UPM
UNIVERSITI PUTRA MALAYSIA
BERILMU BERBAKTI

PANDUAN
PENYEDIAAN DOKUMEN PROGRAM PENGAJIAN

AKREDITASI PROGRAM PENGAJIAN

Disediakan oleh:
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CQA
Centre for Quality Assurance
Universiti Putra Malaysia

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PENGENALAN

1. Panduan ini menerangkan **proses penyediaan dokumen program pengajian untuk tujuan akreditasi program pengajian peringkat prasiswazah dan siswazah** kecuali program yang mempunyai akreditasi dibawah badan profesional.

2. Tatacara dan proses penyediaan dokumen program dalam panduan ini adalah berpandukan keperluan dokumen mengikut kategori akreditasi atau audit program sebagaimana berikut :

Jadual 1 : Penerangan berkaitan setiap kategori akreditasi dan audit program

Bil.	Kategori Akreditasi/Audit Program/Penilaian	Penerangan
1.	**Akreditasi Sementara**	**penilaian fasa awal ke atas program baharu** untuk memastikan sama ada sesuatu program itu menepati keperluan kualiti minimum dari segi kurikulum dan sistem sokongan penyampaian program sebelum sesuatu program ditawarkan.
2.	**Akreditasi Penuh**	**penilaian ke atas program baharu yang telah mendapat kelulusan Akreditasi Sementara dan perlu mendapat Akreditasi Penuh selewat-lewatnya satu (1) sesi sebelum kohort pertama pelajar bergraduat**. Penilaian ini adalah untuk memastikan kegiatan pengajaran, pembelajaran dan semua aktiviti lain yang berkaitan dengan sesuatu program yang ditawarkan telah menepati standard kualiti dan mematuhi Kerangka Kelayakan Malaysia (KKM).
3.	**Audit Pengekalan**	**penilaian semula keatas program pengajian yang telah mendapat akreditasi**. Pelaksanaan penilaian adalah sekurang-kurangnya sekali (1) dalam tempoh lima (5) tahun dari tarikh akreditasi terdahulu.
4.	**Audit Semakan Semula**	**penilaian ke atas program yang sedang disemak semula** dan peratus perubahan kurikulumnya **melebihi 30%.**
5.	**Penamaan Semula Nama Program**	penilaian keatas **perubahan nama program** disebabkan oleh istilah dan untuk memenuhi nomenklatur baharu.

3. Proses yang dinyatakan dalam panduan ini perlu dipatuhi untuk memenuhi keperluan Agensi Kelayakan Malaysia (MQA) dan Swaakreditasi Universiti Putra Malaysia (UPM).

Rujukan Pematuhan Kepada Standard MQA dan Prosedur UPM

1. Dalam menyediakan dokumen program, fakulti perlu merujuk kepada keperluan standard MQA terkini (di laman web MQA www2.mqa.gov.my/QAD) bagi memastikan pematuhan program terhadap standard yang ditetapkan iaitu :

   (a) Kerangka Kelayakan Malaysia (KKM) atau *Malaysian Qualifications Framework* (MQF) terkini

   - Penjelasan berkaitan tahap pembelajaran, hasil pembelajaran dan sistem kredit berasaskan beban pembelajaran pelajar. (*Kerangka Kelayakan Malaysia : www2.mqa.gov.my/QAD*)

   (b) Kod Amalan terkini iaitu panduan berkaitan bidang penilaian bagi tujuan jaminan kualiti meliputi:

   (a) Kod Amalan Akreditasi Program (COPPA);
   (b) Kod Amalan Audit Institusi (COPIA); dan
   (c) Kod Amalan Pembelajaran Terbuka dan Jarak Jauh (COP-ODL) (*Kod Amalan : www2.mqa.gov.my/QAD*)

   (c) Standard Program

   - Kriteria yang ditentukan berdasarkan tahap minimum yang perlu dicapai untuk sesuatu bidang dan merangkumi kesemua tahap kelayakan MQF dari sijil hingga ijazah kedoktoran. (*Standard Program : www2.mqa.gov.my/QAD*)

   (d) Standard

   - Dokumen standard menetapkan garis panduan umum berkenaan sesuatu tahap kelayakan berdasarkan MQF iaitu Kursus Asas, Diploma Eksekutif, Ijazah Sarjana dan Kedoktoran dan Sijil Siswazah dan Diploma Siswazah. (*Standard : www2.mqa.gov.my/QAD*)

   (e) Garis Panduan Amalan Baik

   - Siri garis panduan untuk membantu dalam melaksanakan COPPA dan COPIA. (*Garis Panduan Amalan Baik : www2.mqa.gov.my/QAD*)

2. Justeru, dokumen program yang akan disediakan hendaklah :

   (a) merujuk dan menggunakan format COPPA yang terkini iaitu COPPA edisi kedua yang dikeluarkan oleh MQA;
   (b) merujuk bersama standard program (jika ada); atau
   (c) merujuk dokumen standard yang berkaitan, contohnya Standard Kursus Asas untuk Program Asasi Sains Pertanian dan Standard Ijazah Sarjana dan Kedoktoran untuk program siswazah iaitu Master dan Ph.D.

3. Fakulti juga perlu memastikan keperluan tindakan penyediaan dokumen program serta proses kelulusan akreditasi dipatuhi sepertimana yang dinyatakan dalam **Prosedur Audit Swaakreditasi Program Pengajian** yang boleh dicapai di e-ISO UPM http://www.reg.upm.edu.my/eISO/ dan **Panduan Pengurusan Swaakreditasi Program Pengajian** di laman web CQA pada Muat Turun Dokumen (http://www.cqa.upm.edu.my/faildokumen).

Format Penyediaan Dokumen

1. Secara umumnya bagi memenuhi keperluan akreditasi program, tiga (3) dokumen berkenaan perlu disediakan iaitu :

   Bahagian A : Maklumat Umum Universiti Putra Malaysia

   Bahagian B : Ringkasan Program Pengajian

   Bahagian C : Standard Program (serta Penilaian Kendiri Program (*Program Self-Review Report* (PSRR))

2. Keperluan dokumen yang perlu disediakan adalah mengikut kategori akreditasi atau audit program. Ringkasan keperluan dokumen mengikut akreditasi serta tindakan penyediaan dokumen adalah seperti jadual di bawah:

Jadual 2 : Jadual keperluan dan tindakan penyediaan dokumen mengikut kategori akreditasi / audit program

Bil.	Kategori Akreditasi / Audit	Bahagian		
		A Maklumat Umum UPM	B Ringkasan Program	C Standard Program
1.	Akreditasi Sementara MQA-01 (PA)	√ (tindakan CQA)	√ (tindakan Fakulti)	√ (tindakan Fakulti)
2.	Akreditasi Penuh MQA-02 (FA)	√ (tindakan CQA)	√ (tindakan Fakulti)	√ serta PSRR (tindakan Fakulti)
3.	Audit Semakan Semula melebihi 30% MQA-02 (FA)	-	-	√ (Bidang 1 dan 2) (tindakan Fakulti)
4.	Audit Pengekalan MQA-02 (FA)	√ (tindakan CQA)	√ (tindakan Fakulti)	√ serta PSRR (tindakan Fakulti)
5.	Penamaan Semula Nama Program	Kertas Pembawa dan Ringkasan Program Pengajian (Bahagian B) (penyataan justifikasi penamaan semula nama program)		

***PPDPP : Panduan Penyediaan Dokumen Program Pengajian**

3. **Kriteria dan standard serta penyataan soalan kepada setiap kriteria dan standard dalam COPPA Edisi Kedua yang disediakan oleh MQA adalah dalam Bahasa Inggeris.** Walau bagaimanapun, fakulti diminta untuk memberikan

maklum balas dalam **Bahasa Melayu**, selaras dengan arahan kerajaan yang mewajibkan penggunaan Bahasa Melayu dalam urusan rasmi dan pentadbiran.

4. Dalam menyediakan dokumen program ini, fakulti perlu menggunakan borang yang telah ditetapkan oleh MQA seperti mana berikut :

   (a) **Borang MQA-01 (PA)** untuk **Akreditasi Sementara**;

   (b) **Borang MQA-02 (FA)** untuk **Akreditasi Penuh dan Audit Pengekalan**. Untuk **Audit Semakan Semula**, perlu juga menggunakan Borang MQA-02 (FA) tetapi hanya perlu mengemukakan dua (2) bidang penilaian sahaja seperti mana jadual 2 di atas.

   Dari segi tindakan penyediaan dokumen mengikut bahagian, mohon untuk merujuk tindakan penyediaan seperti mana dalam Jadual 2 di atas.

5. Dokumen program pengajian yang telah siap perlu dikemukakan sebanyak **3 salinan keras dan 1 salinan lembut** ke urusetia untuk pertimbangan Jawatankuasa Swaakreditasi Program Pengajian (JKSPP). Tatacara terperinci proses penyediaan dokumen program, proses pengauditan dan kelulusan akreditasi/audit boleh merujuk kepada **Prosedur Audit Swaakreditasi Program Pengajian** yang boleh dicapai di e-ISO UPM http://www.reg.upm.edu.my/eISO/ dan **Panduan Pengurusan Swaakreditasi Program Pengajian** di laman web CQA pada Muat Turun Dokumen (http://www.cqa.upm.edu.my/faildokumen).

