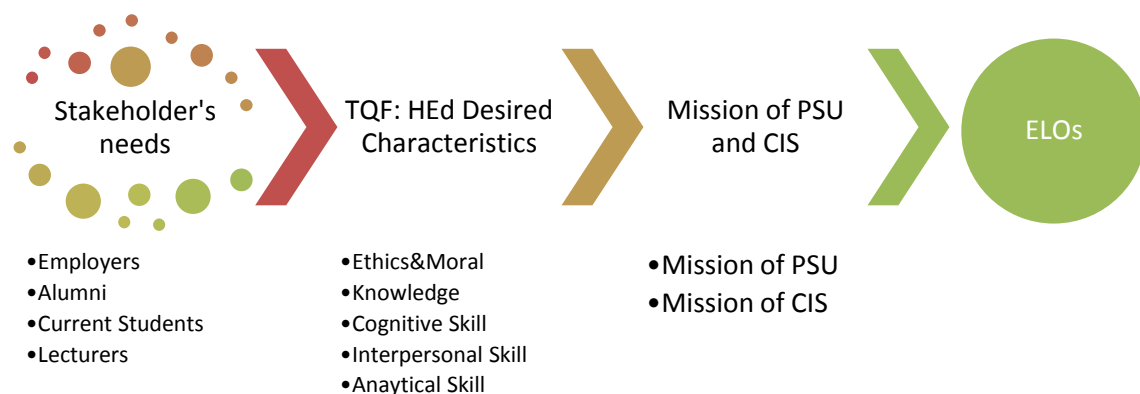
1.1. The ELOs Establishing Procedure

ISEM curriculum had been revised 2 times. In the recent assessment, we moved from the content based education (CBE) to outcome based education (OBE) which reflect the needs of stakeholder and the Thai Higher Education Committee's regulation.

Four considerations for establishing ELOs

- TQF: HEd Desired Characteristics
- Mission of PSU
- Mission of CIS
- Stakeholder's needs

Diagram 1.1 ELOs Establishing procedure



The programme had to develop the expected learning outcomes (ELOs), especially when the Office of Higher Education Commission introduced the outcome-based

education in 2009. By doing so, the programme started to acquire the information from the stakeholders i.e. Islamic cooperative managers, Islamic bank's staffs, alumni, current students and lecturers. Then we can draft the ELOs of the programme. After that we check them with the vision and mission of the university and college.

Table 1.1 Stakeholder's reflection on ISEM programme

Employer's needs:
<ul style="list-style-type: none"> - Student should take the proper internship or any practical courses before graduate. - The programme should have more specific and intense courses.
Alumni's needs:
<ul style="list-style-type: none"> - The programme should promote English using in course instruction or English presentation. - The programme should motivate student to be confident.
Student's needs
<ul style="list-style-type: none"> - Updated knowledge in Islamic economics and management - Self-development and Lifelong learning
Lecturer's needs
<ul style="list-style-type: none"> - Statistical technique to solve the issues - Development platform for student

Source: CIS Stakeholder's reflection platform

Table 1.2 The correlation of programme expected learning outcomes and TQF:
HEd Desired Characteristics

		TQF: HEd Desired Characteristics					
		Ethics & Moral	Knowledge	Cognitive Skill	Interpersonal Skill	Analytical Skill	
Programme Expected Learning Outcomes	Well known in academic and occupational skills in Islamic economics and management as well as self-learning ability		✓	✓			
	Ethical, morally, volunteerism and social responsibility in characteristics align with occupational regulations and ethics	✓					
	Be able to analyst and solve the problems in Islamic economics and management, critically, creatively and systematically			✓		✓	
	Be able to work with others in all levels appropriately and continuously develop oneself in intellectual and moral skills	✓			✓		
	Be able to use basic mathematical technique to analyst information for management and planning		✓	✓		✓	
	Be able to use and apply information technology appropriately		✓	✓			

These ELOs are well disseminated to the lecturers, students, and other stakeholders through:

1. The programme meeting
2. Programme handout
3. Websites of College of Islamic Studies (CIS) www.cis.psu.ac.th

Obviously, these ELOs of the Program are in line with the mission and the vision of PSU which firstly, aim to develop the university into a society of learning based on a

multi-cultural background and sufficiency economy principles, and allow the general public easy and convenient access to learning and benefit from all sources of knowledge that are available at the university. Secondly, it aims to build up expertise and take a leading role in areas of study consistent with the inherent potential of our locality and create a linkage to the global network. Finally, it aims to integrate and apply knowledge based on practical experiences to teaching in order to instill intellectual wisdom, virtue, competency and international world-view vision in our graduates.

Vision & Mission of Prince of Songkla University

Vision of PSU

“The excellence University based on a multi-cultural background for the benefit of mankind”

Mission of PSU

1. To develop the university into a society of learning based on a multi-cultural background and sufficiency economy principles, and allow the general public easy and convenient access to learning and benefit from all sources of knowledge that are available at the university

2. To build up expertise and take a leading role in areas of study consistent with the inherent potential of our locality and create a linkage to the global network

3. To integrate and apply knowledge based on practical experiences to teaching in order to instill intellectual wisdom, virtue, competency and international world-view vision in our graduates

Vision & Mission of College of Islamic Studies

Vision of CIS

“To become a leading research based higher educational institution of Islamic sciences and Muslim world in the region”

Mission of CIS

1. To develop the college into Islamic knowledge based society

2. To develop the college into the regional hub of academic and research network on Islamic sciences
3. To develop the college into the hub of academic and research on Middle-East studies
4. To develop the college into the training centre for Islamic educational staffs and the language development centre for Islamic studies
5. To develop the programs in Islamic sciences toward the international level
6. To integrate the graduate knowledge with Islamic principles for building the cognitive, moral, potential and international worldview
7. To promote the multicultural on the basis of Islam
8. To preserve and disseminate culture on the basis of Islam

Table 1.3 The correlation of expected learning outcomes and missions of University and College

		University's Mission			College's Mission								
		1	2	3	1	2	3	4	5	6	7	8	
Programme Expected Learning Outcomes	Well known in academic and occupational skills in Islamic economics and management as well as self-learning ability		✓		✓	✓				✓	✓		
	Ethical, morally, volunteerism and social responsibility in characteristics align with occupational regulations and ethics	✓		✓							✓	✓	✓
	Be able to analyst and solve the problems in Islamic economics and management, critically, creatively and systematically	✓	✓		✓	✓				✓	✓		

		University's Mission			College's Mission							
		1	2	3	1	2	3	4	5	6	7	8
	Be able to work with others in all levels appropriately and continuously develop oneself in intellectual and moral skills	✓			✓				✓	✓	✓	
	Be able to use basic mathematical technique to analyst information for management and planning		✓	✓	✓	✓			✓	✓		
	Be able to use and apply information technology appropriately			✓					✓			

1.2. The contents of ELOs

The above 5 expected learning outcomes can be clarified into 2 kinds of subjects which are specific subject and generic subject. The specific subject is the subject which focus on the knowledge and skills of the discipline. The generic subject represents the transferable skills such as written and oral communication, problem-solving, information technology, teambuilding skills.

