



# การเตรียมตัวเพื่อขอรับการประเมิน UK-PSF ระดับ Senior Fellow

รองศาสตราจารย์ ปรีชา มนทกานติกุล, SFHEA

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# What is UK-PSF 2011? → PSF 2023

AdvanceHE

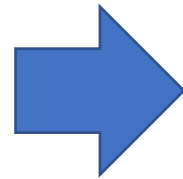


## Our purpose

We help higher education be the best it can be.

## Our vision

Higher education providers and systems that are inclusive, sustainable and high-performing in all they do.



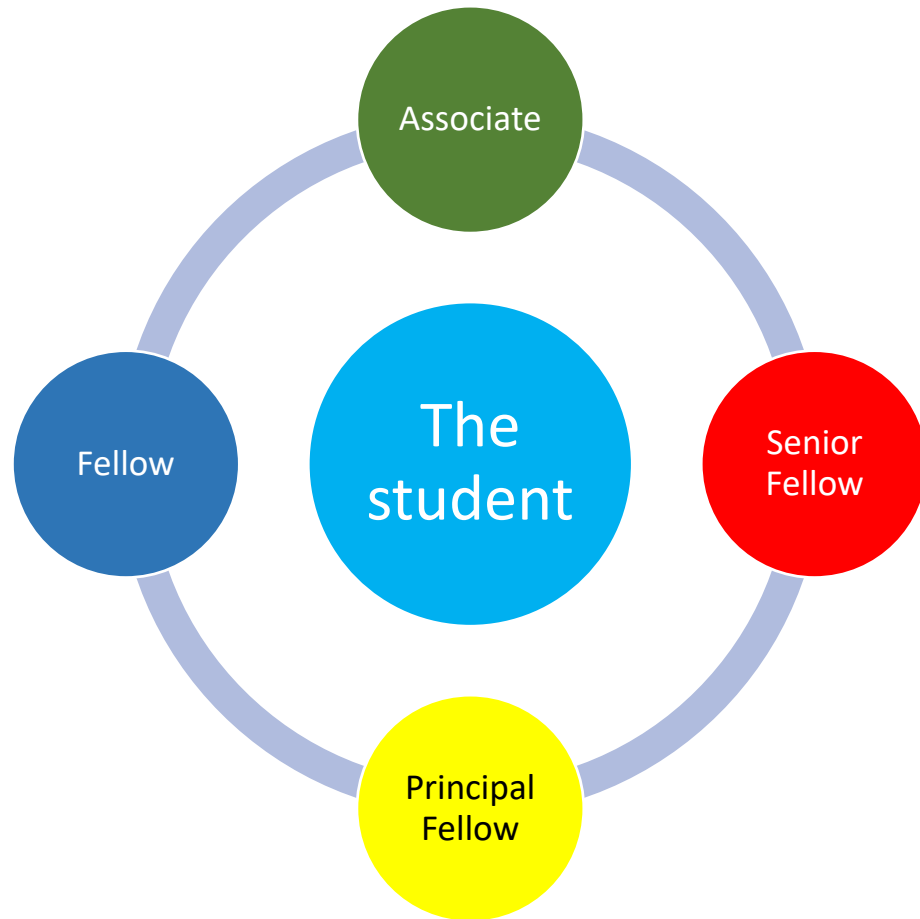
## PSF 2023

The PSF 2023 builds on the strengths of the previous PSF while placing much more overt emphasis on:

- the effectiveness and impact of teaching;
- the context in which the teaching takes place;
- inclusivity – both from the perspective of the wider range of staff now able to engage with the PSF and how more inclusive approaches ensure all learners feel respected, valued and have equity in opportunity to succeed.

With a greater emphasis on **digital/technology**, **professional values**, **support for students** and **collaboration**, the revisions ensure the PSF is fit-for-the-future and remains relevant and compelling wherever and however higher education teaching and learning are delivered.