Penerangan ringkas keperluan setiap bidang penilaian

1. **Bahagian A : Maklumat Umum Universiti Putra Malaysia**

   Pada asasnya, ia merupakan satu profil institusi Pemberi Pengajian Tinggi (PPT). Terdapat 21 perkara di bawah bahagian ini.

   Maklumat ini akan disediakan daripada Bahagian Pengurusan Kualiti Akademik dan Akreditasi, CQA.

2. **Bahagian B : Ringkasan Program Pengajian**

   Bahagian ini merupakan ringkasan program pengajian yang disediakan. Terdapat 22 perkara yang perlu diberikan maklumat berkaitan program pengajian.

3. **Bahagian C : Standard Program**

   3.1 Terdapat tujuh (7) bidang penilaian dalam COPPA Edisi Kedua yang mengandungi 98 kriteria dan standard yang wajib dipatuhi untuk sesuatu program itu diberikan akreditasi. Tujuh (7) bidang penilaian serta bilangan standard bagi setiap bidang penilaian tersebut adalah seperti berikut :

Jadual 3 : Senarai dan tajuk bidang penilaian dalam COPPA Edisi Kedua

Bil.	Bidang Penilaian	Tajuk Bidang Penilaian	Bilangan Standard
1.	Bidang 1	Pembangunan dan Penyampaian Program	17
2.	Bidang 2	Penilaian Pembelajaran Pelajar	11
3.	Bidang 3	Pemilihan Pelajar dan Perkhidmatan Sokongan	20
4.	Bidang 4	Staf Akademik	15
5.	Bidang 5	Sumber Pendidikan	10
6.	Bidang 6	Pengurusan Program	16
7.	Bidang 7	Pemantauan, Semakan dan Penambahbaikan Kualiti Berterusan	9
JUMLAH			**98**

   3.2 Didalam bahagian ini, pihak CQA telah membuat sedikit penambahan ke atas keperluan penyediaan maklum balas berkaitan program. Pihak CQA telah mengenalpasti terdapat soalan dan penyataan standard yang memerlukan maklum balas pelaksanaan diperingkat berikut :

   (a) peringkat universiti; atau
   (b) peringkat fakulti; atau
   (c) peringkat universiti dan fakulti.

Bagi memudahkan fakulti, maklumat diperingkat universiti akan disediakan oleh pihak CQA hasil maklum balas daripada PTJ yang berkaitan. **Oleh itu, pihak fakulti hanya perlu memfokus kepada memberi maklum balas pelaksanaan diperingkat fakulti sahaja.**

3.3 Dalam memenuhi keperluan penyediaan dokumen di bahagian ini, fakulti perlu mengemukakan Penilaian Kendiri Program atau *Programme Self-Review Report* (PSRR) bagi setiap bidang penilaian untuk tujuan **Akreditasi Penuh dan Audit Pengekalan sahaja**. PSRR ini merupakan audit kualiti dalaman yang dilaksanakan oleh jabatan. Secara ringkas, Laporan Penilaian Kendiri harus mengandungi perkara-perkara berikut:

- Kekuatan program dalam mencapai matlamatnya;
- Bidang yang perlu diberikan perhatian;
- Strategi bagi mengekal dan meningkatkan kekuatan program;
- Langkah-langkah yang telah diambil untuk mengatasi bidang bermasalah; dan
- Kesimpulan serta cadangan untuk penambahbaikan.

CONTOH FORMAT DOKUMEN PROGRAM

DOKUMEN PROGRAM PENGAJIAN

NAMA PROGRAM :

FAKULTI :

TUJUAN PENYEDIAAN DOKUMEN :

- **Akreditasi Sementara** ☐
- **Akreditasi Penuh** ☐
- **Audit Pengekalan** ☐
- **Audit Semakan Semula** ☐

TARIKH DOKUMEN DISIAPKAN :

BORANG

MQA-01 2017
(PROVISIONAL ACCREDITATION)
Akreditasi Sementara

- **Bahagian A dan B adalah sepertimana yang ditetapkan oleh MQA**

- **Bahagian C adalah sepertimana yang ditetapkan oleh MQA dengan sedikit penambah baikan dari segi keperluan jawapan.**

BAHAGIAN A: MAKLUMAT UMUM UNIVERSITI PUTRA MALAYSIA

(Maklumat ini akan disediakan oleh CQA)

MQA-01 2017 (PROVISIONAL ACCREDITATION)

PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER

Part A of the MQA-01 of this section seeks general information on the higher education provider (HEP).

1. Name of the HEP:
2. Date of establishment:
3. Date of registration (if applicable):
4. Reference No. of registration (if applicable):
5. Name of the chief executive officer (however designated):
6. Address:
   i. Address:
   ii. Correspondence (if different from above):

7. Tel.:
8. Fax:
9. Email:
10. Website:
11. Names and addresses of Faculties/Schools/Departments/Centres (if located outside the main campus):
    i.
    ii.
    iii.

12. Names and addresses of branch campuses (if applicable):
    i.
    ii.
    iii.

13. List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and number of programmes offered:

No.	Name of Faculties/Schools/ Departments/ Centres	Location	Number of programmes

			offered

14. Details of all programmes currently conducted by the HEP (and its branch campuses including any offshore arrangements):

No.	Name of Programme	MQF Level	Awarding Body	Location conducted	Type of Programme (Collaboration/ Home grown/ external programme/ joint award/ joint degree)	Approval authority and Date of Approval	Date and Duration Of Accreditation by MQA/ Professional Bodies	Student enrolment	Programme Status *

* For public university, indicate status of each programme as follows: active, *jumud*, *beku*, *lupus* or *penawaran semula*.

* For private HEP, indicate status of each programme as follows: active or inactive (approved but currently not conducted).

15. Total number of academic staff:

Status	Academic Qualification	Number of Academic Staff		
		Malaysian	Non-Malaysian	Total
Full-time (all types of designation including those on 1 year contract or more)	Doctoral (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Certificate (Level 3)			
	Others			
	Sub-total			
Part-time	Doctoral (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Certificate (Level 3)			
	Others			
	Sub-total			
Total				

16. Total number of students:

	Number of Students		Total	Disabled Student
	Local	International		
Male				
Female				
Total				

17. Student attrition:

Period	Year	Total students (A)	Number of students leaving the institution without graduating (B)	Attrition Rate (%) (B/A)*100	Main reasons for leaving
Past 1 year					
Past 2 years					
Past 3 years					

Note: The attrition rate should be provided for each individual year.

18. Total number of administrative and support staff:

No.	Classification by function (e.g.: technical, counselling, financial, IT, human resource, etc.	Number of Administrative and Support staff

19. Provide audited financial statement for last three consecutive years:

Year	Financial Statement	
	Profit/Surplus (RM)	Loss/Deficit (RM)
Past 1 year		
Past 2 years		
Past 3 years		

Note: Profit and loss reporting is based on after tax.

20. Provide the latest, dated and signed organisational chart of the HEP.

21. Details of liaison officer:
    i. Name and Title:
    ii. Designation:

iii. Tel.:

iv. Fax:

v. Email:

BAHAGIAN B: RINGKASAN PROGRAM PENGAJIAN
(Maklumat ini perlu diisi dan dilengkapkan oleh FAKULTI)
Rujuk Borang MQA-01 untuk bahagian ini dalam laman web CQA – Muat Turun Dokumen

PART B: PROGRAMME DESCRIPTION

1. Name of the programme (as in the scroll to be awarded):
2. MQF level:
3. Graduating credit:
4. Has this programme been accredited by MQA for other premises? If yes, please provide the following details:

No.	Name and Location of the Premises (main campus / branch campuses / regional centre)	Mode of Delivery	Accreditation Status	
			Provisional	Full
1.				
2.				
3.				

5. Type of award (e.g., single major, double major, etc.):
6. Field of study and National Education Code (NEC):
7. Language of instruction:
8. Type of programme (e.g., own, collaboration, external, joint award/joint degree, etc.):
9. Mode of study (e.g., full-time/part-time):
10. Mode of offer: (please (/) where appropriate)

Undergraduate Programme		Postgraduate Programme	
Coursework		Coursework	
Industry Mode (2u2i)		Mixed mode	
		Research	

11. Method of learning and teaching (e.g. lecture/tutorial/lab/field work/studio/blended learning/e-learning, etc.):
12. Mode of delivery (please (/) as appropriate):

Conventional (traditional, online and blended learning)	
Open and Distance learning (ODL)	

13. Duration of study:

	Full-time		Part-time	
	Long Semester	**Short Semester**	**Long Semester**	**Short Semester**
No. of Weeks				
No. of Semesters				
No. of Years				

Note: Number of weeks should include study and exam week.