Table 1.4 The clarification ELOs into specific and generic subjects

Programme Learning Outcomes	PLOs Specialization	Kind of Subject	
		Specific	Generic
Knowledge: Well known in academic and occupational skills in	K1: Understand the concept, principle and theory in Islamic Economics and Management, internationally, theoretically, practically and up to date	✓	

Programme Learning Outcomes	PLOs Specialization	Kind of Subject	
		Specific	Generic
Islamic economics and management as well as self-learning ability	K2: Be able to creatively apply Islamic Economics and Management theories in order to solve the problems in routine and work lives.	✓	
	K3: Be able to integrate the knowledge to the related subjects	✓	
	K4: Acquire the update information related to Islamic and Management sciences	✓	
	K5: Realize about the academic customs and regulations in response to the changing of time and circumstance		✓
	K6: Understand the process and principle of research to solve the problem and to develop the body of knowledge	✓	
	Moral & Ethics: Ethical, morally, volunteerism and social responsibility in characteristics align with occupational regulations and ethics	M1: Realize about the important of living in moral, ethics and Thai culture framework.	
M2: Act according to discipline, punctuality, honesty and respect other's opinions and honors			✓
M3: Respect rules and regulation of organization and society as well as participate in self-learning activity.			✓
M4: Base the decision on the moral, career ethics and the benefit of the society.		✓	
M5: Have a sound attitude toward career and reflect the moral performance.		✓	

Programme Learning Outcomes	PLOs Specialization	Kind of Subject	
		Specific	Generic
Cognitive Skill: Be able to analyst and solve the problems in Islamic economics and management, critically, creatively and systematically	C1: Be able to process the idea systematically; be able to seek, study and evaluate the information from various sources as well as use that information to make the decision		✓
	C2: Demonstrate the problem solving skill, logically		
	C3: Be able to analyst the circumstance and creatively apply the understanding in problem solving in the light of Islamic principles	✓	
	C4: Be able to apply business innovation and integrate the related sciences to develop the career, effectively	✓	
Interpersonal Skill: Be able to work with others in all levels appropriately and continuously develop oneself in intellectual and moral skills	I1: Act according to the role		✓
	I2: Responsible to assignment both individual and group work		✓
	I3: Be able to effectively work in teamwork both as the leader and follower		✓
	I4: Continuously participate in self-develop activity		✓
	I5: Have a good relationship with colleagues and individuals		✓
Analytical Skill: Be able to use basic mathematical technique to analyst information for management and planning	A1: Identify and utilize the proper mathematical or statistical technique for solving economic and managerial issues.	✓	
	A2: Be able to communicate both verbal and non-verbal skills as well as creatively present in English 20%		✓

Programme Learning Outcomes	PLOs Specialization	Kind of Subject	
		Specific	Generic
IT Skill: Be able to use and apply information technology appropriately	A3: Find and select the information related to Islamic economics and management from the local and international sources	✓	
	A4: Apply and utilize the information technology and proper communication appropriately		✓

1.3. The expected learning outcomes clearly reflect the requirements of the stakeholders

Table 1.5 correlation of stakeholder's needs and programme learning outcomes

Stakeholder's needs	Programme Learning Outcomes
Employer's needs:	
<ul style="list-style-type: none"> - Student should take the proper internship or any practical courses before graduate. 	K2: Be able to creatively apply Islamic Economics and Management theories in order to solve the problems in routine and work lives. C3: Be able to analyst the circumstance and creatively apply the understanding in problem solving in the light of Islamic principles C4: Be able to apply business innovation and integrate the related sciences to develop the career, effectively
<ul style="list-style-type: none"> - The programme should have more specific and intense courses. 	K1: Understand the concept, principle and theory in Islamic Economics and Management, internationally, theoretically, practically and up to date K3: Be able to integrate the knowledge to the related subjects K6: Understand the process and principle of research to solve the problem and to develop the body of knowledge

Stakeholder's needs	Programme Learning Outcomes
Alumni's needs:	
<ul style="list-style-type: none"> - The programme should promote English using in course instruction or English presentation. 	A2: Be able to communicate both verbal and non-verbal skills as well as creatively present in English 20%
<ul style="list-style-type: none"> - The programme should motivate student to be confident. 	I2: Responsible to assignment both individual and group work I3: Be able to effectively work in teamwork both as the leader and follower
Student's needs	
<ul style="list-style-type: none"> - Updated knowledge in Islamic economics and management 	K1: Understand the concept, principle and theory in Islamic Economics and Management, internationally, theoretically, practically and up to date K4: Acquire the update information related to Islamic and Management sciences
<ul style="list-style-type: none"> - Self-development and Lifelong learning 	I4: Continuously participate in self-develop activity
Lecturer's needs	
<ul style="list-style-type: none"> - Statistical technique to solve the issues 	A1: Identify and utilize the proper mathematical or statistical technique for solving economic and managerial issues.
<ul style="list-style-type: none"> - Development platform for student 	C2: Demonstrate the problem solving skill, logically C3: Be able to analyst the circumstance and creatively apply the understanding in problem solving in the light of Islamic principles A4: Apply and utilize the information technology and proper communication appropriately

2. PROGRAMME SPECIFICATION

ISEM programme clarified the specification comprehensively and up-to-date. Educational philosophy, importance, expected learning outcomes, degree title, total credit hours, course specification, teaching and assessment methods were mentioned in various materials regarding the stakeholder groups i.g. college's website, programme handout, tqf2 and etc.

2.1 The information in the programme specification is comprehensive and up-to-date

The programme specification is drew the information about the programme which stated in curriculum (TQF2). The information regarding the programme will be updated every 5 years by the self-assessment report.