# Senior Fellowship



Fellowship Category Tool

## Senior Fellowship (SFHEA) offers you many benefits, including:

- Consolidating your personal development and evidence of influencing other colleagues' professional practice in your higher education career;
- Demonstrating your commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development;
- Senior Fellowship is increasingly sought by employers across the education sector as a condition of appointment and promotion for management and leadership positions;
- For individuals, to identify their expertise with the entitlement to use post-nominal letters – SFHEA;
- Recognised and valued by a growing number of international institutions.



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## Fellowship Category Tool

Our Fellowship Category Tool has been designed to help you understand which category of Fellowship most closely reflects your current practice and to reflect on your ongoing professional development and career aspirations.

After you have answered a series of choice questions, which will take around 10-20 minutes, you will be shown your results and a PDF report summarising your responses will be sent to you.

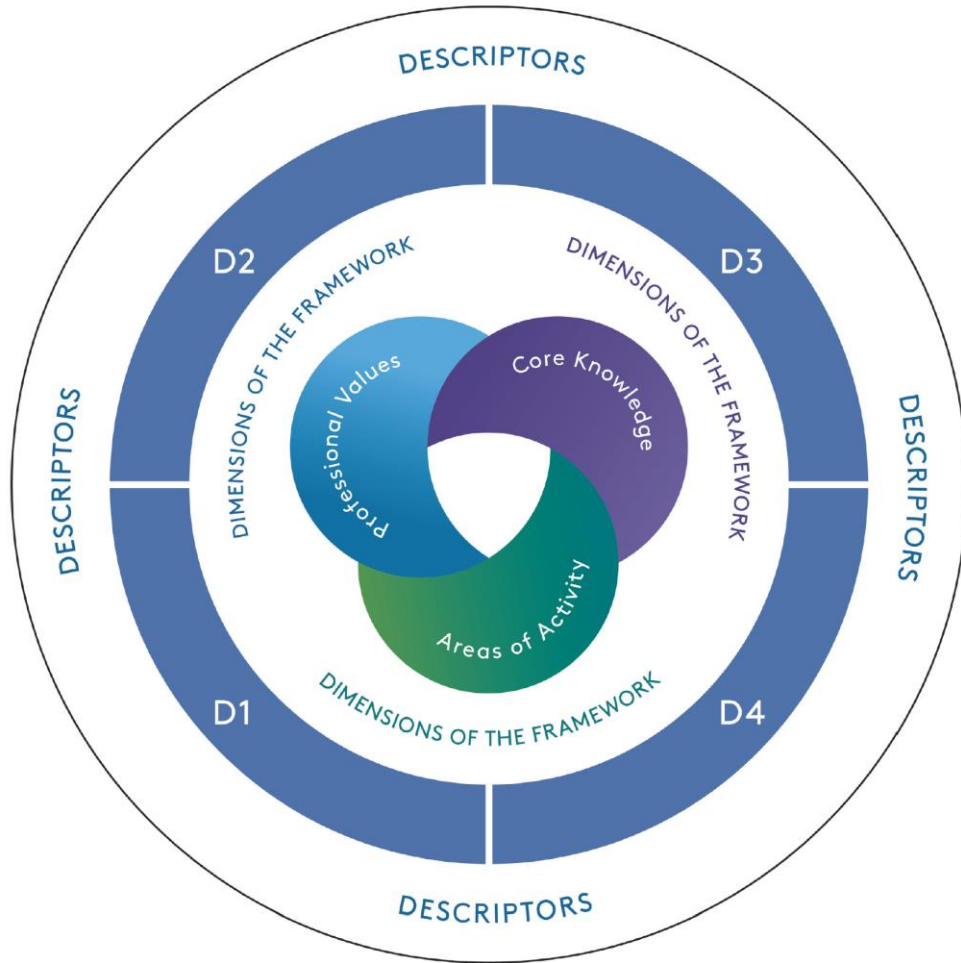
→ Use the Fellowship Category Tool



<https://www.advance-he.ac.uk/form/fellowship-decision-tool-2023>



# PSF 2023



## Professional Values

In your context, show how you:

- V1 respect individual learners and diverse groups of learners
- V2 promote engagement in learning and equity of opportunity for all to reach their potential
- V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4 respond to the wider context in which higher education operates, recognising implications for practice
- V5 collaborate with others to enhance practice

## Core Knowledge

In your context, apply knowledge of:

- K1 how learners learn, generally and within specific subjects
- K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3 critical evaluation as a basis or effective practice
- K4 appropriate use of digital and/or other technologies, and resources for learning
- K5 requirements for quality assurance and enhancement, and their implications for practice

## Areas of Activity

In your context, demonstrate that you:

- A1 design and plan learning activities and/or programmes
- A2 teach and/or support learning through appropriate approaches and environments
- A3 assess and give feedback for learning
- A4 support and guide learners
- A5 enhance practice through own continuing professional development

### D3.1

a sustained record of leading or influencing the practice of those who teach and/or support high quality learning

### D3.2

practice that is effective, inclusive and integrates all Dimensions

### D3.3

practice that extends significantly beyond direct teaching and/or direct support for learning



# The structure in outline

Context Statement  
300 words  
(no more)



Your claim  
6000 words  
(no more)



Citations to the  
literature  
500 words  
(no more)

+ two supporting  
statements



# the 6000 words

Section 1  
The Overview  
2000 words

+

Case Study 1  
2000 words

Case Study  
2  
2000 words

- Learning, teaching and assessment
- Leadership practice
- Research/ scholarship/ CPD





# Examples

## Context statement:

I was graduated from the Bachelor's degree of Science in Pharmacy from Chulalongkorn University and Doctor of Pharmacy from University of Illinois at Chicago. After my graduation, I have been working as an academic staff in the Section of Clinical Pharmacy, Department of Pharmacy, Faculty of Pharmacy, Mahidol University for more than 25 years. Our Faculty has 94 academic staff, 134 support staff, 720 Bachelor's degree students and approximately 30 postgraduate students.

I am an instructor in 30 courses for the Bachelor's degree of Science in Pharmacy, Master degree of Science in Clinical Pharmacy and Doctor of Philosophy in Clinical Pharmacy. I also co-ordinate 3 courses for the Bachelor's degree of Science in Pharmacy and 2 courses for Master degree of Science in Clinical Pharmacy. I have been working with other academic staff to prepare the course syllabi and design teaching and assessment methods, including lecture, small group discussion, simulation laboratory and hospital clerkship. Currently, our programs adopt the concept of outcome-based education and was recently assessed by the AUN-QA in 2022.

Currently, I have been appointed as Deputy Dean for Education since 2020 and oversee the Bachelor's degree program. I have been working with all academic and support staff in the Undergraduate Education division. I have identified several area for improvement and generated various projects such as providing pedagogy training for all academic staff, supporting academic staff for education research and sharing in Education Quality Fair, revising the program grading system, setting up the student's grade monitoring system and creating the online system monitoring for development of student's soft skill.



# Case study





# Case study

- What are the problems related to teaching, learning, assessment? Any evidences showing the problems?
- What is your plan to solve the problems? **How do you identify and influence other academic/support staff to get involve in the plan? (Descriptor 3.xx)**
- What is your plan? Any evidences in the literatures to support your plan? the process of your plan?
- What is the result of your plan? What is the impact on learning and education?