14. Entry requirements:
15. Estimated date of first intake: month/year
16. Projected intake and enrolment: (applicable for provisional accreditation)

Year	Intake	Enrolment
Year 1	e.g.: 100	e.g.: 100
Year 2	e.g.: 100	e.g.: 200
Year 3	e.g.: 100	e.g.: 300
Total	e.g.: 300	e.g.: 300

17. Total enrolment of student (applicable for full accreditation):

Year	Intake	Enrolment
Year 1	e.g.: 60	e.g.: 60
Year 2	e.g.: 70	e.g.: 130
Year 3	e.g.: 90	e.g.: 220
Total	e.g.: 220	e.g.: 220

18. Estimated date of first graduation: month/year
19. Types of job/position for graduate (at least two types):
20. Awarding body:
    - Own
    - Others (Please name)

    (Please attach the relevant documents, where applicable)

    i. Proof of collaboration between HEP and the collaborative partner such as copy of the Validation Report of the collaborative partner and the Memorandum of Agreement (MoA)

    ii. Approval letter from the Higher Education Department (*Jabatan Pendidikan Tinggi*, JPT) of the Ministry of Higher Education for programmes in collaboration with Malaysian public universities

    iii. Proof of approval and supporting letter to conduct the programme from certification bodies/awarding bodies/examination bodies

    iv. A copy of the programme specification as conducted by the collaborative partner (eg. Handbook)

v. Proof of collaboration with Quality Partners for the programme, where applicable

vi. For programmes which require clinical training, please attach proof of approval from the relevant authority

vii. Any other document where necessary

21. Provide a sample of scroll to be awarded should be attached.
22. Address(s) of the location where the programme is/to be conducted:

Note:

* Validation report is an evaluation by the collaborative partner on the readiness and capability of the institution to offer the programme.

** Collaborative partner is the institution who owned the curriculum of the programme and conferred the award (franchisor), while the programme delivery is conducted by another institution (franchisee).

*** Quality partners are usually better established universities which attest to the quality of a programme through the involvement or oversight of curriculum design, teaching and learning, or assessment.

BAHAGIAN C: STANDARD PROGRAM
(Maklumat ini perlu diisi dan dilengkapkan oleh FAKULTI)
Rujuk Borang MQA-01 untuk bahagian ini dalam laman web CQA – Muat Turun Dokumen

INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

1.1.1 Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP.
Maklumat pelaksanaan di fakulti

1.1.2 Provide evidence and explain how the department has considered market and societal demand for the programme. In what way is this proposed programme an enhanced of the other?
Maklumat pelaksanaan di fakulti

1.1.3 a) Map the programme learning outcomes against the programme educational objectives. (Provide information in Table 1).
Maklumat pelaksanaan di fakulti

b) Map the programme learning outcomes against the programme educational objectives. (Provide information in Table 1).
Maklumat pelaksanaan di fakulti

Contoh jadual MQA :Table 1: Matrix of Programme Learning Outcomes (PLO) against the Programme Educational Objective (PEO). ***(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)***

Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)			
	PEO1	PEO2	PEO3	PEO4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				

c) Describe the strategies for the attainment of PLOs in term of teaching and learning strategies, and assessment.
Maklumat pelaksanaan di fakulti

1.1.4 Map the programme learning outcomes to MQF level descriptors and the eight MQF learning outcomes domains.
Maklumat pelaksanaan di fakulti

1.1.5 a) How are the learning outcomes related to the career and further studies options of the student on completion of the programme?
Maklumat pelaksanaan di fakulti

b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry and the discipline? How was this established?
Maklumat pelaksanaan di fakulti

1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods

1.2.1 Describe the provisions and practices that indicate the autonomy of the department in the design of the curriculum, and its utilisation of the allocated resources.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.2.2 Describe the processes to develop and approve curriculum.
Maklumat diperingkat Universiti

1.2.3 a) Who and how are the stakeholders consulted in the development of the curriculum?
Maklumat pelaksanaan di fakulti

b) Explain the involvement of educational experts in this curriculum development.
Maklumat pelaksanaan di fakulti

1.2.4 a) Describe how the curriculum fulfils the requirements of the discipline of study in line with the programme standards (if applicable) and good practices in the field
Maklumat pelaksanaan di fakulti

b) Provide the necessary information, where applicable, in Table 2:
Maklumat pelaksanaan di fakulti

Contoh jadual MQA :

Table 2: Components of the programme and its credit value

(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)

No.	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*		
2.	**Core**/Major(s)***/Specialisation:** • **Courses**		
	• **Projects/Thesis/Dissertation**		
3.	Optional/Elective courses****		
4.	Minor courses (if applicable)		
5.	Industrial training/Practicum		
6.	Others (specify)		
Total Credit Value			**100**

Note:

* Compulsory courses/modules refers to *Mata Pelajaran Umum* (MPU) and other courses required by the HEP.
** Core courses also include faculty common courses.
*** Provide information on major including double major if applicable.
**** Optional/elective courses refer to courses where students can exercise choice.

c) Provide a brief description for each course offered in the programme. Please arrange the courses by year and semester as in Table 3.
Maklumat pelaksanaan di fakulti

(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)

Contoh jadual MQA : Table 3: Brief description of courses offered in the programme
(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah

No.	Semester/ Year Offered	Name and Code of Course	Classification (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)					Prerequisite/ co-requisite	Name(s) of Academic Staff
					PLO1	PLO2	PLO3	PLO4	PLO5		
1.											
2.											
3.											
4.											

d) Provide information for each course, where applicable in Table 4.
Maklumat pelaksanaan di fakulti

Contoh jadual MQA : Table 4: Course information (a template in Excel format is provided separately for HEP to fill in) ***(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)***

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Prerequisite/co-requisite (if any):
7.	Course learning outcomes (CLO): CLO 1 - …. CLO 2 - …. CLO 3 - ….
8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:

Course Learning Outcomes (CLO)	**Programme Learning Outcomes (PLO)**									**Teaching Methods**	**Assessment**
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**		
CLO 1											
CLO 2											
CLO 3											

Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box.
(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2.)

9.	Transferable Skills (if applicable): (Skills learned in the course of study which can be useful and utilised in other settings.)

10.	Distribution of Student Learning Time (SLT):

Course Content Outline	CLO*	Teaching and Learning Activities						Total SLT
		Guided Learning (F2F)				Guided Learning (NF2F) e.g. e-Learning	Independent Learning (NF2F)	
		L	T	P	O			
1								
2								
3								
4								
Continuous Assessment		Percentage (%)						Total SLT
1								
2								
Final Assessment		Percentage (%)						Total SLT
1								
2								
GRAND TOTAL SLT								

L = Lecture, T = Tutorial, P = Practical, O = Others, F2F = Face to Face, NF2F = Non Face to Face
*Indicate the CLO based on the CLO's numbering in Item 8.

11.	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):
12.	References (include required and further readings, and should be the most current):
13.	Other additional information:

1.2.5 Explain the appropriateness of teaching and learning methods applied to achieve the objectives and learning outcomes of the programme. (This is to be read together with information in 1.1.3.)
Maklumat pelaksanaan di fakulti

1.2.6 What are the co-curricular activities available to the students of this programme? How do these activities enrich student learning experience, and foster personal development and responsibility?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3 Programme Delivery

1.3.1 Provide evidence on how the department ensures the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3.2 Show evidence that the students are provided with, and briefed on, the current information about the programme, for example, Student Study Guide, Student Handbook and Student Project Handbook.

Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3.3 a) Provide details of the coordinator of the programme and members of the team responsible for the programme. State the manner in which the academic team manages the programme. What are their authority and responsibility? What are the procedures that guide the planning, implementation, evaluation and improvement of the programme?

Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Does the programme team have access to adequate resources? Provide evidence.

Maklumat pelaksanaan di fakulti

1.3.4 Show how the department provides favourable conditions for teaching and learning.

Maklumat pelaksanaan di fakulti

1.3.5 Describe the department's initiatives to encourage innovations in teaching, learning and assessment.

Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3.6 State how the department obtains feedback and uses it to improve the delivery of the programme outcomes. Provide evidence.

Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

INFORMATION ON AREA 2: ASSESSMENT OF STUDENT LEARNING

2.1 Relationship between Assessment and Learning Outcomes

2.1.1 Explain how assessment principles, methods and practices are aligned to the achievement of learning outcomes of the programme consistent with MQF level.
(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)
Maklumat pelaksanaan di fakulti

2.1.2 Describe how the alignment between assessment and learning outcomes are regularly reviewed to ensure its effectiveness (please provide policy on the review, if any). Provide evidence.
Maklumat pelaksanaan di fakulti

2.2 Assessment Methods

2.2.1 Describe how a variety of assessment methods and tools are used in assessing learning outcomes and competencies. Show the utilisation of both summative and formative assessment methods within the programme.
(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)
Maklumat pelaksanaan di fakulti

2.2.2 a) Explain how the department ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites (if applicable).
Maklumat pelaksanaan di fakulti

b) Indicate the authority and processes for verification and moderation of summative assessments.
Maklumat pelaksanaan di fakulti

c) What guidelines and mechanisms are in place to address plagiarism among students?
Maklumat diperingkat Universiti

d) Are the assessment methods reviewed periodically? Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment and consultation with external assessors and examiners, students, alumni and industry).
Maklumat pelaksanaan di fakulti

2.2.3 a) Describe the student assessment methods in term of its duration, diversity,weight, criteria and coverage**.** Describe the grading system used. How are these documented and communicated to the students?
Maklumat diperingkat Universiti

b) Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.
Maklumat pelaksanaan di fakulti

c) How are results made available to the students for purposes of feedback on performance, review and corrective measures?
Maklumat diperingkat Universiti

d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?
Maklumat diperingkat Universiti

e) Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.
Maklumat diperingkat Universiti

2.2.4 Explain the processes in making changes to the assessment method. How are the changes are made known to the students?
Maklumat diperingkat Universiti

2.3 Management of Student Assessment

2.3.1 Explain the roles, rights and power of the department and the academic staff in the management of student assessment.
Maklumat pelaksanaan di fakulti

2.3.2 Describe how the confidentiality and security of student assessment documents as well as academic records are ensured.
Maklumat pelaksanaan di fakulti

2.3.3 Explain how and when continuous and final assessments results are made available to students.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

2.3.4 What guidelines and mechanisms on students' appeal against course results are in place?
Maklumat diperingkat Universiti

2.3.5 Explain how the department periodically reviews the management of student assessment and measures it take to address the issues highlighted by the review.