Programme name: Bachelor of Arts Program in Islamic Economics and Management

Total Credit: at least 139 credits

Type: Undergraduate 4 years Programme

Medium of instruction: Thai and 20% English in some subjects

Student: Thai Students only

Prospect career:

- 1) Financial Institution i.e. Islamic bank of Thailand, commercial bank, Islamic institutions and insurance company
- 2) Government and state enterprise agencies i.e. finance officer, administration officer, municipal employee, provincial administrative organization and Tambon administrative organization
- 3) Employee in private sector i.e. company, industry
- 4) Teacher and lecturer in Islamic economics and management subjects
- 5) Small business entrepreneur

2.2 The information in the course specification is comprehensive and up-to-date

In addition, the instructor for each course will make the course syllabus available in hard copy format or electronic format or both. Starting from the 2012 academic year, the syllabi are standardized by the university and they are called TQF3. Typical course syllabi contain information about course number, credits, course title, pre-requisite,

responsible department, course category, offering time, class time, instructor names, course manager, course description, course objectives, and lesson plan. The syllabus is published prior to the beginning of each semester. Moreover, the instructor in every course will submit the assessment report (TQF5) at the end of each semester. This report is used to improve the specification up-to-date.

Evidence:

TQF3 <http://intranet.pn.psu.ac.th/tqf/mk3.php>

TQF5 <http://intranet.pn.psu.ac.th/tqf/mk5.php>

2.3 The programme and course specifications are communicated and made available to the stakeholders

The programme description is formulated and updated to the stakeholder in various materials.

Electronic copy

The easiest way to access the program specifications is via the websites. All the following websites are publicly accessible. More specifically, prospective students, current students, parents, alumni, and employers can freely retrieve the information from the websites.

- <http://www.pn.psu.ac.th/> The specifications of all programs are made available online

through the university website.

- <http://curriculum.pn.psu.ac.th/index.php/kume/14-sample-data-articles/100-kumeebook> The handout of all the programmes version ebook.

- <http://www.cis.psu.ac.th/> All programme specifications in college of Islamic studies are also made available online from the college of Islamic studies websites.

- <http://www.cis.psu.ac.th/isem> The ISEM Program specification is accessible from the ISEM website.

Hard copy

Every student will receive a handbook on the orientation days. It contains the program structure, study plan, and course descriptions of all programs.

Students will be able to work in government institutions related to economics, management, planning, policy making, Islamic banking, enterprises or firms, commercial services related to economics and management, Islamic cooperative and especially they can further their study overseas.

The purpose of the Program specification is to enable students to self- study and to update themselves with current knowledge. Students are trained to work in group and propose new ideas. These skills are very necessary for them to succeed in the future jobs.

3. PROGRAMME STRUCTURE AND CONTENT

Programme committees has been discussed several times to ensure that course content, teaching and learning activities, student assessment and ELOs are constructive alignment. The programme also emphasizes on the 21st century learning skills which will enable the student to continue learning after graduate.

3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes

The comprehensive information of the programme is clarified in the TQF2 as the blueprint of the teaching and learning management. In addition, ELOs of the programme are transferred to the ELOs of each course as well as the teaching activities and assessment through TQF3 and TQF4. At the end of semester, the assessment report will be submitted back through TQF5 and TQF6. Finally, all the comments regarding the curriculum will be used as the input of curriculum adjustment every year.

The ISEM Programme consists of 139 or 145 (for the student who select cooperation education subject) credits, including general education courses 30 credits, specific courses 103 credits (31 credits for core courses, 51 credits for major courses, 21 credits for major selective courses), 300 hours for field work or 6 credits for cooperative education course and 6 elective credits. The students can choose their specialization on Islamic economics or Islamic management on the third year. It is compulsory for them to attend field work or cooperative education before graduate. All this information can be seen as table below.

Table 3.1 Structure of the curriculum

Total Credits	139 (145)
A. General Education Course	30 credits
1. Language	9 credits
2. Human sciences	6 credits
3. Social sciences	9 credits
4. Sciences and Mathematics	9 credits
B. Specific Courses	103 credits
1. Core course	31 credits
2. Major course	51 credits
3. Major selective course	21 credits
C. Elective Courses	6 credits
D. Field work or Cooperative Education	300 hours or 6 credits

Table 3.2: Tentative Study Plan

Course code	Year1 / Semester 1	Credit hours	Course code	Year1 / Semester 2	Credit hours
417-100	Preparatory English for University Study*	3(3-0-6)	411-101	Language, Thought and Communication	3(3-0-6)
417-101	English I	3(3-0-6)	417-102	English II	3(3-0-6)
425-101	Man and Civilization	3(3-0-6)	427-103	Man and Society	3(3-0-6)
761-101	Islamic Worldview	2(2-0-4)	761-202	Qur'anic Language II	2(2-0-4)
761-102	Biography of Prophet Muhammad	3(3-0-6)	763-140	Organization and Management in Islam	3(3-0-6)
761-201	Qur'anic Language I	2(2-0-4)	766-101	Introduction to Fiqh	3(3-0-6)
761-205	'Ulum al-Qur'an	3(3-0-6)	xxx-xxx	A course from human science	3(3-0-6)
xxx-xxx	A course from social science	3(3-0-6)			
Total credit hours		19-22	Total credit hours		20

Course code	Year2 / Semester 1	Credit hours	Course code	Year2 / Semester 2	Credit hours
761-103	Islamic Ethics	2(2-0-4)	746-105	Mathematics for Social Sciences	3(3-0-6)
761-203	Qur'anic Language III	2(2-0-4)	748-101	Introduction to Information Technology	3(2-2-5)
761-206	'Ulum al-Hadith	3(3-0-6)	761-207	'Aqidah Islamiyah	3(3-0-6)
763-210	Microeconomics I	3(3-0-6)	761-208	Islamic History I	3(3-0-6)
763-212	Islamic Economics	3(3-0-6)	763-211	Macroeconomics I	3(3-0-6)
766-102	Principles of Fiqh I	3(3-0-6)	763-213	Computer for Economics and Management	3(2-2-5)
xxx-xxx	A course from math and science	3(3-0-6)	763-214	Statistics for Economics and Management	3(3-0-6)
Total credit hours		19	Total credit hours		21

Course code	Year3 / Semester 1	Credit hours	Course code	Year3 / Semester 2	Credit hours
763-317	Mathematics for Economics and Management	3(3-0-6)	763-315	Socio-Economics of Southern Border Provinces of Thailand	3(3-0-6)
763-318	Theory and Application of Islamic Economics	3(3-0-6)	763-316	Fiqh for Economics and Management	3(3-0-6)
763-341	Marketing Management	3(3-0-6)	763-319	English for Islamic Economics and Management	3(3-0-6)
763-342	Principles of Accounting in Islam	3(3-0-6)	xxx-xxx	A major selective course	3(3-0-6)
763-344	Financial Management	3(3-0-6)	xxx-xxx	A major selective course	3(3-0-6)
xxx-xxx	A major selective course	3(3-0-6)	xxx-xxx	A major selective course	3(3-0-6)
			xxx-xxx	An elective course	3(3-0-6)
Total credit hours		18	Total credit hours		21

