

course ☐ Core ☐ Elective

Course name

Degree Level ☐ Bachelor ☐ Master ☐ Doctorate

Course Specifications



Remove the text in red. Once completed, the school can adjust as appropriate.

Course specification

Name of Higher Education Institution: Walailak University

School/Department/Program School [Click to type] Department [Click to type]

Program [New/Revised] Academic Year [Click to type]

General Information

1. Course Code and Name

Course Code [Click to type] Thai Course Name [Click to type]

English Course Name [Click to type]

2. Number of Credits

[x(x-x-x)] (Lecture.....hrs. Lab.....hrs. Self-study.....hrs./week)

3. Program, Type, and Characteristics of the Course

Program [Click to type] e.g., Bachelor of Nursing Science (Revised Curriculum, Academic Year 2024)

Type of Course [Click to type] Specialized Subject Group: Professional Subjects

Course Type: Select one option only. Use a check mark (✓) in the selected box.

☐ Lecture ☐ Laboratory ☐ Lecture and Laboratory ☐ Practicum ☐ Cooperative

Education/Work-Integrated Learning (WIL)

Grading and Evaluation: ☐ A-F ☐ S/U ☐ P

Use of English in Instruction Select one option only. Use a check mark (✓) in the selected box.

☐ English is not used in instruction

☐ English is used less than 25%

☐ English is used 25%

☐ English is used 50%

☐ English is used more than 50%

This course is intended for: Select one option only. Use a check mark (✓) in the selected box.

☐ Program: Major:

☐ Multiple programs

According to the announcement from Walailak University regarding the guidelines for English language instruction for courses within the curriculum, it is specified that courses taught in English will include both compulsory and elective courses (excluding cooperative education courses) and must be conducted in English for all subjects as follows:

1. Courses in the second-year curriculum must be taught in English continuously for no less than 25% of the hours according to the credit structure of that course.
2. Courses in the third-year curriculum and beyond must be taught in English continuously for no less than 50% of the hours according to the credit structure of that course.
3. The design of English instruction hours can be planned by the curriculum according to appropriateness and necessity.
4. **Course Responsible and Instructors**
 - 4.1 Course Coordinator[Click to type]
 - 4.2 Instructors (All) [Click to type]
 - 4.3 Visiting Professors (If any) [Click to type]
 - 4.4 Teaching Assistants (If any) [Click to type]
5. **Academic Semester/Year of Study**
 - 5.1 Semester[Click to type] Year [Click to type] as specified in the curriculum plan or as actually offered
 - 5.2 Maximum number of students [Click to type] (e.g., approximately 35 students)
6. **Pre-requisites**
[Click to type course code] [Click to type course name in Thai] or specify None
7. **Co-requisites**
[Click to type course code] [Click to type course name in Thai] or specify None
8. **Location of Study** (Select only one option, check ✓ the appropriate box)
 - ☐ At Walailak University
 - ☐ Off Walailak University campus (specify) _____

Specify all study locations, both on and off the university premises.
9. **Date of Last Creation or Revision of Course Details**
Date [Click to type] Month [Click to type] พ.ศ.[Click to type]
10. **Last Revision of Course Details** (For newly opened courses, no specification needed) [Click to type]

Examples: Update content to reflect the latest academic developments, incorporate information technology or web-based tools, or changes in course content resulting from recent research in the field.

Design and plan learning activities and/or programs (A1, UKPSF)
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This involves the design and planning of learning activities and/or learning programs within the framework of the UK Professional Standards Framework (UKPSF) to enhance teaching quality and support high-quality learning in England. This includes developing course syllabi, designing learning activities, etc.

1. Graduate Attributes of Walailak University

Walailak University primarily aims to pioneer, seek, maintain, and transmit knowledge to foster academic excellence and progress, which will benefit the development of individuals as intellectually

and morally competent beings. This contributes to the prosperity of society and humanity, ensuring their enduring advancement. The university is committed to producing graduates who are both morally upright and intellectually competent, focusing on:

1. Being modern citizens and global citizens with democratic ideals, well-rounded knowledge, and a broad-minded attitude.
2. Being scholars and professionals who possess deep knowledge, skills, and capabilities in their fields of study, and who can apply this knowledge effectively in their professional practices. Being "scholars" who uphold ethical standards, moral integrity, and professional conduct.