Maklumat pelaksanaan di fakulti

INFORMATION ON AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

3.1 Student Selection

3.1.1 a) State the criteria and the mechanisms for student selection including that of transfer students and any other additional requirements, for example, those in relation to students with special needs.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Provide evidence that the students selected fulfil the admission policies that are consistent with applicable requirements.
Maklumat diperingkat Universiti

c) Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).
Maklumat diperingkat Universiti

3.1.2 a) Explain how the selection criteria are accessible to the public.
Maklumat diperingkat Universiti

b) If other additional selection criteria are utilised, describe them.
Maklumat diperingkat Universiti

c) Show evidence that the admission policy and mechanisms are free from unfair discrimination and bias.
Maklumat diperingkat Universiti

3.1.3 a) Provide information on student intake for each session since commencement and the ratio of the applicants to intake.
Maklumat pelaksanaan di fakulti

b) Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanisms for adjustments, taking into account the admission of visiting, auditing, exchange and transfer students.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.1.4 Describe the policies, mechanisms and practices for appeal on student selection, if applicable.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.1.5 State the support provided for those who are selected but need additional developmental and remedial assistance.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.2 Articulation and Transfer

3.2.1 Describe how the department facilitates student mobility, exchanges and transfers, nationally and internationally.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.2.2 Indicate how students accepted for transfer demonstrate comparable achievements in their previous programme of study.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.3 Student Support Services

3.3.1 What support services are available to students? Show evidence that those who provide these services are qualified. What other additional support arrangements provided by other organisations are accessible to students?
Maklumat diperingkat Universiti

3.3.2 a) Describe the roles and responsibilities of those responsible for student support services.
Maklumat diperingkat Universiti

b) Describe the organisation and management of the student support services and maintenance of related student records.
Maklumat diperingkat Universiti

3.3.3 How are students orientated into the programme?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.3.4 a) Describe the provision of the academic, non-academic and career counselling services to students.
Maklumat diperingkat Universiti

b) How are the effectiveness of the academic, non-academic and career counselling services measured, and the progress of those who seek its services monitored? What plans are there to improve the services, including that of enhancing the skills and professionalism of the counsellors?
Maklumat diperingkat Universiti

3.3.5 Describe the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological and social support.
Maklumat diperingkat Universiti

3.3.6 Describe the processes and procedures in handling disciplinary cases involving the students.
Maklumat diperingkat Universiti

3.3.7 What mechanism is available for students to complain and to appeal on academic and non-academic matters?
Maklumat diperingkat Universiti

3.3.8 How are the adequacy, effectiveness and safety of student support services evaluated and ensured?
Maklumat diperingkat Universiti

3.4 Student Representation and Participation

3.4.1 What policy and processes are in place for active student engagement especially in areas that affect their interest and welfare?
Maklumat diperingkat Universiti

3.4.2 Explain student representation and organisation at the institutional and departmental levels.
Maklumat diperingkat Universiti

3.4.3 a) What does the department do to facilitate students to develop linkages with external stakeholders?
Maklumat pelaksanaan di fakulti

b) How does the department facilitate students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.4.4 How does the department facilitate student activities and organisations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship?
Maklumat pelaksanaan di fakulti

3.5 Alumni

3.5.1 a) Describe the linkages established by the department with the alumni.

Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Describe the role of the alumni in development, review and continuous improvement of the programme.

Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

INFORMATION ON AREA 4: ACADEMIC STAFF

4.1 Recruitment and Management

4.1.1 Explain how the department's academic staff plan is consistent with HEP's policies and programme requirements.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.1.2 a) State the policy, criteria, procedures, terms and conditions of service for the recruitment of academic staff.
Maklumat diperingkat Universiti

b) Explain the due diligence exercised by the department in ensuring that the qualifications of academic staff are from *bona fide* institutions.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.1.3 Provide data on the staff–student ratio appropriate to the teaching-learning methods and consistent with the programme requirements.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.1.4 a) Provide summary information on every academic staff involved in conducting the programme in Table 5.
Maklumat pelaksanaan di fakulti

Table 5: Summary information on academic staff involved in the programme

No.	Name and designa-tion of academic staff	Appointment status (full-time, part-time, contract, etc.)	Nationality	Courses taught in this programme	Cour-ses taught in other prog-ram-mes	Academic qualifications		Research focus areas (Bachelor and above)	Past work experience		
						Quallifi-cations, Field of Speciali-sation, Year of Award	Name of Awarding Institution and country		Positions held	Emplo-yer	Years of Service (Start and End)
1.											
2.											
3.											
4.											

b) Provide Curriculum Vitae of each academic staff teaching in this programme containing the following:
Maklumat pelaksanaan di fakulti

i. Name
ii. Academic Qualifications
iii. Current Professional Membership
iv. Current Teaching and Administrative Responsibilities
v. Previous Employment
vi. Conferences and Training
vii. Research and Publications
viii. Consultancy
ix. Community Service
x. Other Relevant Information

c) Provide information on turnover of academic staff for the programme (for Full Accreditation only).
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.1.5 Describe how the department ensures equitable distribution of duties and responsibilities among the academic staff.
Maklumat pelaksanaan di fakulti

4.1.6 Describe how the recruitment policy for a particular programme seeks diversity among the academic staff such as balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches to the subject, and academic staff with multi-disciplinary backgrounds and experiences.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.1.7 a) State the policies, procedures and criteria (including involvement in professional, academic and other relevant activities, at national and international levels) for appraising and recognising academic staff.
Maklumat diperingkat Universiti

b) Explain the policies, procedures and criteria for promotion, salary increment or other remuneration of academic staff.
Maklumat diperingkat Universiti

c) How are the above information made known to the academic staff?
Maklumat diperingkat Universiti

4.1.8 Describe the nature and extent of the national and international linkages to enhance teaching and learning in the programme.
Maklumat pelaksanaan di fakulti

4.2 Service and Development

4.2.1 Provide information on the departmental policy on service, development and appraisal of the academic staff.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.2 How does the department ensure that the academic staff are given opportunities to focus on their respective areas of expertise such as curriculum development, curriculum delivery, academic supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically-related administrative duties?
Maklumat pelaksanaan di fakulti

4.2.3 a) State the HEP policies on conflict of interest and professional conduct of academic staff.
Maklumat diperingkat Universiti

b) State the HEP procedures for handling disciplinary cases.
Maklumat diperingkat Universiti

4.2.4 Describe the mechanisms and processes for periodic student evaluation of the academic staff. Indicate the frequency of this evaluation exercise. Show how this evaluation is taken into account for quality improvement.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.5 a) State the policies for training, professional development and career advancement (e.g., study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.) of the academic staff.
Maklumat diperingkat Universiti

b) Describe the mentoring system or formative guidance for new academic staff.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.6 Describe the opportunities available to academic staff to obtain professional qualifications and to participate in professional, academic and other relevant activities at national and international levels. How does this participation enhance the teaching-learning experience?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.7 Describe how the department encourages and facilitates academic staff in community and industry engagement activities. Describe how such activities are rewarded.

Maklumat pelaksanaan di fakulti

INFORMATION ON AREA 5: EDUCATIONAL RESOURCE

5.1 Physical Facilities

5.1.1 a) List the physical facilities required for the programme in Table 6.

Maklumat pelaksanaan di fakulti

Table 6: List of physical facilities required for the programme

No.	Facilities required	Provisional Accreditation						Full Accreditation	
		Available for Year 1		To be provided				No.	Capacity
				In Year 2		In Year 3			
		No.	Capacity	No.	Capacity	No.	Capacity		
1.	Lecture Halls								
2.	Tutorial Rooms								
3.	Discussion Rooms								
4.	Laboratories and Workshops								
	- IT lab								
	- Science lab								
	- Engineering workshop								
	- Processing workshop								
	- Manufacturing workshop								
	- Studio								
	- Mock kitchen								
	- Moot court								
	- Clinical lab								
	- Others								
5.	Library and Information Centres								
	Learning Support Centres								
6.	Learning Resources Support								
7.	Student Social Spaces								
8.	Other Facilities including ICT related facilities								

b) Describe and assess the adequacy of the physical facilities and equipment (e.g., workshop, studio and laboratories) as well as human resources (e.g., laboratory professionals and technicians).

Maklumat pelaksanaan di fakulti

c) Provide information on the clinical and practical facilities for programmes which requires such facilities. State the location and provide agreements if facilities are provided by other parties.