Course code	Year4 / Semester 1	Credit hours	Course code	Year4 / Semester 2	Credit hours
763-419	Business Ethics in Islam	3(3-0-6)	763-460	Field Work 300 hours	ไม่มีหน่วยกิต
763-420	Research Methodology in Islamic Economics and Management	3(2-2-5)	763-461	Cooperative Education*	6(0-0-18)
763-421	Managerial Economics in Islam	3(3-0-6)			
xxx-xxx	A major selective course	3(3-0-6)			
xxx-xxx	A major selective course	3(3-0-6)			
xxx-xxx	A major selective course	3(3-0-6)			
xxx-xxx	An elective course	3(3-0-6)			
Total credit hours		21	Total credit hours		6

The Program diagram helps students know what knowledge they will have accumulated and what courses are offered in the next semesters. From that view, it is easy for them to make their own learning plan to achieve the best results.

3.2 The contribution made by each course to achieve the expected learning outcomes is clear

ISEM programme designed each course to achieve ELOs which can be seen through the curriculum mapping of the programme.

Expected Learning Outcomes

Moral & Ethics: Ethical, morally, volunteerism and social responsibility in characteristics align with occupational regulations and ethics

M1: Realize about the important of living in moral, ethics and Thai culture framework.

M2: Act according to discipline, punctuality, honesty and respect other's opinions and honors

M3: Respect rules and regulation of organization and society as well as participate in self-learning activity.

M4: Base the decision on the moral, career ethics and the benefit of the society.

M5: Have a sound attitude toward career and reflect the moral performance.

Knowledge: Well known in academic and occupational skills in Islamic economics and management as well as self-learning ability

K1: Understand the concept, principle and theory in Islamic Economics and Management, internationally, theoretically, practically and up to date

K2: Be able to creatively apply Islamic Economics and Management theories in order to solve the problems in routine and work lives.

K3: Be able to integrate the knowledge to the related subjects

K4: Acquire the update information related to Islamic and Management sciences

K5: Realize about the academic customs and regulations in response to the changing of time and circumstance

K6: Understand the process and principle of research to solve the problem and to develop the body of knowledge

Cognitive Skill: Be able to analyst and solve the problems in Islamic economics and management, critically, creatively and systematically

C1: Be able to process the idea systematically; be able to seek, study and evaluate the information from various sources as well as use that information to make the decision

C2: Demonstrate the problem solving skill, logically

C3: Be able to analyse the circumstance and creatively apply the understanding in problem solving in the light of Islamic principles

C4: Be able to apply business innovation and integrate the related sciences to develop the career, effectively

Interpersonal Skill: Be able to work with others in all levels appropriately and continuously develop oneself in intellectual and moral skills

I1: Act according to the role

I2: Responsible to assignment both individual and group work

I3: Be able to effectively work in teamwork both as the leader and follower

I4: Continuously participate in self-develop activity

I5: Have a good relationship with colleagues and individuals

Analytical & IT Skill: Be able to use basic mathematical technique to analyse information for management and planning as well as apply information technology appropriately

A1: Identify and utilize the proper mathematical or statistical technique for solving economic and managerial issues.

A2: Be able to communicate both verbal and non-verbal skills as well as creatively present in English 20%

A3: Find and select the information related to Islamic economics and management from the local and international sources

A4: Apply and utilize the information technology and proper communication appropriately

Table: 3.3 Curriculum mapping of ISEM programme

Course	1. Moral&Ethics					2. Knowledge						3. Cognitive Skill				4. Interpersonal Skill					5. Analytical Skill			
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	4
Core Course																								
761-101	•	○	○	•	○	•	○	•	•	○	○	•	○	•	○	○	○	•	•	○	○	•	○	○
761-102	•	○	○	•	○	○	○	•	○	○	○	•	○	•	○	○	○	•	•	○	○	•	○	○

Course	1. Moral&Ethics					2. Knowledge						3. Cognitive Skill				4. Interpersonal Skill					5. Analytical Skill				
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	4	
761-103	•	•	•	•	•	•	•	○	○	○	○	•	○	○	•	○	○	•	•	•	○	•	○	○	
761-201	•	•	○	○	○	○	○	•	•	○	○	○	○	○	•	•	○	○	○	○	○	○	•	•	○
761-202	•	•	○	○	○	○	○	•	•	○	○	○	○	○	•	•	○	○	○	○	○	○	•	•	○
761-202	•	•	○	○	○	○	○	•	•	○	○	○	○	○	•	•	○	○	○	○	○	○	•	•	○
761-205	•	•	○	○	○	○	○	•	•	○	○	○	○	○	•	•	○	○	○	○	○	○	•	•	○
761-206	•	•	○	•	○	•	•	○	○	○	○	○	○	•	•	○	○	•	○	•	○	○	○	○	○
761-207	•	•	○	○	○	○	○	•	•	○	○	○	○	○	•	•	○	○	○	○	○	○	○	○	•
761-208	•	•	○	○	○	○	•	•	○	○	○	○	○	○	•	•	○	○	○	○	○	○	•	○	•
766-101	•	○	•	○	○	•	○	○	•	○	○	○	○	•	•	•	○	○	○	•	○	•	•	○	
766-102	•	○	•	○	○	•	○	○	○	•	○	•	•	○	○	○	•	•	○	○	•	○	•	○	
Major course																									
763-140	•	•	○	○	○	○	•	•	○	○	○	○	•	•	○	○	•	•	○	○	○	•	○	○	
763-210	○	•	○	○	○	•	•	○	○	○	○	•	○	○	○	•	•	○	○	○	•	○	○	○	
763-211	○	•	○	•	○	•	•	○	○	○	○	•	•	○	○	•	•	○	○	○	•	○	○	○	
763-212	•	•	○	•	○	○	•	•	•	○	○	•	○	•	○	○	•	•	○	○	○	•	•	○	
763-213	○	•	○	○	○	○	•	•	○	○	○	○	○	○	•	•	○	○	○	○	•	○	○	•	
763-214	○	•	○	•	○	•	•	○	○	○	○	•	•	○	○	○	•	•	○	○	○	•	○	○	
763-315	•	○	○	•	○	○	•	○	•	○	○	○	•	○	○	○	○	•	•	○	○	•	•	○	
763-316	•	○	○	•	○	○	•	•	•	○	○	•	○	•	○	○	•	○	○	•	○	•	•	○	
763-317	○	•	•	○	○	•	•	○	○	○	○	•	○	○	○	•	•	○	○	○	•	○	○	○	
763-318	○	○	•	•	○	○	•	•	•	○	○	•	○	•	○	○	•	•	○	○	○	•	•	○	
763-319	•	•	○	○	○	○	•	○	•	○	○	•	•	○	○	•	○	•	○	○	○	•	•	○	
763-341	○	•	○	•	○	•	•	○	○	○	○	•	•	○	○	○	•	•	○	○	○	•	○	○	
763-342	○	•	○	•	○	•	•	○	○	○	○	•	•	○	○	•	•	○	○	○	•	○	○	○	
763-344	○	•	○	•	○	•	•	○	○	○	○	•	•	○	○	•	•	○	○	○	•	•	○	○	
763-419	•	•	•	•	•	•	○	•	○	○	○	•	○	•	○	○	○	•	•	○	○	•	•	○	
763-420	○	○	•	•	○	○	○	○	•	•	•	•	•	○	○	○	•	○	○	•	•	•	•	•	
763-421	○	○	•	•	○	○	•	•	•	○	○	○	○	•	○	○	•	•	○	○	•	•	○	○	
763-322	○	•	○	•	○	•	•	○	○	○	○	•	•	○	○	○	•	•	○	○	•	○	○	○	