# Examples

- In the academic year 2017-2018, I coordinated three mandatory courses: Pharmacy Practice Skill I, II and III for 5th-year students. Each course had around 110-120 students, divided into 10 groups with assigned instructors. The goal was to enhance their practical skills in pharmacy practice. However, student evaluations from previous years highlighted various issues, including inconsistent teaching methods, assessment approaches, and feedback from different instructors within and across courses. This led to confusion among students regarding skill improvement. There was a risk to quality which I recognized. (K6) Overall, student self-competency assessment scores for pharmacy practice skills ranged from 2.77 to 3.46 points on a 5-point scale. (K5)
- As a response, I organized several meetings with the academic staff to redesign teaching (A1, A2) and assessment methods (A3), focusing on individual needs of each student on a one-by-one basis. (V1) To ensure the standardization, I conducted training sessions and meetings to standardize the teaching methods. I also coached an academic staff member to design a rubric score for assessing pharmacy practice skills (1). This effort was referred to as the "Mother Project".
- The project resulted in a significant improvement in student self-assessment of pharmacy practice skills. Scores increased from less than 50% in Pharmacy Practice Skills I to over 70% in Pharmacy Practice Skill III. The academic staff members also demonstrated improved understanding of teaching and assessment. Furthermore, the results were presented at the Education Quality Fair organized by Phayathai Higher Education Network in 2019 (K5).



# Examples

- Effective communication between pharmacists, healthcare providers, and patients is crucial for delivering quality patient care. While courses were available to allow 5th-year pharmacy students to practice their communication skills, there was a lack of a standardized assessment tool to evaluate students' competency in this area.
- To address this issue, I proactively enrolled in a pedagogy course in assessment methods at Faculty of Medicine Siriraj Hospital, Mahidol University in the year of 2017. (A5) Following my training, I took the initiative to collaborate with other academic staff in developing and implementing the "MiniCEX" (Mini Clinical Evaluation Exercise) for assessing students' performance in patient encounters. (K5) This MiniCEX rubric has been incorporated into the "Introduction to Pharmacy Clerkship" course, specifically designed for 5th-year pharmacy students in the pharmaceutical care track since 2019. Each academic staff member is responsible for a group of six students during experiential learning in the patient ward of the hospital. They oversee the students' performance, including patient interviews. During the interviews, students are evaluated on their "patient encounter" skills using the MiniCEX. Subsequently, students receive reflection and feedback to enhance their performance in patient interviews. (A3)
- In the academic year 2022, the MiniCEX score for students was 83.20%, indicating a high capability for patient encounters (K5).



- To enhance my role as an academic staff member in providing quality learning experiences, I have pursued pedagogy courses since 2017. These courses have covered areas like learning psychology, assessment methods, and feedback. (A5) I have successfully applied this knowledge to my teaching and assessment practices across different programs. Furthermore, I offer pedagogy consultation to fellow academic staff members within my faculty.
- Furthermore, I actively participate in the Education Quality Fair organized by Phayathai Higher Education Network. I have been selected to deliver an oral presentation, sharing my educational experiences with academic staff from other institutions within the network, such as the Faculty of Medicine, Ramathibodi Hospital, Faculty of Dentistry, and Faculty of Public Health at Mahidol University. The upcoming fair is scheduled for August 10-11, 2023 which I have reached out to two academic staff members to submit oral presentations. The plenary lecture, will feature an academic staff who collaborates with third-year pharmacy students to design products or services using the design thinking process. I am also involved as a consultant. (V2)



# Another Example

## Context statement

- เรียนจบที่ไหน
- จุดเริ่มต้นของความสนใจเกี่ยวกับการจัดการเรียนการสอน
- พัฒนาการจนถึงปัจจุบัน



# Another Example

## Section1: Reflective Account of Practice (RAP)

Examples of **your influence and impact** on learning, teaching and/ or assessment (700 words)

มีส่วนร่วมในการปรับปรุงหลักสูตรและประสานเนื้อหาของรายวิชาในหลักสูตรตามหลักการ OBE (A1, K6).  
แชร์ประสบการณ์เกี่ยวกับการปรับปรุงหลักสูตรในงานประชุมวิชาการที่เกี่ยวข้อง

Examples of **your leadership practice** (700 words)