Maklumat pelaksanaan di fakulti

d) Provide information on the arrangement for practical and industrial training.
Maklumat pelaksanaan di fakulti

e) How are these physical facilities user friendly to those with special needs? Provide a copy of any technical standards that have been deployed for students with special needs.
Maklumat pelaksanaan di fakulti

5.1.2 Show that the physical facilities comply with the relevant laws and regulations including issues of licensing.
Maklumat diperingkat Universiti

5.1.3 a) Explain the database system used in the library and resource centre.
Maklumat diperingkat Universiti

b) State the number of staff in the library and resource centre and their qualifications.
Maklumat diperingkat Universiti

c) Describe resource sharing and access mechanisms that are available to extend the library's capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme.
Maklumat diperingkat Universiti

d) State the number of reference materials related to the programme in Table 7.
Maklumat diperingkat Universiti

Table 7: Reference materials supporting the programme

Resources supporting the programme (e.g., books, online resources, etc)				Journals			State other facilities such as CD ROM, Video and electronic reference material	
BUKU BERCETAK		E-BUKU		JURNAL BERCETAK		E-JURNAL	BAHAN MEDIA	
JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH NASKHAH

5.1.4 a) Describe how the HEP maintains, reviews and improves the adequacy, currency and quality of its educational resources and the role of the department in these processes.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Provide the information on, and provision for, the maintenance of the physical learning facilities.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.2 Research and Development

(*Please note that the standards on Research and Development are largely directed to universities and university colleges*)

5.2.1 a) Describe the policies, facilities and budget allocation available to support research.
Maklumat diperingkat Universiti

b) Describe the research activities of the department and the academic staff involved in them.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.2.2 a) Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and the teaching-learning activities in the department.
Maklumat diperingkat Universiti

b) State any initiatives taken by the department to engage students in research.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.2.3 Describe the processes by which the department review its research resources and facilities and the steps taken to enhance its research capabilities and environment.
Maklumat pelaksanaan di fakulti

5.3 Financial Resources

5.3.1 Provide audited financial statements or certified supporting documents for the last three consecutive years. Explain the financial viability and sustainability based on the provided statements/documents.
Maklumat diperingkat Universiti

5.3.2 Demonstrate that the department has clear procedures to ensure that its financial resources are sufficient and managed efficiently.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.3.3 a) Indicate the responsibilities and lines of authority in terms of budgeting and resource allocation in the HEP with respect to the specific needs of the department.
Maklumat diperingkat Universiti

b) Describe the HEP's financial planning for the programme in the next two years.
Maklumat diperingkat Universiti

INFORMATION ON AREA 6: PROGRAMME MANAGEMENT

6.1 Programme Management

6.1.1 a) Describe the management structure and functions, and the main decision- making components of the department, as well as the relationships between them. How are these relationships made known to all parties involved?
Maklumat pelaksanaan di fakulti

b) Indicate the type and frequency of department meetings.
Maklumat pelaksanaan di fakulti

6.1.2 Describe the policies and procedures that ensure accurate, relevant and timely information about the programme which are easily and publicly accessible, especially to prospective students.
Maklumat diperingkat Universiti

6.1.3 a) Describe the policies, procedures and mechanisms for regular review and updating of the department's structures, functions, strategies and core activities to ensure continuous quality improvement. Identify person(s) responsible for continuous quality improvement within the department.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Highlight the improvements resulting from these policies, procedures and mechanisms.
Maklumat pelaksanaan di fakulti

6.1.4 Show evidence (such as terms of reference, minutes of meeting) that the academic board of the department is an effective decision-making body with adequate autonomy.
Maklumat pelaksanaan di fakulti

6.1.5 Describe the arrangements agreed upon by the HEP and its different campuses or partner institutions - for example, collaborative programmes, joint awards, collaborative research, student exchange arrangements - to assure functional integration and comparability of educational quality.
Maklumat diperingkat Universiti

6.1.6 Show evidence of internal and external consultations, and market needs and graduate employability analyses.
Maklumat pelaksanaan di fakulti

6.2 Program Leadership

6.2.1 Explain the criteria for the appointment and job description of the programme leader.
Maklumat diperingkat Universiti

6.2.2 Indicate the programme leader of this programme. Describe the qualifications, experiences, tenure and responsibilities of the programme leader.
Maklumat pelaksanaan di fakulti

6.2.3 Describe the relationship between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.
Maklumat diperingkat Universiti

6.3 Administrative Staff

6.3.1 a) Describe the structure of the administrative staff which supports the programme.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Explain how the number of the administrative staff is determined in accordance to the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of service.
Maklumat diperingkat Universiti

c) State (in Table 8) the numbers required and that are available, job category and minimum qualification for administrative staff of the programme.
Maklumat pelaksanaan di fakulti

Table 8: Administrative staff for the programme

No.	Job Category	Minimum qualification	Number of staff required	Current number
1				
2				

6.3.2 State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff of the programme.
Maklumat diperingkat Universiti

6.3.3 Describe the training scheme for the advancement of the administrative staff and show how this scheme fulfils the current and future needs of the programme.

Maklumat diperingkat Universiti

6.4 Academic Records

6.4.1 a) State the policies and practices on the nature, content and security of student, academic staff and other academic records at the departmental level and show that these policies and practices are in line with those of the HEP.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Explain the policies and practices on retention, preservation and disposal of student, academic staff and other academic records.
Maklumat diperingkat Universiti

6.4.2 Explain how the department maintains student records relating to their admission, performance, completion and graduation.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

6.4.3 Describe how the department ensures the rights of individual privacy and the confidentiality of records.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

6.4.4 Describe the department's review policies on security of records and safety systems and its plans for improvements.
Maklumat diperingkat Universiti

INFORMATION ON AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

7.1.1 Describe the policies and mechanisms for regular monitoring and review of the programme.
Maklumat diperingkat Universiti

7.1.2 Describe the roles and the responsibilities of the Quality Assurance unit responsible for internal quality assurance of the department.
Maklumat pelaksanaan di fakulti

7.1.3 a) Describe the structure and the workings of the internal programme monitoring and review committee.
Maklumat pelaksanaan di fakulti

b) Describe the frequency and mechanisms for monitoring and reviewing the programme.
Maklumat pelaksanaan di fakulti

c) Describe how the department utilises the feedback from a programme monitoring and review exercise to further improve the programme.
Maklumat pelaksanaan di fakulti

d) Explain how the monitoring and review processes help ensure that the programme keeps abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.
Maklumat pelaksanaan di fakulti

7.1.4 Which stakeholders are involved in a programme review? Describe their involvement and show how their views are taken into consideration.
Maklumat pelaksanaan di fakulti

7.1.5 Explain how the department informs the stakeholders the result of a programme assessment and how their views on the report are taken into consideration in the future development of the programme.
Maklumat pelaksanaan di fakulti

7.1.6 Explain how student performance, progression, attrition, graduation and employment are analysed for the purpose of continual quality improvement? Provide evidence.
Maklumat diperingkat Universiti

7.1.7 Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.
Maklumat pelaksanaan di fakulti

7.1.8 Describe how the findings of the review are presented to the HEP and its further action therefrom.
Maklumat pelaksanaan di fakulti

7.1.9 Explain the integral link between the departmental quality assurance processes and the achievement of the institutional purpose.
Maklumat pelaksanaan di fakulti

MQA-02 2017
(FULL ACCREDITATION)
Akreditasi Penuh/ Audit Pengekalan/ Audit Semakan Semula

- **Bahagian A dan B adalah sepertimana yang ditetapkan oleh MQA**

- **Bahagian C adalah sepertimana yang ditetapkan oleh MQA dengan sedikit penambah baikan dari segi keperluan jawapan.**

MQA-02 2017 (FULL ACCREDITATION)

BAHAGIAN A: MAKLUMAT UMUM UNIVERSITI PUTRA Malaysia

(Maklumat ini akan disediakan oleh CQA)

PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER

Part A of the MQA-02 of this section seeks general information on the higher education provider (HEP).

1. Name of the HEP:
2. Date of establishment:
3. Date of registration (if applicable):
4. Reference No. of registration (if applicable):
5. Name of the chief executive officer (however designated):
6. Address:
   iii. Address:
   iv. Correspondence (if different from above):

7. Tel.:
8. Fax:
9. Email:
10. Website:
11. Names and addresses of Faculties/Schools/Departments/Centres (if located outside the main campus):
    iv.
    v.
    vi.

12. Names and addresses of branch campuses (if applicable):
    iv.
    v.
    vi.

13. List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and number of programmes offered:

No.	Name of Faculties/Schools/ Departments/ Centres	Location	Number of programmes offered

14. Details of all programmes currently conducted by the HEP (and its branch campuses including any offshore arrangements):

No.	Name of Programme	MQF Level	Awarding Body	Location conducted	Type of Programme (Collaboration/ Home grown/ external programme/ joint award/ joint degree)	Approval authority and Date of Approval	Date and Duration Of Accreditation by MQA/ Professional Bodies	Student enrolment	Programme Status *

* For public university, indicate status of each programme as follows: active, *jumud*, *beku*, *lupus* or *penawaran semula*.
* For private HEP, indicate status of each programme as follows: active or inactive (approved but currently not conducted).