2. Course Description

Thai Course Description

[Click to type]

English Course Description

[Click to type]

3. Course Learning Outcomes: CLOs (CLOs) At the end of the course, students who have successfully completed the course will be able to:

Knowledge Domain

PLO: [Click to type]

CLO: [Click to type]

Skills Domain

PLO: [Click to type]

CLO: [Click to type]

Ethics Domain

PLO: [Click to type]

CLO: [Click to type]

Characteristics Domain

PLO: [Click to type]

CLO: [Click to type]

Examples of Writing:

- CLOs should align with PLOs.
- **Only include PLOs for which this course is primarily responsible (indicated by a solid circle) in the curriculum mapping table.** This means that the teaching and assessment are managed to ensure that learners achieve the expected learning outcomes of the program (PLOs), and a review of achievement against the set learning outcome standards is conducted.
- According to the AUN-QA Version 4.0 guidelines, there is no fixed number of Course Learning Outcomes (CLOs) required per course. Instead, emphasis is placed on the appropriateness, clarity, and alignment of the CLOs with the Program Learning Outcomes (PLOs), as well as the systematic quality assurance of curriculum management. Nevertheless, based on commonly accepted practices in higher education institutions across the ASEAN region and the recommendations of AUN-QA, the following guidelines are suggested:

- In general, each course should have approximately 3 to 6 Course Learning Outcomes (CLOs).
- The CLOs should cover various skill domains in alignment with the qualifications framework, such as cognitive skills, practical skills, interpersonal skills, and communication skills, among others.
- Each CLO should be measurable and clearly aligned with the relevant Program Learning Outcomes (PLOs).
- An excessive number of CLOs may lead to unnecessary complexity in course design and assessment.

CLOs Check (Criteria for Reviewing Course Learning Outcomes)

1. Alignment with PLOs

Each CLO must be aligned with the Program Learning Outcomes (PLOs) in both the **level of learning** and the **content**.

→ CLOs are considered “subcomponents” that collectively contribute to the achievement of the PLOs.

(This may also include alignment with Year Learning Outcomes – YLOs, where applicable.)

Example:

- ☐ **PLO:** Evaluate business risks and propose management strategies.
- ☐ **CLO:** Analyze risk data in simulated scenarios and propose preliminary management plans.
(✓ This is aligned at the levels of *Analyze* and *Apply*.)

2. Compliance with the SMAAART Criteria

Each CLO should be written in accordance with the **SMAAART** principles:

- Specific
- Measurable
- Achievable
- Aligned
- Appropriate (cognitively appropriate level)
- Realistic
- Timely
- The **action verbs** used must be clear, observable, and assessable.

- Avoid vague or abstract verbs such as “understand” or “be aware of.”

Example (Not recommended): Understand the basic principles of accounting.

Example (Recommended): Explain basic accounting principles and prepare accounting entries based on a simulated scenario.

3. Appropriateness of the Cognitive Level of CLOs

The cognitive level of each CLO should be **equal to or lower than** the corresponding PLO.

(This is because CLOs serve as supporting elements to achieve the broader PLOs.)

Example:

- If the **PLO** is at a higher cognitive level (e.g., *Create* or *Evaluate*), Then a **CLO** at the *Analyze* or *Apply* level is ✓ **appropriate**.
- However, if the CLO is only at the *Remember* level, it may ✗ **not be sufficient**.

Example 1: Core Subject of Thai Pharmacy

Knowledge Domain

PLO: describe the knowledge of basic sciences, health sciences, and traditional Thai medical sciences, at the "Understand" level.

CLO: describes the components of Thai traditional medicine formulas and the principles for selecting medicinal herbs based on Thai traditional medical theory, also at the "Understand" level.

Skills Domain

PLO: possesses the skills to appropriately select digital tools for presenting information in accordance with specific objectives.