Course	1. Moral&Ethics					2. Knowledge						3. Cognitive Skill				4. Interpersonal Skill					5. Analytical Skill				
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	4	
763-323	○	●	○	●	○	●	●	○	○	○	○	●	●	○	○	○	●	●	○	○	●	○	○	○	
763-324	○	●	○	●	○	○	●	○	●	○	○	●	○	●	○	○	○	●	●	○	○	○	●	●	○
763-325	○	●	●	●	○	○	●	○	●	○	○	●	●	○	○	○	○	●	●	○	○	○	●	○	○
763-326	○	●	○	●	●	●	○	○	●	○	○	●	○	●	○	○	○	●	●	○	○	○	●	○	○
763-327	○	●	○	●	●	●	○	●	●	○	○	●	○	●	○	○	○	●	●	○	○	○	●	○	○
763-328	●	●	○	○	○	○	●	○	●	○	○	●	●	○	○	○	○	●	●	○	○	○	●	●	○
763-329	○	●	○	○	○	●	●	○	○	○	○	●	●	○	○	○	○	●	●	○	○	○	●	●	○
763-429	●	●	○	●	○	○	●	○	●	○	○	○	●	●	○	○	○	●	●	○	●	○	●	●	○
763-430	○	○	●	●	○	○	●	○	●	○	○	●	●	○	○	○	○	●	●	○	○	○	●	●	●
763-431	○	○	●	●	○	●	●	●	○	○	○	●	●	●	○	○	○	●	●	●	●	○	○	●	○
763-432	●	●	○	○	○	●	○	○	●	○	○	●	●	○	○	○	○	●	●	○	○	○	○	○	●
763-433	○	●	○	●	○	●	○	○	●	○	○	●	●	○	○	○	○	●	●	○	○	○	○	○	○
763-434	●	●	○	○	○	○	●	●	○	○	○	○	○	●	○	○	○	○	●	○	○	○	○	○	○
763-435	○	●	○	●	○	●	○	○	●	○	○	○	●	●	○	○	○	○	●	○	○	○	○	○	○
763-436	○	●	○	●	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-437	○	○	●	●	○	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-343	○	●	●	○	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-345	●	○	●	●	○	●	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-346	○	●	○	●	○	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-347	○	●	○	●	○	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-348	●	○	●	○	○	●	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-349	●	●	○	○	○	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-350	●	○	○	○	●	○	●	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-351	○	●	●	●	○	●	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-451	○	○	●	●	○	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-452	●	○	●	○	○	○	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-453	○	●	○	●	●	●	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-454	○	○	●	●	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
763-455	○	○	●	●	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Course	1. Moral&Ethics					2. Knowledge						3. Cognitive Skill				4. Interpersonal Skill					5. Analytical Skill			
	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	4
763-456	○	●	●	●	○	●	●	○	○	○	●	○	●	●	○	○	●	●	●	○	○	●	●	●
763-457	○	●	○	●	○	○	○	●	●	○	●	○	○	●	●	●	○	○	○	●	○	●	●	○
763-458	○	●	○	●	○	○	○	●	●	○	●	○	○	●	●	●	○	○	○	●	○	●	●	○
763-460 /763-461	●	●	●	●	●	●	●	●	○	●	○	●	●	●	○	●	○	●	○	●	○	●	○	●

3.3 The curriculum is logically structured, sequenced, integrated and up-to-date

ISEM programme set the general courses for the 1st and 2nd year students and gradually add specific and intensive courses for the higher-years students. By doing this, the student will learn the general courses and shift to learn the intensive courses, gradually and integrally.

The 21st century learning skills are integrated in each course through the various learning activities to promote the cognitive, analytical thinking, information technology and interpersonal skills of the ISEM student.

4. TEACHING AND LEARNING APPROACH

Teaching and learning approach of ISEM program has been regularly updated to align with educational philosophy, advance knowledge, and nature of the 21st learner. Learning activity comprises the active learning and lifelong learning in order to enhance the learning process of the ISEM student.

4.1 The educational philosophy is well articulated and communicated to all stakeholders

Educational philosophy of ISEM programme is to produce the knowledgeable and ethical ISEM graduate who is able to apply knowledge in the light of Islam as well as

living in the pluralism society, appropriately. This educational philosophy is still comprehensive and up-to-date.

This information is clearly written in the source mentioned in the above 2.3 which was distributed through the activities of CIS such as PSU academic fair, roadshow and etc.

4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes

Teaching and learning activities were set align with the expected learning outcomes and student assessment. The constructively alignment of these 3 modules enhances the quality of learning management.