15. Total number of academic staff:

Status	Academic Qualification	Number of Academic Staff		
		Malaysian	Non-Malaysian	Total
Full-time (all types of designation including those on 1 year contract or more)	Doctoral (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Certificate (Level 3)			
	Others			
	Sub-total			
Part-time	Doctoral (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Certificate (Level 3)			
	Others			
	Sub-total			
Total				

16. Total number of students:

	Number of Students		Total	Disabled Student
	Local	International		
Male				
Female				
Total				

17. Student attrition:

Period	Year	Total students (A)	Number of students leaving the institution without	Attrition Rate (%)	Main reasons for leaving

			graduating (B)	(B/A)*100	
Past 1 year					
Past 2 years					
Past 3 years					

Note: The attrition rate should be provided for each individual year.

18. Total number of administrative and support staff:

No.	Classification by function (e.g.: technical, counselling, financial, IT, human resource, etc.	Number of Administrative and Support staff

19. Provide audited financial statement for last three consecutive years:

Year	Financial Statement	
	Profit/Surplus (RM)	Loss/Deficit (RM)
Past 1 year		
Past 2 years		
Past 3 years		

Note: Profit and loss reporting is based on after tax.

20. Provide the latest, dated and signed organisational chart of the HEP.

21. Details of liaison officer:
    vi. Name and Title:
    vii. Designation:
    viii. Tel.:
    ix. Fax:
    x. Email:

BAHAGIAN B: RINGKASAN PROGRAM PENGAJIAN
(Maklumat ini perlu diisi dan dilengkapkan oleh FAKULTI)
Rujuk Borang MQA-02 untuk bahagian ini dalam laman web CQA – Muat Turun Dokumen

PART B: PROGRAMME DESCRIPTION

1. Name of the programme (as in the scroll to be awarded):
2. MQF level:
3. Graduating credit:
4. Has this programme been accredited by MQA for other premises? If yes, please provide the following details:

No.	Name and Location of the Premises (main campus / branch campuses / regional centre)	Mode of Delivery	Accreditation Status	
			Provisional	Full
1.				
2.				
3.				

5. Type of award (e.g., single major, double major, etc.):
6. Field of study and National Education Code (NEC):
7. Language of instruction:
8. Type of programme (e.g., own, collaboration, external, joint award/joint degree, etc.):
9. Mode of study (e.g., full-time/part-time):
10. Mode of offer (please (/) where appropriate):

Undergraduate Programme		Postgraduate Programme	
Coursework		Coursework	
Industry Mode (2u2i)		Mixed mode	
		Research	

11. Method of learning and teaching (e.g. lecture/tutorial/lab/field work/studio/blended learning/e-learning, etc.):

12. Mode of delivery (please (/) as appropriate):

Conventional (traditional, online and blended learning)	
Open and Distance learning (ODL)	

13. Duration of study:

	Full-time	**Part-time**

	Long Semester	Short Semester	Long Semester	Short Semester
No. of Weeks				
No. of Semesters				
No. of Years				

Note: Number of weeks should include study and exam week.

14. Entry requirements:
15. Estimated date of first intake: month/year
16. Projected intake and enrolment: (applicable for provisional accreditation)

Year	Intake	Enrolment
Year 1	e.g.: 100	e.g.: 100
Year 2	e.g.: 100	e.g.: 200
Year 3	e.g.: 100	e.g.: 300
Total	e.g.: 300	e.g.: 300

17. Total enrolment of student (applicable for full accreditation):

Year	Intake	Enrolment
Year 1	e.g.: 60	e.g.: 60
Year 2	e.g.: 70	e.g.: 130
Year 3	e.g.: 90	e.g.: 220
Total	e.g.: 220	e.g.: 220

18. Estimated date of first graduation: month/year
19. Types of job/position for graduate (at least two types):
20. Awarding body:
    - Own
    - Others (Please name)

(Please attach the relevant documents, where applicable)

viii. Proof of collaboration between HEP and the collaborative partner such as copy of the Validation Report* of the collaborative partner** and the Memorandum of Agreement (MoA)

ix. Approval letter from the Higher Education Department (*Jabatan Pendidikan Tinggi*, JPT) of the Ministry of Higher Education for programmes in collaboration with Malaysian public universities

x. Proof of approval and supporting letter to conduct the programme from

certification bodies/awarding bodies/examination bodies

xi. A copy of the programme specification as conducted by the collaborative partner (eg. Handbook)

xii. Proof of collaboration with Quality Partners* for the programme, where applicable

xiii. For programmes which require clinical training, please attach proof of approval from the relevant authority

xiv. Any other document where necessary

21. Provide a sample of scroll to be awarded should be attached.

22. Address(s) of the location where the programme is/to be conducted:

Note:

* Validation report is an evaluation by the collaborative partner on the readiness and capability of the institution to offer the programme.

** Collaborative partner is the institution who owned the curriculum of the programme and conferred the award (franchisor), while the programme delivery is conducted by another institution (franchisee).

*** Quality partners are usually better established universities which attest to the quality of a programme through the involvement or oversight of curriculum design, teaching and learning, or assessment.

BAHAGIAN C: STANDARD PROGRAM
(Maklumat ini perlu diisi dan dilengkapkan oleh FAKULTI)
Rujuk Borang MQA-02 untuk bahagian ini dalam laman web CQA – Muat Turun Dokumen

INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

1.1.1 Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP.
Maklumat pelaksanaan di fakulti

1.1.2 Provide evidence and explain how the department has considered market and societal demand for the programme. In what way is this proposed programme an enhanced of the other?
Maklumat pelaksanaan di fakulti

1.1.3 a) Map the programme learning outcomes against the programme educational objectives. (Provide information in Table 1).
Maklumat pelaksanaan di fakulti

b) Map the programme learning outcomes against the programme educational objectives. (Provide information in Table 1).
Maklumat pelaksanaan di fakulti

Contoh jadual MQA :Table 1: Matrix of Programme Learning Outcomes (PLO) against the Programme Educational Objective (PEO). ***(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)***

Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)			
	PEO1	PEO2	PEO3	PEO4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				

c) Describe the strategies for the attainment of PLOs in term of teaching and learning strategies, and assessment.
Maklumat pelaksanaan di fakulti

1.1.4 Map the programme learning outcomes to MQF level descriptors and the eight

MQF learning outcomes domains.
Maklumat pelaksanaan di fakulti

1.1.5 a) How are the learning outcomes related to the career and further studies options of the student on completion of the programme?
Maklumat pelaksanaan di fakulti

b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry and the discipline? How was this established?
Maklumat pelaksanaan di fakulti

1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods

1.2.1 Describe the provisions and practices that indicate the autonomy of the department in the design of the curriculum, and its utilisation of the allocated resources.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.2.2 Describe the processes to develop and approve curriculum.
Maklumat diperingkat Universiti

1.2.3 a) Who and how are the stakeholders consulted in the development of the curriculum?
Maklumat pelaksanaan di fakulti

b) Explain the involvement of educational experts in this curriculum development.
Maklumat pelaksanaan di fakulti

1.2.4 a) Describe how the curriculum fulfils the requirements of the discipline of study in line with the programme standards (if applicable) and good practices in the field
Maklumat pelaksanaan di fakulti

b) Provide the necessary information, where applicable, in Table 2:
Maklumat pelaksanaan di fakulti

Contoh jadual MQA :

Table 2: Components of the programme and its credit value

(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)

No.	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*		
2.	**Core**/Major(s)***/Specialisation:** • **Courses**		
	• **Projects/Thesis/Dissertation**		
3.	Optional/Elective courses****		
4.	Minor courses (if applicable)		
5.	Industrial training/Practicum		
6.	Others (specify)		
Total Credit Value			**100**

Note:

* Compulsory courses/modules refers to *Mata Pelajaran Umum* (MPU) and other courses required by the HEP.
**** Core courses also include faculty common courses.
***** Provide information on major including double major if applicable.
****** Optional/elective courses refer to courses where students can exercise choice.

c) Provide a brief description for each course offered in the programme. Please arrange the courses by year and semester as in Table 3.
Maklumat pelaksanaan di fakulti

(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)

Contoh jadual MQA : Table 3: Brief description of courses offered in the programme
(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah

No.	Semester/ Year Offered	Name and Code of Course	Classification (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)					Prerequisite/ co-requisite	Name(s) of Academic Staff
					PLO1	PLO2	PLO3	PLO4	PLO5		
1.											
2.											
3.											
4.											

d) Provide information for each course, where applicable in Table 4.
Maklumat pelaksanaan di fakulti

Contoh jadual MQA : Table 4: Course information (a template in Excel format is provided separately for HEP to fill in) ***(Mohon kemukakan jadual sepertimana yang ditetapkan oleh Bahagian Urus Tadbir Akademik / Sekolah Pengajian Siswazah)***

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Prerequisite/co-requisite (if any):
7.	Course learning outcomes (CLO): CLO 1 - …. CLO 2 - …. CLO 3 - ….
8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:

Course Learning Outcomes (CLO)	**Programme Learning Outcomes (PLO)**									**Teaching Methods**	**Assessment**
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**		
CLO 1											
CLO 2											
CLO 3											

Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box.
(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2.)

9.	Transferable Skills (if applicable): (Skills learned in the course of study which can be useful and utilised in other settings.)

10.	Distribution of Student Learning Time (SLT):

Course Content Outline	CLO*	Teaching and Learning Activities						Total SLT
		Guided Learning (F2F)				Guided Learning (NF2F) e.g. e-Learning	Independent Learning (NF2F)	
		L	T	P	O			
1								
2								
3								
4								
Continuous Assessment		Percentage (%)						Total SLT
1								
2								
Final Assessment		Percentage (%)						Total SLT
1								
2								
GRAND TOTAL SLT								

L = Lecture, T = Tutorial, P = Practical, O = Others, F2F = Face to Face, NF2F = Non Face to Face
*Indicate the CLO based on the CLO's numbering in Item 8.