- ออกแบบ user interface ของ REXX ในช่วง pilot

Examples of **your research/ scholarship/ Continuing Professional Development (CPD)** (600 words)

- เข้าร่วมอบรม workshop การสอนออนไลน์จัดโดยมหาวิทยาลัย ช่วง covid-19 ระบาด เนื่องจากพบปัญหาว่าการสอนมีประสิทธิภาพลดลงเมื่อเปลี่ยนเป็น online  
- เข้าร่วม wokshop ด้านการศึกษาในฐานะผู้บรรยาย/facilitator/moderator ทั้งในและนอกคณะ  
- ผลที่ได้เอามาปรับใช้กับหัวข้อการสอนในรายวิชา clinical microbiology

- ปัญหาคืออะไร – เริ่มต้นอย่างไร – ดำเนินการอย่างไร - ผลที่ได้เป็นอย่างไร





# Skeleton Format

## Section1

### Part1

Examples of your influence and impact on learning, teaching and/ or assessment

- I have participated in several external and internal staff training sessions as speaker, facilitators and moderator, such as “Transformative Learning workshop” to share experience in Modular education which provide a broad picture of how we can integrate the content in pharmacy curriculum  
<https://pharmacy.mahidol.ac.th/gallery/viewpic2d.php?id=3232#38>  
<https://pharmacy.mahidol.ac.th/th/activities/2983>  
<https://pharmacy.mahidol.ac.th/th/activities/2739>
- I joined the webinar “Renal Pharmacy Teaching And Learning Webinar 2022” organized by Renal Pharmacy Chapter of Malaysian Pharmacists Society as a speaker to share experience about pharmacy training and teaching approach to support community pharmacists’ role in Thailand. The attendee of the webinar included community pharmacists from Malaysia, Indonesia and Taiwan, and also faculty members of Faculty of Pharmacy, Universiti Teknologi MARA.  
<https://pharmacy.mahidol.ac.th/th/activities/3293>
- I joined the ASEAN Pharmacy Distance Learning Symposium 2021: Challenges and Best Practices, held by Faculty of Pharmacy, Universiti Kebangsaan Malaysia, as a speaker to share my approach to modularizing the curriculum and how to engage faculty members using distance learning concept which I treated them as students in during my activities.  
<https://pharmacy.mahidol.ac.th/th/activities/3005>
- I served as a speaker and moderator in the activities that help supportive staff to improve their English skill which will be helpful when they interact with foreign students who are our customer and important stakeholders  
<https://pharmacy.mahidol.ac.th/th/activities/2648>  
<https://pharmacy.mahidol.ac.th/th/activities/2570>



# Another Example

## Case studies

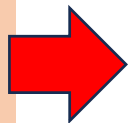
Case study 1

ช่วยจัดการสอบออนไลน์ช่วงโควิด19  
(ไม่มี platform / หา platform / ทำร่วมกับอาจารย์ – IT-นศ.)

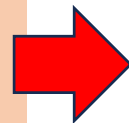
Case study 2

ประสานเนื้อหาระหว่างรายวิชา (vertical and horizontal integration) – modular

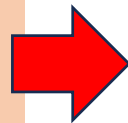
Provide a context for the case study – what was the issue requiring action?



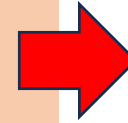
What did you do? What was the timescale?



Who did you work with?  
Why these people?



What approach(es) did you take – why?  
How did you manage the challenges/ the problems?



What was the impact?  
What was the outcome?



