



MUPSF Level 3&4's Requirement

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Please join group line MUADP#5_Level3-4(ENG_B1)

- <https://line.me/R/ti/g/pt8rL5u6uw>





Q7: What would you like to know?

- <https://shorturl.at/LrBSQ>





Objective

A. MUPSF Overview

B. MUPSF Level 3&4's Requirement



A. MUPSF Overview

- <https://op.mahidol.ac.th/ea/staff/mupsf/>
- Mahidol University Announcement on the Criteria and Methods for Evaluating Teaching Quality According to Mahidol University Professional Standards Framework (MUPSF) B.E. 2566 (2023)
<https://op.mahidol.ac.th/ea/wp-content/uploads/MU-Announcements/661223%20MUPSF%20Announcement%202023%20Translation.pdf>



MUPSF: 4 Levels

- Level 1 Basic Teaching Management
- Level 2 Technical Teaching Management
- Level 3 Interdisciplinary Teaching Management
- Level 4 Educational Policy Leader



Level 1 Basic Teaching Management

- Lecturers at this level **have knowledge and understanding of their field and can apply them**. Lecturers can **design activities, create an environment** for using resources and learning media by taking into account learners and factors affecting learning. They know how to **measure and evaluate** learners' academic achievements. They can **use the evaluation results to improve their teaching practice** and develop themselves continuously. They welcome feedback from relevant parties and comply with the teaching ethics of the organization. Lecturers who pass the evaluation of Level 1 must fulfill all 15 qualifications (Items 1-4, 8, 11-12, 14, 17, 19-21, 26-28) of the MUPSF.



Level 2 Technical Teaching Management

- Lecturers who qualify for this level must have a **minimum teaching quality of Level 1 with deep knowledge in their field** and regularly keep their technical knowledge updated. The lecturers **understand the science of learning** and manage learning appropriately to learners, overseeing and monitoring their learning effectiveness systematically. Lecturers are able to **provide consultation to colleagues in the same academic field** and encourage compliance with the teaching ethics of the organization. Lecturers who pass the evaluation of Level 2 must fulfill all 28 qualifications (Items 1-28) of MUPSF.



Level 3 Interdisciplinary Teaching Mgt.

- Lecturers who qualify for this level must **have a minimum teaching quality of Level 2 with expertise in their field, the science of learning, and interdisciplinary learning management.** Lecturers have **proven works** with positive contributions to education quality can function **as mentors, counselors, and role models of the organizations in learning management and policies on professional ethics.** Lecturers who pass the evaluation of Level 3 must fulfill all 30 qualifications (Items 1-30) of MUPSF.



Level 4 Educational Policy Leader

- Lecturers who qualify for this level must have a minimum teaching quality of **Level 3** and **be leaders in their fields, the science of learning, and interdisciplinary learning management**. Lecturers are **well recognized** both by people in the university and outside the university. They play a part in **making policies and strategies for knowledge development and learning management at the national or international levels**. Lecturers are policy leaders in professional ethics of teaching and act as national or international role models in teaching. Lecturers who pass the evaluation of Level 4 must fulfill all 31 qualifications (Items 1-31) of the MUPSF.



L1: Gray (15)

L2: Gray + White (28)

No.	Teaching quality level	Re
1	The lesson plan serves the learning objectives.	
2	The lesson plan has comprehensive elements and serves the learning objectives and outcomes of the course.	
3	The content of the lesson plan is accurate in the field of study.	
4	The teaching material uses proper grammar and references.	
5	The lesson plan is regularly developed, improved, and updated.	
6	The lesson plan adopts the horizontal integration between the field of study, the major, the department, and the program.	
7	The lecturer organizes activities using techniques that encourage all students to participate in expressing their opinions and exchanging experiences in class, both among students and between students and the lecturer.	
8	The assessment aligns with learning objectives.	
9	The assessment results are analyzed to improve teaching and assessment methods.	
10	Knowledge is applicable to Thai social, global, and professional contexts.	
11	The lecturer uses simple language and considers students' diversity.	
12	The lecturer uses examples or includes real-life experiences about the content.	
13	The lecturer adopts student-centered techniques.	
14	The lecturer suggests the sources of knowledge that students should seek.	
15	The lecturer uses the learning management method that enables students to seek knowledge independently.	