11.	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):
12.	References (include required and further readings, and should be the most current):
13.	Other additional information:

1.2.5 Explain the appropriateness of teaching and learning methods applied to achieve the objectives and learning outcomes of the programme. (This is to be read together with information in 1.1.3.)
Maklumat pelaksanaan di fakulti

1.2.6 What are the co-curricular activities available to the students of this programme? How do these activities enrich student learning experience, and foster personal development and responsibility?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3 Programme Delivery

1.3.1 Provide evidence on how the department ensures the effectiveness of delivery in

supporting the achievement of course and programme learning outcomes.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3.2 Show evidence that the students are provided with, and briefed on, the current information about the programme, for example, Student Study Guide, Student Handbook and Student Project Handbook.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3.3 a) Provide details of the coordinator of the programme and members of the team responsible for the programme. State the manner in which the academic team manages the programme. What are their authority and responsibility? What are the procedures that guide the planning, implementation, evaluation and improvement of the programme?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Does the programme team have access to adequate resources? Provide evidence.
Maklumat pelaksanaan di fakulti

1.3.4 Show how the department provides favourable conditions for teaching and learning.
Maklumat pelaksanaan di fakulti

1.3.5 Describe the department's initiatives to encourage innovations in teaching, learning and assessment.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

1.3.6 State how the department obtains feedback and uses it to improve the delivery of the programme outcomes. Provide evidence.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

INFORMATION ON AREA 2: ASSESSMENT OF STUDENT LEARNING

2.4 Relationship between Assessment and Learning Outcomes

2.4.1 Explain how assessment principles, methods and practices are aligned to the achievement of learning outcomes of the programme consistent with MQF level.
(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)
Maklumat pelaksanaan di fakulti

2.4.2 Describe how the alignment between assessment and learning outcomes are regularly reviewed to ensure its effectiveness (please provide policy on the review, if any). Provide evidence.
Maklumat pelaksanaan di fakulti

2.5 Assessment Methods

2.5.1 Describe how a variety of assessment methods and tools are used in assessing learning outcomes and competencies. Show the utilisation of both summative and formative assessment methods within the programme.
(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)
Maklumat pelaksanaan di fakulti

2.5.2 a) Explain how the department ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites (if applicable).
Maklumat pelaksanaan di fakulti

b) Indicate the authority and processes for verification and moderation of summative assessments.
Maklumat pelaksanaan di fakulti

c) What guidelines and mechanisms are in place to address plagiarism among students?
Maklumat diperingkat Universiti

d) Are the assessment methods reviewed periodically? Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment and consultation with external assessors and examiners, students, alumni and industry).
Maklumat pelaksanaan di fakulti

2.5.3 a) Describe the student assessment methods in term of its duration, diversity,weight, criteria and coverage**.** Describe the grading system used. How are these documented and communicated to the students?
Maklumat diperingkat Universiti

b) Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.
Maklumat pelaksanaan di fakulti

c) How are results made available to the students for purposes of feedback on performance, review and corrective measures?
Maklumat diperingkat Universiti

d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?
Maklumat diperingkat Universiti

e) Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.
Maklumat diperingkat Universiti

2.5.4 Explain the processes in making changes to the assessment method. How are the changes are made known to the students?
Maklumat diperingkat Universiti

2.6 Management of Student Assessment

2.6.1 Explain the roles, rights and power of the department and the academic staff in the management of student assessment.
Maklumat pelaksanaan di fakulti

2.6.2 Describe how the confidentiality and security of student assessment documents as well as academic records are ensured.
Maklumat pelaksanaan di fakulti

2.6.3 Explain how and when continuous and final assessments results are made available to students.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

2.6.4 What guidelines and mechanisms on students' appeal against course results are in place?
Maklumat diperingkat Universiti

2.6.5 Explain how the department periodically reviews the management of student assessment and measures it take to address the issues highlighted by the review.
Maklumat pelaksanaan di fakulti

PROGRAMME SELF- REVIEW REPORT : AREA 2
(hanya untuk keperluan Akreditasi Penuh dan Audit Pengekalan)

INFORMATION ON AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

3.2 Student Selection

3.2.1 a) State the criteria and the mechanisms for student selection including that of transfer students and any other additional requirements, for example, those in relation to students with special needs.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Provide evidence that the students selected fulfil the admission policies that are consistent with applicable requirements.
Maklumat diperingkat Universiti

c) Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).
Maklumat diperingkat Universiti

3.2.2 a) Explain how the selection criteria are accessible to the public.
Maklumat diperingkat Universiti

b) If other additional selection criteria are utilised, describe them.
Maklumat diperingkat Universiti

c) Show evidence that the admission policy and mechanisms are free from unfair discrimination and bias.
Maklumat diperingkat Universiti

3.2.3 a) Provide information on student intake for each session since commencement and the ratio of the applicants to intake.
Maklumat pelaksanaan di fakulti

b) Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanisms for adjustments, taking into account the admission of visiting, auditing, exchange and transfer students.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.2.4 Describe the policies, mechanisms and practices for appeal on student selection, if applicable.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.2.5 State the support provided for those who are selected but need additional developmental and remedial assistance.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.3 Articulation and Transfer

3.3.1 Describe how the department facilitates student mobility, exchanges and transfers, nationally and internationally.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.3.2 Indicate how students accepted for transfer demonstrate comparable achievements in their previous programme of study.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.4 Student Support Services

3.4.1 What support services are available to students? Show evidence that those who provide these services are qualified. What other additional support arrangements provided by other organisations are accessible to students?
Maklumat diperingkat Universiti

3.4.2 a) Describe the roles and responsibilities of those responsible for student support services.
Maklumat diperingkat Universiti

b) Describe the organisation and management of the student support services and maintenance of related student records.
Maklumat diperingkat Universiti

3.4.3 How are students orientated into the programme?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.4.4 a) Describe the provision of the academic, non-academic and career counselling services to students.
Maklumat diperingkat Universiti

b) How are the effectiveness of the academic, non-academic and career counselling services measured, and the progress of those who seek its services monitored? What plans are there to improve the services, including that of enhancing the skills and professionalism of the counsellors?
Maklumat diperingkat Universiti

3.4.5 Describe the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological and social support.
Maklumat diperingkat Universiti

3.4.6 Describe the processes and procedures in handling disciplinary cases involving the students.
Maklumat diperingkat Universiti

3.4.7 What mechanism is available for students to complain and to appeal on academic and non-academic matters?
Maklumat diperingkat Universiti

3.4.8 How are the adequacy, effectiveness and safety of student support services evaluated and ensured?
Maklumat diperingkat Universiti

3.5 Student Representation and Participation

3.5.1 What policy and processes are in place for active student engagement especially in areas that affect their interest and welfare?
Maklumat diperingkat Universiti

3.5.2 Explain student representation and organisation at the institutional and departmental levels.
Maklumat diperingkat Universiti

3.5.3 a) What does the department do to facilitate students to develop linkages with external stakeholders?
Maklumat pelaksanaan di fakulti

b) How does the department facilitate students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace?

Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

3.5.4 How does the department facilitate student activities and organisations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship?
Maklumat pelaksanaan di fakulti

3.6 Alumni

3.6.1 a) Describe the linkages established by the department with the alumni.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Describe the role of the alumni in development, review and continuous improvement of the programme.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

PROGRAMME SELF- REVIEW REPORT : AREA 3
(hanya untuk keperluan Akreditasi Penuh dan Audit Pengekalan)

INFORMATION ON AREA 4: ACADEMIC STAFF

4.2 Recruitment and Management

4.2.1 Explain how the department's academic staff plan is consistent with HEP's policies and programme requirements.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.2 a) State the policy, criteria, procedures, terms and conditions of service for the recruitment of academic staff.
Maklumat diperingkat Universiti

b) Explain the due diligence exercised by the department in ensuring that the qualifications of academic staff are from *bona fide* institutions.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.3 Provide data on the staff–student ratio appropriate to the teaching-learning methods and consistent with the programme requirements.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.4 a) Provide summary information on every academic staff involved in conducting the programme in Table 5.
Maklumat pelaksanaan di fakulti

Table 5: Summary information on academic staff involved in the programme

No.	Name and designa-tion of academic staff	Appointment status (full-time, part-time, contract, etc.)	Nationality	Courses taught in this programme	Cour-ses taught in other prog-ram-mes	Academic qualifications		Research focus areas (Bachelor and above)	Past work experience		
						Quallifi-cations, Field of Speciali-sation, Year of Award	Name of Awarding Institution and country		Positions held	Emplo-yer	Years of Service (Start and End)
1.											
2.											
3.											
4.											

b) Provide Curriculum Vitae of each academic staff teaching in this programme containing the following:
Maklumat pelaksanaan di fakulti

xi. Name
xii. Academic Qualifications
xiii. Current Professional Membership
xiv. Current Teaching and Administrative Responsibilities
xv. Previous Employment
xvi. Conferences and Training
xvii. Research and Publications
xviii. Consultancy
xix. Community Service
xx. Other Relevant Information

c) Provide information on turnover of academic staff for the programme (for Full Accreditation only).
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.5 Describe how the department ensures equitable distribution of duties and responsibilities among the academic staff.
Maklumat pelaksanaan di fakulti

4.2.6 Describe how the recruitment policy for a particular programme seeks diversity among the academic staff such as balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches to the subject, and academic staff with multi-disciplinary backgrounds and experiences.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.2.7 a) State the policies, procedures and criteria (including involvement in professional, academic and other relevant activities, at national and international levels) for appraising and recognising academic staff.
Maklumat diperingkat Universiti

b) Explain the policies, procedures and criteria for promotion, salary increment or other remuneration of academic staff.
Maklumat diperingkat Universiti

c) How are the above information made known to the academic staff?