Table 4.1: constructively alignment of teaching and learning activities, expected learning outcomes and student assessment

Expected Learning Outcomes	Teaching and Learning Activities	Student Assessment
1. Moral & Ethical		
M1: Realize about the important of living in moral, ethics and Thai culture framework.	1) Instill the PSU regulation	1) Attendance, on-time paper submission
M2: Act according to discipline, punctuality, honesty and respect other's opinions and honors	2) Assign the group assignment	2) Observe and record the behavior of the student during the activities
M3: Respect rules and regulation of organization and society as well as participate in self-learning activity.	3) Add the ethical value in teaching activity	3) Observe the behavior of the student during examination
	4) Case study, role play and the real scenario	4) Student assessment from cooperative education course at workplace
	5) Conduct the voluntary activity	
	6) Value the good ethical student	

Expected Learning Outcomes	Teaching and Learning Activities	Student Assessment
<p>M4: Base the decision on the moral, career ethics and the benefit of the society.</p> <p>M5: Have a sound attitude toward career and reflect the moral performance.</p>		
2. Knowledge		
<p>K1: Understand the concept, principle and theory in Islamic Economics and Management, internationally, theoretically, practically and up to date</p> <p>K2: Be able to creatively apply Islamic Economics and Management theories in order to solve the problems in routine and work lives.</p> <p>K3: Be able to integrate the knowledge to the related subjects</p> <p>K4: Acquire the update information related to Islamic and Management sciences</p> <p>K5: Realize about the academic customs and regulations in response to the changing of time and circumstance</p> <p>K6: Understand the process and principle of research to</p>	<ol style="list-style-type: none"> 1) Emphasize on active learning 2) Learn from the real circumstance 3) Special talk by external expert 4) Research based learning 5) Work integrated learning 	<ol style="list-style-type: none"> 1) Quiz 2) Midterm and final examinations 3) Report/project 4) Presentation 5) Student assessment from cooperative education course at workplace

Expected Learning Outcomes	Teaching and Learning Activities	Student Assessment
solve the problem and to develop the body of knowledge		
3. Cognitive Skill		
<p>C1: Be able to process the idea systematically; be able to seek, study and evaluate the information from various sources as well as use that information to make the decision</p> <p>C2: Demonstrate the problem solving skill, logically</p> <p>C3: Be able to analyse the circumstance and creatively apply the understanding in problem solving in the light of Islamic principles</p> <p>C4: Be able to apply business innovation and integrate the related sciences to develop the career, effectively</p>	<p>1) Problem based learning</p> <p>2) Site visit, seminar</p> <p>3) Work integrated learning</p>	<p>1) Report/term paper</p> <p>2) Presentation</p> <p>3) Analytical examination</p> <p>4) Problem solving case/interview</p>
4. Interpersonal Skill		
<p>I1: Act according to the role</p> <p>I2: Responsible to assignment both individual and group work</p>	<p>1) Conduct group assignment</p> <p>2) Learn from practical activity</p> <p>3) Instill the interpersonal, pluralism and responsibility during class</p>	<p>1) Observe and record the behavior of the student during the activities</p> <p>2) Group presentation</p> <p>3) Activity attendance</p>

Expected Learning Outcomes	Teaching and Learning Activities	Student Assessment
<p>I3: Be able to effectively work in teamwork both as the leader and follower</p> <p>I4: Continuously participate in self-develop activity</p> <p>I5: Have a good relationship with colleagues and individuals</p>		<p>4) Responsibility assessment</p> <p>5) Peer assessment</p>
5. Analytical & IT Skill		
<p>A1: Identify and utilize the proper mathematical or statistical technique for solving economic and managerial issues.</p> <p>A2: Be able to communicate both verbal and non-verbal skills as well as creatively present in English 20%</p> <p>A3: Find and select the information related to Islamic economics and management from the local and international sources</p> <p>A4: Apply and utilize the information technology and proper communication appropriately</p>	<p>1) Practice communication skills in class</p> <p>2) Use various information technology</p> <p>3) Conduct activity using information technology</p>	<p>1) Presentation with information technology</p> <p>2) Analytical performance in solving problem</p>

4.3 Teaching and learning activities enhance life-long learning

Most of the ISEM course contain the life-long learning activity to boost the student to have self-learning, knowledge searching and selection, critical and creative thinking and research skill.

Life-long learning skills have attached in the ELOs M3, C2, I4, A3 and A4 which lead to the several teaching and learning activities. Thus this will confirm that ISEM graduate can unlock to the 21st century world.

5. STUDENT ASSESSMENT

Student assessment is an important element in quality enhance because the student assessment assist instructor to perceive how far the student achieve the ELOs. In other hand, students can assess themselves how much they get from specific course. Thus student assessment is the reflection of classroom management. However, the student assessment has many forms regarding the difference of teaching activity and ELOs.

5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes

The student assessment has been explained in table 4.1 aligned with ELOs.

5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students

The student assessment consists with timeline, methods, regulation, weight distribution, in TQF3 of every course in ISEM programme which easily known by students.

Table 5.1: Grading guideline

Grade	A	B+	B	C+	C	D+	D	E
Score range	85-100	80-84	75-79	70-74	65-69	60-64	50-59	0-49

5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment

The student assessment method especially examination has been examined by the committee to confirm its reliability and validity.

5.4 Feedback of student assessment is timely and helps to improve learning

In each course, the instructor reflected the result back to the students as stated in TQF3. This helped the student's learning improvement in time.

5.5 Students have ready access to appeal procedure

The student can also appeal to the department regarding the result suspicion as stated in TQF2.

6. ACADEMIC STAFF QUALITY

6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service

Academic staff of ISEM programme consist 5 instructors who are listed in the following table;

Number	Name	Academic Qualification
1	Associated Professor Abdullah Abru	M.A. (Economics) / 1987
2	Aris Hassama	M.Econ. (Economics) / 2010
3	Mr.Darwish Mustafa Yacoub Moawad	M.A. (Economics) / 1982
4	Dr.Mahmood Hayeemad	บธ.ด. (บริหารธุรกิจ) / 2015
5	Dr.Tawat Noipom	PhD. (Islamic Banking and Finance) /2013

Academic staff planning considering succession, promotion, re-deployment, termination, and retirement are used in accordance with the CIS regulation.

- 1) New lecturer orientation
- 2) Academic training
- 3) Cooperative education training

6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service

Staff-to-student ratio is equal to 1:42.6 and the full time equivalence (FTEs) is 71.06.

Each lecturer has to commit annual workload as following; 70% teaching workload; 25% publication and 5% academic services.

6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated

Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion is same as the CIS regulation.

6.4 Competences of academic staff are identified and evaluated

CIS use the competency evaluation through <http://competency.psu.ac.th/> which is divided into 2 categories.

- 1) Core competency comprising ethics, client orientation, team working, job specialization and achievement orientation
- 2) Professional competency in line with the staff position

6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil them

CIS has plan in place to support staff in various self-development activities such as sport and family day, seminar, workshop, research fund, book allocation subsidy and other internal and external workshops.