This competency falls within the mid to high levels of Bloom’s Taxonomy, particularly at the Apply (application) or Evaluate (evaluation) levels. It may also encompass the Create level if emphasis is placed on designing presentations in a creative and innovative manner.

CLO: applies digital presentation tools (e.g., PowerPoint, Canva, or infographic tools) to effectively communicate content related to Thai pharmacy, tailored to the defined target audience and objectives.

This learning outcome is situated at the Apply level of Bloom’s Taxonomy.

Ethics Domain

PLO: demonstrates responsible and honest behavior.

This outcome is categorized under the Affective Domain – Level 3: Valuing, as it reflects a strong commitment to core values such as honesty, responsibility, and consistent ethical conduct.

CLO: Performs tasks related to data collection, reporting, or laboratory experimentation with responsibility and without data distortion.

This learning outcome also aligns with the Affective Domain – Level 3: Valuing, where learners exhibit a firm adherence to ethical principles through responsible and honest actions in academic contexts.

Example 2: Course in Veterinary Epidemiology

Characteristics Domain

PLO: Demonstrates leadership and volunteer spirit, and works effectively with others.

This outcome is classified under the Affective Domain – Level 4: Organization, as it involves the internalization and organization of values such as respect for others, teamwork, and the ability to take on leadership or supportive roles appropriately in real-world contexts.

CLO: Demonstrates leadership or active participation as a responsible and respectful team member in collaborative group work.

This learning outcome corresponds to the Affective Domain – Level 3: Valuing, where learners recognize the value of collaboration and express it through actual behaviors in group settings.

(If the behavior is assessed repeatedly and shown consistently, it may progress to Level 4: Organization.)

Please refer to the additional information and examples in the appendix at the end.

Teach and/or support (Teach and/or support learning through appropriate approaches and environments) (A2, UKPSF)

Know Teaching Methods to Support Learner's Activities

1. Number of Hours per Semester

Theory Section				Practical Section (Practical Training / Fieldwork / Internship) (Hours)	Self-study Not less than (Hours)
Lectures (Hours)	Active learning for Formative assessment		Total Hours		
	Small Group Teaching (Hours)	Other Active Learning Activities (Hours)			
<i>For a 2-credit course, formatted as 2 (2-0-4): In 2 hours per week, we conduct 1 hour of lectures and 1 hour of in-class activities (active learning). This is recorded as: 1 hour * 15 weeks = 15 hours.</i>	<i>In cases where a course has a large number of students enrolled and needs to be divided into smaller groups with designated instructors for each group, this information should be included. If this situation does not apply, there is no need to include data in this section.</i>	15		-	60

2. Teaching Plan for Theory/Practical Sessions and Assessment

Week	Specify CLO Number	(Major Topic, Subtopic, Minor Topic) Specify Instructor	Specify 21 st Century Skills	Learning Activities/Methods for Experience Delivery	Theory Section		Practical Section	Teaching Media and Learning Resources	Assignments/Points of Interest	Methods for Evaluating Learning Outcomes (Tools/Criteria/Evaluation Methods)
					ชั่วโมงบรรยาย	ชั่วโมงกิจกรรม active learning	ชั่วโมงปฏิบัติการ			
			Please specify the 21 st century skills number, which is listed on the next page.						From journals, books, and magazines, specify the page numbers for students to read in advance before class. What are the key points that students should focus on in the article to answer these questions?	Tools to measure whether learners have achieved the learning objectives should include formative assessments to check learners' understanding and provide feedback for improvement
		-								
10	CLO4	Technology in Learning Design - Core technology in	1, 7, 9	- Set up problem statements and discuss collaboratively.	1	1	-	Can be written in a brief format as an in-text citation,	From the documents assigned for pre-class reading, students will need to answer	