# References

I strongly believe in the effectiveness of research-driven practice or Scholarship of Teaching and Learning (SoTL) (Rowland and Myatt 2014) and have actively participated in several domestic and international conferences as an attendee, moderator, and speaker. (A5) These conferences include the "2022 US-Thai Pharmacy Consortium Virtual Meeting" and the "Network of Higher Education Institutions in Phaya Thai for Quality Education," which I have attended for the past 2-3 years. Through these conferences, I have gained valuable insights into approaches to conducting research

I utilized Ronald Harden's integration ladder tool (Harden, 2000) (V3) to guide the project implementation. The tool breaks down curriculum integration into 11 small steps, and I aimed to achieve the second and third steps, "awareness" and "harmonization", as the minimum goals for this project, following my start-low and go-slow approach. This meant that all teaching staff would be made aware of the content of others, have a platform for future discussions among teaching staff, as well as support from Academic Affairs staff. I also encouraged them to consider higher levels of integration, including "Nesting", "Sharing", and "Correlation". Although I mentioned the remaining steps, Complementary, Multidisciplinary, and Transdisciplinary, I did not emphasize them, as my plan was to

## References:

- Adams NE. Bloom's taxonomy of cognitive learning objectives. *J Med Libr Assoc.* 2015 Jul;103(3):152-3. doi: 10.3163/1536-5050.103.3.010. PMID: 26213509; PMCID: PMC4511057.
- Armstrong A. 4 key strategies help educators overcome resistance to change [internet]. 2011 [accessed 2023 May 13]. Available from: <https://learningforward.org/wp-content/uploads/2011/01/winter-2011-tool.pdf>.
- AUN-QA (Asian University Network Quality Assurance). Guide to AUN-QA Assessment at Programme Level. Version 4.0. 2020. Accessed 12 May 2023. Available from: [https://www.aunsec.org/application/files/2816/7290/3752/Guide\\_to\\_AUN-QA\\_Assessment\\_at\\_Programme\\_Level\\_Version\\_4.0\\_4.pdf](https://www.aunsec.org/application/files/2816/7290/3752/Guide_to_AUN-QA_Assessment_at_Programme_Level_Version_4.0_4.pdf).
- Garrison DR, Anderson T, Archer W. Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education* 2000;2(2-3): 87-105.
- Harden RM. The integration ladder: a tool for curriculum planning and evaluation. *Med Educ.* 2000 Jul;34(7):551-7. doi: 10.1046/j.1365-2923.2000.00697.x. PMID: 10886638.
- Lowry PB, Roberts TL, Romano NC, Cheney PD, Hightower RT. The Impact of Group Size and Social Presence on Small-Group Communication: Does Computer-Mediated Communication Make a Difference? *Small Group Research* 2006;37(6):631–61. <https://doi.org/10.1177/1046496406294322>
- Rowland SL, Myatt PM. Getting started in the scholarship of teaching and learning: a "how to" guide for science academics. *Biochem Mol Biol Educ.* 2014;42(1):6-14. DOI:10.1002/bmb.20748
- Yvonne Botma, G.H. Van Rensburg, I.M. Coetzee & T. Heyns (2015) A conceptual framework for educational design at modular level to promote transfer of learning, *Innovations in Education and Teaching International*, 52:5, 499-509, DOI: 10.1080/14703297.2013.866051.



# Key Learning Points

- ทำโครงร่าง (skeleton format) ขึ้นมาก่อนจะช่วยให้การเขียนง่ายขึ้นจริง และแบ่งเวลาเขียนได้ง่าย -- เข้าร่วม UKPSF workshop ก็ช่วยได้มาก
- กิจกรรมที่ทำไม่จำเป็นต้องเป็นงานที่ทำคนเดียว – งานเดี่ยว เผลอได้มากกว่า 1 คน
- แนวคิดการทำงานของเรา หลายครั้งเป็น evidence-based practice อยู่แล้วโดยที่เราไม่รู้ตัว
- Descriptor mapping ทำทีหลัง – ขาดค่อยเขียนเพิ่ม เพราะเป็นเรื่องมุมมองของเราต่อการทำงานนั้นๆ เป็นหลัก
- อย่างเพิ่งกังวล grammar และเรื่องจำนวนคำ – AI ช่วยได้มาก
- งานหลายอย่างเป็นประโยชน์ต่อทั้งผู้เรียนและเพื่อนร่วมงาน --- ขึ้นกับมุมมองและการอธิบาย – ช่วยกันสร้างมุมมอง ช่วยกันเขียน