6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service

CIS has the reward to motivate the lecturers who publish papers in academic journal and proceedings.

6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement

Instuctor	Publication	Type
Dr.Tawat Noipom	Tawat Noipom (2015). Islamic Financial Institutions & Alleviation of Poverty: The Way Forwards. The 3rd ASEAN International Conference on Islamic Finance (AICIF) . UNISSULA. Semarang, Indonesia.	Proceeding
	Tawat Noipom and Aris Hassama (2015). Waqf in a Non-Muslim Country: A Preliminary Survey of Waqf in Thailand. The First International Conference on Shariah Oriented Public Policy in Islamic Economic System (ICOSOPP 2015) . Ar-Raniry State Islamic University, Indonesia.	Proceeding
Dr.Mahmood Hayeemad	Hayeemad, M. & Buasri, R. (2015). Impact of the AEC on Migrant Workers: A Case Study of the Rohingya in Khon Kaen, Thailand. <i>Journal of Asian Development</i> , 1(1), 23-33.	Research Paper
	Hayeemad, M., Jaroenwanit, P. and Khamwon, A. (2015). Brand Tribalism, Brand Relationships, and Halal Brand Equity: A Study in Muslim Consumers. <i>The Macrotheme Review</i> , 4(2), SI II, 90-101.	Research Paper
Aris Hassama	นายสุรชัย ไวยวรรณจิตรและคณะ (2558). โครงการการศึกษาและพัฒนากระบวนการเรียนรู้ของชุมชนชายแดนเพื่อการปรับตัว รองรับประชาคมอาเซียน : กรณีศึกษา	Research Report

Instuctor	Publication	Type
	จังหวัดชายแดนภาคใต้. <i>รายงานวิจัยฉบับสมบูรณ์</i> -ผ่านการตรวจสอบจากผู้ทรงคุณวุฒิ (ทุนสนับสนุนจากสำนักงานส่งเสริมสังคมแห่งการเรียนรู้และพัฒนาคุณภาพเยาวชน สสค.) (สัดส่วน 30%)	
	Tawat Noipom and Aris Hassama (2015). Waqf in a Non-Muslim Country: A Preliminary Survey of Waqf in Thailand In: <i>Shari'ah Oriented Public Policy In Islamic Economic System (ICOSOPP 2015) Proceeding</i> , 30-31 March 2015, Hermes Palace Hotel, Banda Aceh.	Proceeding

7. SUPPORT STAFF QUALITY

Although ISEM programme has no any support staff work assist the programme directly, however ISEM programme can share the CIS resource. So the support staff quality enhancement was applied as same as the college did.

7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfill the needs for education, research and service

The CIS academic support staff consist of academic affair, student recruitment, curriculum development, quality assessment, student affair, student registration and record, cooperative education and training support and general management.

The CIS administrative staffs involve human resource management, planning, financial support, building and vehicle staff, IT staff and general staff.

CIS support staffs have to attain the training conducted by the university, the college or any organization.

7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated

ISEM adapts the CIS regulations as regard to the recruitment, selection criteria for appointment, deployment and promotion.

7.3 Competences of support staff are identified and evaluated

CIS uses the competency evaluation as required by the University through <http://competency.psu.ac.th/> which divide into 2 categories.

- 1) Core competency comprises ethics, client orientation, team working, job specialization and achievement orientation.
- 2) Professional competency according to their positions

7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfil them

CIS support staffs reflect their needs through the annual planning workshop.

7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service

CIS support staffs adapt performance rewards according to CIS regulations.

8. STUDENT QUALITY AND SUPPORT

8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date

CIS has the student intake policy and admission criteria as following

- 1) PSU Student recruitment
 - a. Good performance student recruitment program
 - b. Ethical and voluntary student recruitment program
 - c. Fourteen southern provinces student recruitment program
 - d. GAT/PAT and 7 general subjects student recruitment program
- 2) Central admissions

Student recruitment procedures

- 1) Specify the student number according to recruitment plan.
- 2) Define the admission criteria and student characteristics

- 3) Appoint the interview committee
- 4) Interview the students

8.2 The methods and criteria for the selection of students are determined and evaluated

The criteria for selection of students is not yet evaluated.

8.3 There is an adequate monitoring system for student progress, academic performance, and workload

ISEM programme set the supervisor for each ISEM student in order to advise them in academic and personal affairs.

8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability

ISEM student have also participated in several co-curriculum activities as following below;

- 1) CIS First-Step Student
- 2) Study circle and personal development
- 3) Student orientation
- 4) Student post-training
- 5) Academic roadshow
- 6) Dummy company
- 7) Student associations
- 8) Activist motivation camp
- 9) Leadership competency
- 10) Voluntary teacher in the Northern Thailand
- 11) International Islamic Studies Network (IISN)
- 12) Social Enterprise for Economic Development (SEED)

8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being

PSU and CIS have provided various facilities to encourage student in conducting research, academic work, knowledge development as well as the personal well-being such as John F. Kennedy Library, CIS library, online database, IT lab, cafeteria and sport complex.

9. FACILITIES AND INFRASTRUCTURE

PSU and CIS have provided various facilities to encourage student in conducting research, academic work, knowledge development as well as the personal well-being such as John F. Kennedy Library, CIS library, online database, IT lab, cafeteria and sport complex.

9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research

PSU has provided several lecture room in 2 big lecture building, 19 and 58 buildings. CIS has provided 8 lecture rooms in CIS building. These are adequate to the number of courses and students.

9.2 The library and its resources are adequate and updated to support education and research

PSU and CIS have provided various facilities to encourage student in conducting research, academic work, knowledge development as well as the personal well-being such as John F. Kennedy Library, CIS library and online database.

9.3 The laboratories and equipment are adequate and updated to support education and research

Computer lab of PSU and CIS are adequate for ISEM students.

9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research

The wireless internet is provided across the university even in the cafeteria, library, hostel and classroom.

9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented

Environment of PSU is friendly with the health and safety of the students.

10. QUALITY ENHANCEMENT

In order to enhance the quality of ISEM programme, the above sections 1-9 have to be assessed. Stakeholder's needs have been checked whether they serve as input of curriculum development. Likewise, curriculum and course design process, the teaching and learning processes, as well as the student assessment are examined to ensure the quality improvement. Finally, all of these improvement have been reflected to the stakeholders of the programme.

10.1 Stakeholders' needs and feedback serve as input to curriculum design and development

The programme collected the lecturer's suggestion of each course via TQF5. The stakeholder's reflection from Islamic financial institution employers, alumni and current student are the primary inputs of programme development.