Week	Specify CLO Number	(Major Topic, Subtopic, Minor Topic) Specify Instructor	Specify 21 st Century Skills	Learning Activities/Methods for Experience Delivery	Theory Section		Practical Section	Teaching Media and Learning Resources	Assignments/Points of Interest	Methods for Evaluating Learning Outcomes (Tools/Criteria/Evaluation Methods)
					ชั่วโมงบรรยาย	ชั่วโมงกิจกรรม active learning	ชั่วโมงปฏิบัติการ			
		designing - digital learning Analysis and evaluation of educational technology						for example: Author's Name (Year of Publication), Page number linked to the bibliography entry, such as: Veletsianos, G. (Ed.). (2016), pp.105-111. (This document should be	questions related to: Understanding Technology in Education as follows 1. How do different technologies enhance or restrict learning opportunities in digital environments? 2. What criteria should be used to evaluate the	

Week	Specify CLO Number	(Major Topic, Subtopic, Minor Topic) Specify Instructor	Specify 21 st Century Skills	Learning Activities/Methods for Experience Delivery	Theory Section		Practical Section	Teaching Media and Learning Resources	Assignments/Points of Interest	Methods for Evaluating Learning Outcomes (Tools/Criteria/Evaluation Methods)
					ชั่วโมงบรรยาย	ชั่วโมงกิจกรรม active learning	ชั่วโมงปฏิบัติการ			
								listed in the suggested reading list for students.)	effectiveness of educational technologies?	
Total Hours										

21st Century Skills (updated from the original) Ref. (1)—Fostering Social and Emotional Learning through Technology, World Economic Forum March 2016

Foundational Literacies

1. Literacy
2. Numeracy
3. Scientific Literacy
4. ICT Literacy
5. Financial Literacy
6. Cultural and civic literacy

Capabilities to handle challenges

7. Critical Thinking/ Problem-solving
8. Creativity
9. Communication
10. Collaboration

Desirable characteristics for adapting to a changing environment

11. Curiosity
12. Initiative
13. Persistence grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

3. Suggested Reading List

1. Required Textbooks

1. [Click to type]
2. [Click to type]

Example: Veletsianos, G. (Ed.). (2016). *Emergence and Innovation in Digital Learning: Foundations and Applications*. Athabasca University Press.

Ensure bibliography entries are formatted consistently throughout the form, arranging Thai documents before English ones and in alphabetical order.

1. Recommended Textbooks

1. [Click to type]
2. [Click to type]

2. Research and Scholarly Articles (should always include journal articles)

1. [Click to type]
2. [Click to type]

Support and guide learners (A4, UKPSF)
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1. Number of hours per week for faculty to provide individual academic advice and guidance to students [Click to type] hours per week

Teaching Team	Instructor	Office Location, Department	Telephone Number	Email, Line, Facebook, etc.	Consultation Hours
Course Coordinator	[Click to type]	[Click to type]	[Click to type]	[Click to type]	[Click to type]
Course Instructor	[Click to type]	[Click to type]	[Click to type]	[Click to type]	[Click to type]

Note: Outside the specified times, only students who have made an appointment in advance will be accommodated.

Specify the weekly consultation hours for providing academic advice and guidance to individual students outside of class, and the method by which students are informed about these appointments in advance, such as arranging three hours per week for students to meet with the instructor for consultation and advice. Specify the days and times in the course details and inform students in the first class hour, etc. For example:

1.1 Monday, Wednesday, Friday, 15:00-16:30, Room [Click to type], Tel [Click to type].

1.2 Email: [Click to type], available daily from 20:00-21:00.

Specify the online classroom management system (Learning Management System: LMS):

- ☐ University E-learning
 ☐ Google Classroom
☐ Other, please specify: [Click to type]

Support for Students with Diversity

- Students with diversity, please specify: [คลิ๊กพิมพ์] (if applicable)
- Methods for supporting diverse students (if applicable)

2. Specify the time and channels for online discussions and debates (if available)

[Click to type]

3. Learning Guidelines (to help learners understand how to improve their learning effectiveness and apply these practices continuously for better understanding of the lessons and improved exam scores) (if available)

1. [Click to type]

2. [Click to type]

4. Class Policies

1. [Click to type]
2. [Click to type]

Sample Statement:

1. Students must attend at least 80% of the total class hours to be eligible for the final examination.
2. Students who are absent during any session with in-class activities will not receive scores for those activities and will not be allowed to make up the work, unless a formal leave request is submitted.
3. Students who do not wear the proper Walailak University uniform are not allowed to attend class.
4. Plagiarized reports or research work copied from others will not be accepted under any circumstances.
5. Students are expected to read assigned articles or textbooks before attending each class.
6. Late submissions will be graded with a maximum of 50% of the total score for that assignment.
7. Any student found cheating during midterm or final examinations will receive an automatic F for the course.