มหาวิทยาลัยมหิดล  
คณะเภสัชศาสตร์

# ขอเชิญคณาจารย์ ขอรับการประเมิน

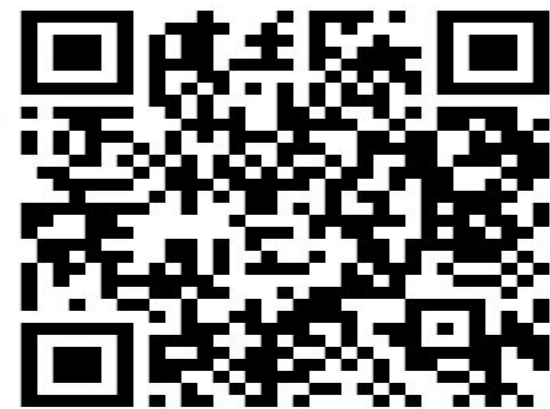
ระดับคุณภาพการจัดการเรียนการสอน  
ตามเกณฑ์มาตรฐานคุณภาพอาจารย์  
ของมหาวิทยาลัยมหิดล

(Mahidol University Professional  
Standards Framework: MUPSF)

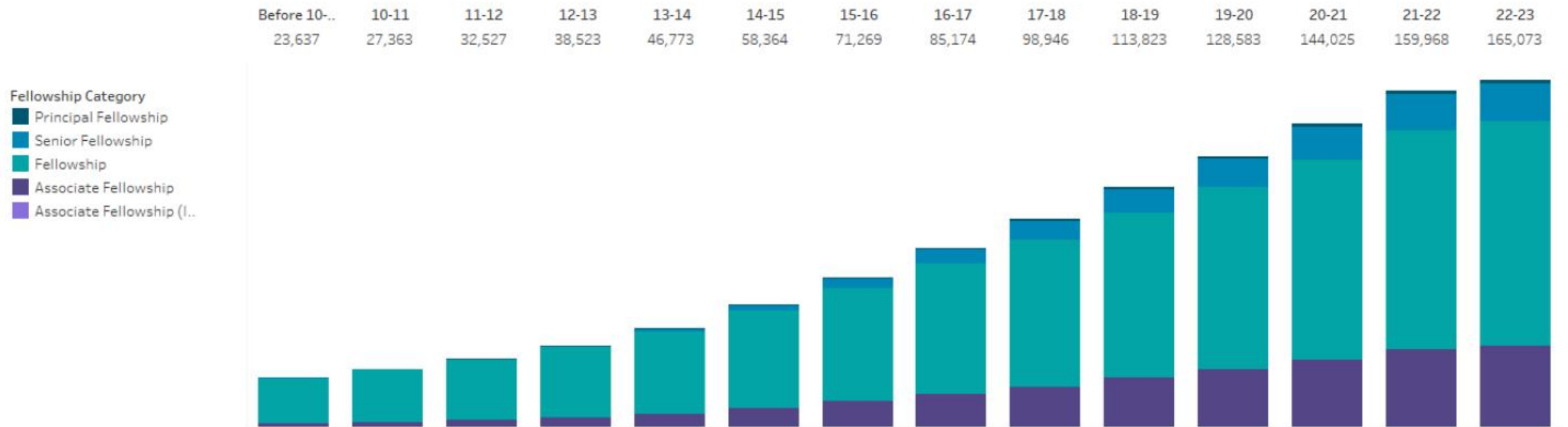
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SCAN ME