10.2 The curriculum design and development process is established and subjected to evaluation and enhancement

Curriculum design procedure

- 1) Establish the ISEM curriculum development committee consists of lecturers, some of stakeholders and professors

- 2) Lecturer suggestion regarding course introduction, course description, teaching and learning activities and student assessment methods is the inputs of curriculum development
- 3) Reflection of the employers, alumni and current students were collected to revise the ELOs and so on.
- 4) Submit the curriculum draft to the CIS and PSU academic meeting, respectively.

10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment

The teaching and learning processes and student assessment are continuously reviewed to ensure they have achieved the ELOs. The lecturers of each course suggested and reported the problems faced in their courses through TQF5. The ISEM committee collected them as the input and reference to determine the guideline to develop the teaching and learning processes and student assessment.

10.4 Research output is used to enhance teaching and learning

ISEM programme support lecturers to integrate their research into the teaching and learning processes and student assessment.

10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement

CIS facilities have poor assessment. This needs to be improved in the coming year.

10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement

The stakeholder's feedback was collected from the graduates' employers in the 5 expected characteristics of the graduates every year. Moreover, the student assessment during the student's practice in cooperative education course.

11. OUTPUT

The output of the ISEM programme is the qualified graduates with less dropout rates. They mostly graduate in time (4 years). Moreover, they can get the job with the reasonable income. The employer satisfied with their performance and skills.

11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement

Table 11.1 Pass Rates and Dropout Rates

Academic Year	Cohort Size	% completed first degree in			% dropout during			
		3 Years	4 Years	>4 Years	1 st Year	2 nd Year	3 rd Year	4 th Years & Beyond
2008	48	-	42	-	2	4	-	-
2009	53	-	44	-	4	5	-	-
2010	50	-	46	-	3	1	-	-
2011	53	-	52	-	1	-	-	-
2012	56	-	52	1	2	1	-	-
2013	56	-	-	-	1	1	-	-
2014	53	-	-	-	1	-	-	-
2015	52	-	-	-	1	-	-	-

11.2 The average time to graduate is established, monitored and benchmarked for improvement

The average time to graduate is 4 years.

11.3 Employability of graduates is established, monitored and benchmarked for improvement

In year 2014, there are 56 graduates from ISEM programme. They have got jobs within 6 months and their income are between 4,200 to 13,000 Baht. Employability of ISEM graduates can be explained as following table.

Table 11.2: Employability of ISEM graduates

Detail	Graduates
Graduates	56
Graduates who report the employment	45
Percentage of graduates who report the employment to total graduates	80.4
Continue master degree	1
Waiting for the job	31
Independence job	2
Employed	11
Total employed graduates	13
Percentage of employed graduates to the graduates who report the employment	29.5

11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement

The ISEM student is the undergraduate student which is not compulsory for them to publish any research paper. However, the programme set the research methodology course for them to learn how to do research. From that course, 6 student's research reports have been submitted to the programme. Moreover, there are 7 student's project reports from cooperative education course have been done in academic year 2015. Along the way of doing research and project, the students have lecturers to supervise the process.

11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement

Table 11.3 Employer's satisfaction on ISEM Graduate

Graduate's Characteristics	Mean	S.D.	N
Moral&Ethics	4.07	0.39	9
Knowledge	3.87	0.16	9
Cognitive skill	3.98	0.39	9
Interpersonal Skill	3.56	0.46	9
Analytical and IT Skill	4.06	0.22	9
Average score	3.89	0.24	9
Total Score	35		

Part IV: Strengths and Weaknesses Analysis

1. Summary of Strengths

- The expected learning outcomes have been clearly formulated and translated into the programme.
- The programme specification is designed in conformity with AUN guidelines, HEd TQF regulations.
- The curriculum map clearly shows the expected learning outcomes and how these can be achieved in each course. The programme specification is well communicated and made available online and in print.
- The teaching and learning as well as the student assessment stimulate action and facilitates learning to learn. ISEM's courses are designed to include a diverse set of activities/assessment methods to encourage students' responsibility in learning and promote their engagement.
- Most of ISEM's lecturers graduate from well-known universities oversea. They are able to use English in their instruction together with active learning. They are willing to learn from colleagues, listen to students and other stakeholders to continuously improve themselves.
- Competency system has been used in order to enhance quality of academic and support staffs.
- Lecture rooms, library and IT lab facilities are adequate and up-to-date.
- The pass rate and employability of ISEM graduates are high. Almost all of ISEM students graduated in 4 years. Their work performances are high rate and satisfied by their employers.

2. Summary of Weaknesses

- ISEM's lecturers have excess workload i.e. management and teaching, leaving no adequate time for research and teaching support.
- The supporting staff are attached to the department of Islamic Studies. ISEM programme has no support staff to assist on general affairs. So it is extremely difficult to run activities of the programme on a timely and efficient manner.
- ISEM's programme has less budget to organize the programme effectively.
- Academic and supporting staff with the good performance in practice have not been promoted and appreciated.
- The CIS facility's assessment system has not yet been set up.
- The systematic and holistic quality assessment was given less attention by the executives.

3. Improvement Plan

- The non-teaching workload of ISEM's lecturers should be reduced to enhance their research and teaching potentials.
- A general support staff should be allocated to assist ISEM programme.
- The programme should have adequate budget to organise the programme effectively.
- Academic and support staff with the good performance should be rewarded and promoted, accordingly.
- The CIS facility's assessment system must be set up and reviewed regularly.
- The systematic and holistic quality assessment must be considered by the executives earnestly.

Appendix: List of Evidence

Evidence	Criteria	Link
TQF2: Islamic Economics and Management Curriculum	1, 2, 3, 4, 5	https://goo.gl/P5Hcim
TQF3: ISEM Courses	2, 3, 4, 5	http://intranet.pn.psu.ac.th/tqf/mk3.php
TQF5: ISEM Courses	2, 3, 4, 5	http://intranet.pn.psu.ac.th/tqf/mk5.php
CIS website	1, 2, 3, 4, 5, 6,7 8, 9	http://www.cis.psu.ac.th/main/index.php
ISEM website	1, 2, 3, 4, 5	http://www.cis.psu.ac.th/isem/
Handout	2	https://goo.gl/9JqVz8
Student data	11	https://goo.gl/JnA0I2
Employability of graduates	11	https://goo.gl/Hd9Hzy
Stakeholder's satisfaction on graduates	11	https://goo.gl/mfmnsJ