5. AI Policies Additional Topic – Please check (✓) only one option.

- ☐ Most Restrictive
- ☐ Moderately Restrictive
- ☐ Least Restrictive

1. [Click to type] You may refer to the guidelines for writing Artificial Intelligence (AI) Statements for further instructions.

2. [Click to type]

6. Plagiarism (if applicable)

[Click to type]

Clearly specify the consequences or penalties in case plagiarism is detected, such as score deduction or receiving an F grade.

Sample Statement:

Students must strictly adhere to academic integrity. Plagiarism in any form is considered a serious academic offense. Examples include copying content from sources without proper citation, submitting someone else's work as one's own, or reusing one's previous work without permission. If plagiarism is detected, appropriate penalties will be applied, such as deduction of marks for the assignment or receiving a grade of "Fail" for the assessment.

Assess and give feedback for learning)
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(A3, UKPSF)

Can clearly assess and provide additional feedback and guidance to learners.

3. Plan for assessing expected learning outcomes at the course level (CLOs)

Specify the methods for assessing learning outcomes according to the PLOs that the course is responsible for, as defined in the curriculum details.

Course Learning Outcomes (CLOs)	Method of Assessing Learning Outcomes		Week of Assessment	Proportion of Evaluation (Percentage)	Specify the proportion of evaluation (Percentage) for formative and summative assessment.
	Assessment Method	Assessment Tools			
Knowledge Domain CLO : [Click to type] Example CLO1: describes the components of Thai traditional medicine formulas and the principles for selecting medicinal herbs based on Thai traditional medical theory.	[Click to type] Quizzes after lessons	[Click to type] frequent quizzes	[Click to type] throughout the semester	[Click to type] 50	Formative [Click to type] Summative [Click to type] Example Formative 50 Summative 28
	Final Exams Note: There will be no midterm exams from the academic year 2024 onward.	Final Exam	Week 16	28	
Skills Domain CLO : [Click to type] CLO2: applies digital presentation tools (e.g., PowerPoint, Canva, or infographic tools) to effectively communicate content related to Thai pharmacy, tailored to the defined target audience and objectives.	[Click to type] Presentation Media	[Click to type] Assessment of Work	[Click to type] Within 1 week after covering the topic	[Click to type] 16	Formative [Click to type] Summative [Click to type] Formative 10 Summative 6
Ethics Domain	[Click to type]	[Click to type]	[Click to type]	[Click to type]	

Course Learning Outcomes (CLOs)	Method of Assessing Learning Outcomes		Week of Assessment	Proportion of Evaluation (Percentage)	Specify the proportion of evaluation (Percentage) for formative and summative assessment.
	Assessment Method	Assessment Tools			
CLO : [Click to type] CLO3: Performs tasks related to data collection, reporting, or laboratory experimentation with responsibility and without data distortion.	Class Attendance Punctuality in attending classes and submitting assignments	- Assignment Submission Evaluation Form - Class Sign-in - Assessment based on report writing that does not plagiarize others' work and includes proper academic citations	throughout the semester	6	] Summative [Click to type] Formative 4 Summative 2

Course Learning Outcomes (CLOs)	Method of Assessing Learning Outcomes		Week of Assessment	Proportion of Evaluation (Percentage)	Specify the proportion of evaluation (Percentage) for formative and summative assessment.
	Assessment Method	Assessment Tools			
ด้านลักษณะบุคคล CLO : [Click to type]	[Click to type]	[Click to type]	[Click to type]	[Click to type]	Formative [Click to type] Summative [Click to type]
	Quizzes	Quiz Exams	8		10
	Quizzes	Quiz Exams	8		10
	Project Evaluation	Project Evaluation Form	12-17		25
	Project Evaluation	Project Evaluation Form	12-17		25
	Presentation	Presentation Evaluation Form	17		20
	Behavior Observation	Work/Performance Evaluation Form	10-17		10
Total					100