เพื่ออ่านหลักเกณฑ์



## 2.1. Running total per Year



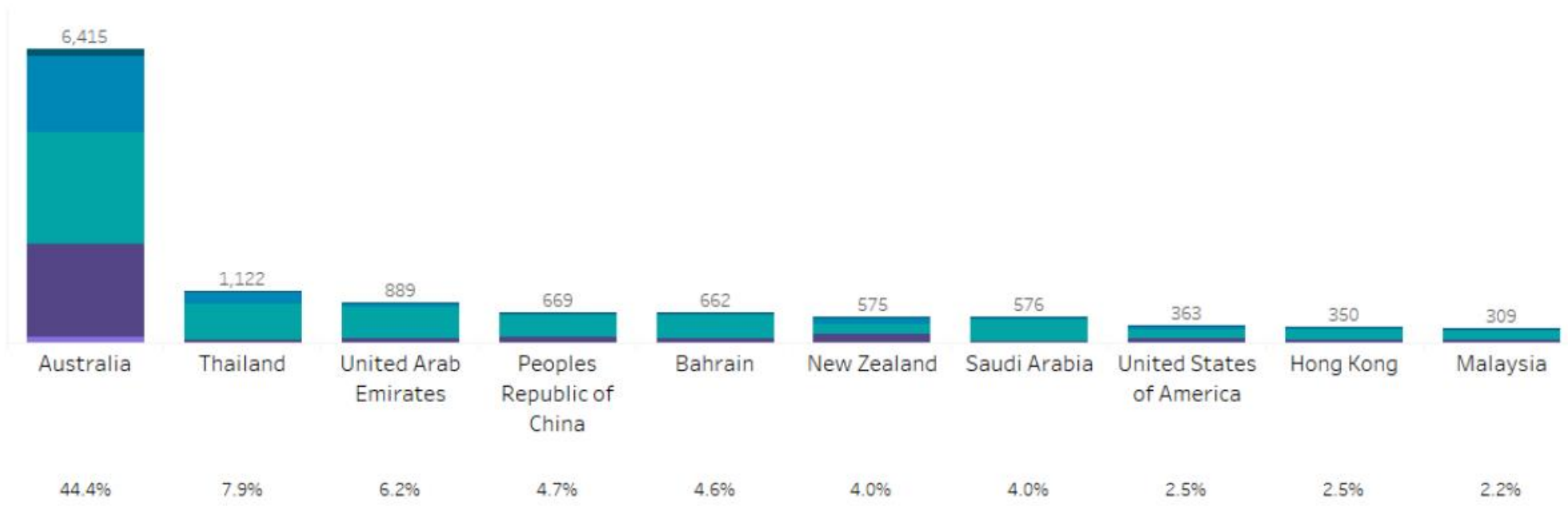
Fellowship Category	Before 10-11	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Associate Fellowship (Indigenous)											14	54	104	116
Associate Fellowship	1,536	2,263	3,315	4,570	6,392	9,058	12,152	15,586	19,117	23,305	27,421	31,891	36,914	38,498
Fellowship	22,079	25,078	29,159	33,546	39,098	46,362	53,986	62,163	70,025	78,308	86,625	95,245	103,940	106,841
Senior Fellowship	22	22	50	327	1,081	2,544	4,543	6,645	8,852	11,089	13,263	15,420	17,450	18,035
Principal Fellowship			3	80	202	400	588	781	956	1,126	1,266	1,432	1,579	1,602

### 3.3 International top ten



#### Fellowship Category

- Principal Fellowship
- Senior Fellowship



Fellowship Category	Australia	Thailand	United Arab Emirates	Peoples Republic of China	Bahrain	New Zealand	Saudi Arabia	United States of America	Hong Kong	Malaysia
Principal Fellowship	154	3	7	3	7	13	14	4	4	2
Senior Fellowship	1,658	285	92	74	73	140	73	64	67	51
Fellowship	2,428	757	688	478	476	243	463	216	224	178
Associate Fellowship	2,059	77	102	114	106	179	26	78	55	78
Associate Fellowship (Indigenous)	116							1		