No.	Teaching quality level	Results
16	The lecturer enhances students' discretion and teaches students to seek knowledge from reliable sources.	<input type="checkbox"/>
17	The lecturer stimulates students by asking questions that induce thinking, express understanding, and suggest practical applications.	<input type="checkbox"/>
18	The lecturer uses a mechanism that allows students to reflect knowledge, understanding, and critical thinking.	<input type="checkbox"/>
19	The lecturer uses examples or case studies that demonstrate the relationship between the course being taught and other related courses.	<input type="checkbox"/>
20	The lecturer assesses or reviews knowledge or skills of relevant or fundamental courses and relates them to the lesson (vertical integration).	<input type="checkbox"/>
21	The lecturer chooses teaching materials or teaching aids that are suitable for the learning objectives and the nature of the course.	<input type="checkbox"/>
22	The lecturer performs demonstrations or allows students to get hands-on practice in simulated scenarios or in real situations.	<input type="checkbox"/>
23	The lecturer provides appropriate feedback that enables students to improve their practical skills.	<input type="checkbox"/>
24	The lecturer allows students to express 21 st -century skills (non-technical) according to the learning outcomes of the lesson, such as interpersonal skills, demonstration ability, problem-solving, adaptability, and consideration of other people's views.	<input type="checkbox"/>
25	Formative assessment is adopted to assess students' progress during the lesson or at the end of the lesson.	<input type="checkbox"/>
26	Punctuality	<input type="checkbox"/>
27	Responsibility	<input type="checkbox"/>
28	The lecturer has a polite personality, language, and grooming.	<input type="checkbox"/>



B. MUPSF Level 3&4's Requirement

L3: L2 + (29 & 30)

L4: L3 + 31

29	The lecturer's work is evidently proven to develop the quality of education.	<input type="checkbox"/>
30	The lecturer is a good example of the faculty in terms of teaching.	<input type="checkbox"/>
31	The lecturer is a good example at the national or international level in terms of teaching.	<input type="checkbox"/>

- Guidelines for considering the qualifications for MUPSF Level 3 and Level 4 (pp. 27-31)



29. The lecturer's work is evidently proven to develop the quality of education

- Proof of performance or work, as the case may be, **within five years** from the day of producing the work until the application date specified on MUPSF Form01, with **a minimum total score of one point**



29. The lecturer's work is evidently proven to develop the quality of education

- 1.1 Having **educational work or education quality** at the national or international level **with impact on instruction or curriculum, excluding proceeding documents, whether the abstract or the full paper in academic forums.**



29. The lecturer's work is evidently proven to develop the quality of education

1.2 Educational innovation

1.3 Being the chairperson or committee member making an observation visit to educational quality development system organizations that are internationally recognized [AUNQA,...]



29. The lecturer's work is evidently proven to develop the quality of education

1.4 Being a guest speaker disseminating educational knowledge or education quality to divisions or organizations in the university or at the national or international level, contributing to the development of education or curricula in those organizations



29. The lecturer's work is evidently proven to develop the quality of education

1.5 Being a committee member for developing or improving a curriculum with essential contributions in the curriculum development

** If the applicant presents academic contribution in more than one aspect from Items 1.1-1.5 above, the university evaluation subcommittee will consider only one academic work with the highest score in each aspect.



30. The lecturer is a good example of the faculty in terms of teaching

- 2.1 The applicant who used to work as a **coach or mentor of other lecturers** in the division or at the university level regarding teaching formats and evaluation and assessment techniques as an example of the division or the university for other lecturers to use. The university evaluation subcommittee will additionally consider the **area of activity, professional values, and core knowledge according to the MUPSF.**
- The applicant must **demonstrate the impact (influence) of coaching and mentoring** on the improvement in the teaching management of coachees and mentees.



30. The lecturer is a good example of the faculty in terms of teaching

2.2 The applicant has been chosen as an example or has received an **award or an honorary certificate from the division, the university, or an external organization**, such as an outstanding teacher award for education and an award from a professional organization. The applicant must **provide an explanation of the exemplary/award-winning/honorary certificate received, along with reasons** for the work that contributed to receiving the award and/or honorary certificate.



31. The lecturer is a good example at the national or international level in terms of teaching

3. The applicant must present the evidence for considering the qualification in Item 31 of MUPSF. The evidence must **include the appointment order, scope of responsibilities, roles, and results or extensive impact on education development at nationally or internationally recognized levels**, such as being on a committee or playing a crucial role in education policymaking at the national or international level.



Supporting Statements (MUPSF Referee Form)

- L3: 2 Referees
 - Superior: Head of Dept. (HD), Dean, Director
 - A fellow staff member: recognizes the performance of the applicant
- L4: 3 Referees
 - Superior: President, VP, Dean, Director, HD
 - 2 fellow staff members



MUADP Level 3-4 Training

Day 1:

- MUPSF Level 3&4's Requirement
- General Concept of Educational Research Methodology
- Classification of Educational Research
- Data Collection & Analysis



MUADP Level 3-4 Training

Day 2:

- Principles and Theories of Classroom Research
- Case Studies of Classroom Research
- Writing Classroom Research Proposal
- Presentation of Classroom Research Proposal



MUADP Level 3-4 Training

Day 3:

- Coming up with ideas and planning for educational research
- Analyzing qualitative data and finding/selecting a journal for publication
- Writing a manuscript for educational research
- Responding to reviewers



Q & A



About the Speakers



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