Table for Reviewing Course Achievement Outcomes (Analyze Curriculum Mapping) for the Taught Course

Learning Outcome Standards (●)	Methods for Reviewing Achievement Outcomes	Results of Achievement Outcomes Review	Application of Results for Improvement/Development
CLO [Click to type]	[Click to type]	[Click to type]	[Click to type]
CLO [Click to type]	[Click to type]	[Click to type]	[Click to type]
CLO [Click to type]	[Click to type]	[Click to type]	[Click to type]

Criteria for Assignment Evaluation and Grading (Define learning objectives, group or individual assignments, score proportions, assignment submission requirements, due dates, indicators (for an example of the format, refer to the description of writing a teaching plan, and conditions for providing/giving additional feedback on learning after students submit their work)

Assignment Evaluation Form.....

Learning Objectives				
Group or Individual Assignment				
Score Proportion				
Assignment Requirements				
Due Date				
Indicators	Scoring Levels (The table can be adjusted as appropriate for the tasks in the course)			
1.				
2.				
3.				
4.				
5.				

Conditions for Providing Feedback on Learning after Students Submit Work: Conditions for Providing Feedback on Learning after Students Submit Work: (Necessary for every assignment, as it verifies whether learners have achieved the competencies set forth in the objectives during the teaching process. If learners do not meet the set objectives, the instructor will find ways to facilitate learning according to the established criteria (consistent with (A3, UKPSF))

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4. Grading Criteria

Assessment will use an 8-point grading scale.

Score Level	Meaning of the Grade	Points	Grade Value
A	Excellent		4.0
B+	Very Good		3.5
B	Good		3.0
C+	Fairly Good		2.5
C	Fair		2.0
D+	Poor		1.5
D	Very Poor		1.0
F	Fail		0.0

I Indicates that the evaluation is incomplete.

W Indicates withdrawal from the course.

3. Evaluation of Learning Outcomes

University offers two methods for determining grades: criterion-referenced and norm-referenced. The faculty will convene to decide on the grading criteria for each course.

However, according to Walailak University's regulations on undergraduate studies, B.E. 2560 (2017), Section 7, Article 11 on evaluation of learning outcomes, it states that the evaluation for each course must be approved by the faculty's committee. For general education courses, approval must be obtained from the General Education Committee or a committee appointed by the university.

4. Student Appeals

Students can appeal their exam scores.....

Specify the information: Methods or channels through which students can appeal regarding a course

Personnel responsible for handling appeals and the process or methods used for management

Assessment and Improvement of Course Operations

1. Student Evaluation Strategies for Course Effectiveness

Please tick (✓) in the appropriate box(es), multiple selections are possible:

- ☐ Course teaching evaluation form
- ☐ Group discussions between instructors and students
- ☐ Reflections based on student behavior
- ☐ Feedback through online channels established by the instructor for communication with students
- ☐ Other, please specify.....

2. Strategies for Assessing Learning Management

- ☐ Instructor evaluation form
- ☐ Examination results
- ☐ Review of learning outcome assessments
- ☐ Evaluation by a committee reviewing the examinations
- ☐ Observation of teaching by the teaching team members
- ☐ Other, please specify

3. Mechanisms for Improving Learning Management

- ☐ Seminars on teaching management
- ☐ Research inside and outside the classroom
- ☐ Other (specify).....

4. Process for Reviewing Student Learning Outcomes

- ☐ Establishment of a curriculum committee to check student learning outcomes, examining exams, grading methods, and behavior scoring
- ☐ Review of student work grading by the academic committee of the curriculum and department
- ☐ Random checks of student work grading by instructors or other qualified individuals not part of the regular teaching staff
- ☐ Other (specify)

5. Actions for Reviewing and Planning to Improve Course Effectiveness

- ☐ Annual improvement of course processes based on feedback and the reviews specified in item 4
- ☐ Annual improvement of course processes based on student evaluations of instructors

☐ Other (specify).....