Maklumat diperingkat Universiti

4.2.8 Describe the nature and extent of the national and international linkages to enhance teaching and learning in the programme.
Maklumat pelaksanaan di fakulti

4.3 Service and Development

4.3.1 Provide information on the departmental policy on service, development and appraisal of the academic staff.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.3.2 How does the department ensure that the academic staff are given opportunities to focus on their respective areas of expertise such as curriculum development, curriculum delivery, academic supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically-related administrative duties?
Maklumat pelaksanaan di fakulti

4.3.3 a) State the HEP policies on conflict of interest and professional conduct of academic staff.
Maklumat diperingkat Universiti

b) State the HEP procedures for handling disciplinary cases.
Maklumat diperingkat Universiti

4.3.4 Describe the mechanisms and processes for periodic student evaluation of the academic staff. Indicate the frequency of this evaluation exercise. Show how this evaluation is taken into account for quality improvement.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.3.5 a) State the policies for training, professional development and career advancement (e.g., study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.) of the academic staff.
Maklumat diperingkat Universiti

b) Describe the mentoring system or formative guidance for new academic staff.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.3.6 Describe the opportunities available to academic staff to obtain professional qualifications and to participate in professional, academic and other relevant activities at national and international levels. How does this participation enhance the teaching-learning experience?
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

4.3.7 Describe how the department encourages and facilitates academic staff in community and industry engagement activities. Describe how such activities are rewarded.
Maklumat pelaksanaan di fakulti

PROGRAMME SELF- REVIEW REPORT : AREA 4
(hanya untuk keperluan Akreditasi Penuh dan Audit Pengekalan)

INFORMATION ON AREA 5: EDUCATIONAL RESOURCES

5.3 Physical Facilities

5.3.1 a) List the physical facilities required for the programme in Table 6.
Maklumat pelaksanaan di fakulti

Table 6: List of physical facilities required for the programme

No.	Facilities required	Provisional Accreditation						Full Accreditation	
		Available for Year 1		To be provided				No.	Capacity
				In Year 2		In Year 3			
		No.	Capacity	No.	Capacity	No.	Capacity		
1.	Lecture Halls								
2.	Tutorial Rooms								
3.	Discussion Rooms								
4.	Laboratories and Workshops								
	- IT lab								
	- Science lab								
	- Engineering workshop								
	- Processing workshop								
	- Manufacturing workshop								
	- Studio								
	- Mock kitchen								
	- Moot court								
	- Clinical lab								
	- Others								
5.	Library and Information Centres								
	Learning Support Centres								
6.	Learning Resources Support								
7.	Student Social Spaces								
8.	Other Facilities including ICT related facilities								

b) Describe and assess the adequacy of the physical facilities and equipment (e.g., workshop, studio and laboratories) as well as human resources (e.g., laboratory professionals and technicians).
Maklumat pelaksanaan di fakulti

c) Provide information on the clinical and practical facilities for programmes which requires such facilities. State the location and provide agreements if facilities are provided by other parties.

Maklumat pelaksanaan di fakulti

d) Provide information on the arrangement for practical and industrial training.
Maklumat pelaksanaan di fakulti

e) How are these physical facilities user friendly to those with special needs? Provide a copy of any technical standards that have been deployed for students with special needs.
Maklumat pelaksanaan di fakulti

5.3.2 Show that the physical facilities comply with the relevant laws and regulations including issues of licensing.
Maklumat diperingkat Universiti

5.3.3 a) Explain the database system used in the library and resource centre.
Maklumat diperingkat Universiti

b) State the number of staff in the library and resource centre and their qualifications.
Maklumat diperingkat Universiti

c) Describe resource sharing and access mechanisms that are available to extend the library's capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme.
Maklumat diperingkat Universiti

d) State the number of reference materials related to the programme in Table 7.
Maklumat diperingkat Universiti

Table 7: Reference materials supporting the programme

Resources supporting the programme (e.g., books, online resources, etc)				Journals			State other facilities such as CD ROM, Video and electronic reference material	
BUKU BERCETAK		E-BUKU		JURNAL BERCETAK		E-JURNAL	BAHAN MEDIA	
JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH JUDUL	JUMLAH NASKHAH	JUMLAH NASKHAH

5.3.4 a) Describe how the HEP maintains, reviews and improves the adequacy, currency and quality of its educational resources and the role of the department in these processes.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Provide the information on, and provision for, the maintenance of the physical learning facilities.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.4 Research and Development

(*Please note that the standards on Research and Development are largely directed to universities and university colleges*)

5.4.1 a) Describe the policies, facilities and budget allocation available to support research.
Maklumat diperingkat Universiti

b) Describe the research activities of the department and the academic staff involved in them.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.4.2 a) Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and the teaching-learning activities in the department.
Maklumat diperingkat Universiti

b) State any initiatives taken by the department to engage students in research.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.4.3 Describe the processes by which the department review its research resources and facilities and the steps taken to enhance its research capabilities and environment.
Maklumat pelaksanaan di fakulti

5.5 Financial Resources

5.5.1 Provide audited financial statements or certified supporting documents for the last three consecutive years. Explain the financial viability and sustainability based on the provided statements/documents.
Maklumat diperingkat Universiti

5.5.2 Demonstrate that the department has clear procedures to ensure that its financial resources are sufficient and managed efficiently.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

5.5.3 a) Indicate the responsibilities and lines of authority in terms of budgeting and resource allocation in the HEP with respect to the specific needs of the department.
Maklumat diperingkat Universiti

b) Describe the HEP's financial planning for the programme in the next two years.
Maklumat diperingkat Universiti

PROGRAMME SELF- REVIEW REPORT : AREA 5
(hanya untuk keperluan Akreditasi Penuh dan Audit Pengekalan)

INFORMATION ON AREA 6: PROGRAMME MANAGEMENT

6.2 Programme Management

6.2.1 a) Describe the management structure and functions, and the main decision- making components of the department, as well as the relationships between them. How are these relationships made known to all parties involved?
Maklumat pelaksanaan di fakulti

b) Indicate the type and frequency of department meetings.
Maklumat pelaksanaan di fakulti

6.2.2 Describe the policies and procedures that ensure accurate, relevant and timely information about the programme which are easily and publicly accessible, especially to prospective students.
Maklumat diperingkat Universiti

6.2.3 a) Describe the policies, procedures and mechanisms for regular review and updating of the department's structures, functions, strategies and core activities to ensure continuous quality improvement. Identify person(s) responsible for continuous quality improvement within the department.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Highlight the improvements resulting from these policies, procedures and mechanisms.
Maklumat pelaksanaan di fakulti

6.2.4 Show evidence (such as terms of reference, minutes of meeting) that the academic board of the department is an effective decision-making body with adequate autonomy.
Maklumat pelaksanaan di fakulti

6.2.5 Describe the arrangements agreed upon by the HEP and its different campuses or partner institutions - for example, collaborative programmes, joint awards, collaborative research, student exchange arrangements - to assure functional integration and comparability of educational quality.
Maklumat diperingkat Universiti

6.2.6 Show evidence of internal and external consultations, and market needs and

graduate employability analyses.
Maklumat pelaksanaan di fakulti

6.3 Program Leadership

6.3.1 Explain the criteria for the appointment and job description of the programme leader.
Maklumat diperingkat Universiti

6.3.2 Indicate the programme leader of this programme. Describe the qualifications, experiences, tenure and responsibilities of the programme leader.
Maklumat pelaksanaan di fakulti

6.3.3 Describe the relationship between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.
Maklumat diperingkat Universiti

6.4 Administrative Staff

6.4.1 a) Describe the structure of the administrative staff which supports the programme.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Explain how the number of the administrative staff is determined in accordance to the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of service.
Maklumat diperingkat Universiti

c) State (in Table 8) the numbers required and that are available, job category and minimum qualification for administrative staff of the programme.
Maklumat pelaksanaan di fakulti

Table 8: Administrative staff for the programme

No.	Job Category	Minimum qualification	Number of staff required	Current number
1				
2				

6.4.2 State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff of the programme.
Maklumat diperingkat Universiti

6.4.3 Describe the training scheme for the advancement of the administrative staff and show how this scheme fulfils the current and future needs of the programme.
Maklumat diperingkat Universiti

6.5 Academic Records

6.5.1 a) State the policies and practices on the nature, content and security of student, academic staff and other academic records at the departmental level and show that these policies and practices are in line with those of the HEP.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

b) Explain the policies and practices on retention, preservation and disposal of student, academic staff and other academic records.
Maklumat diperingkat Universiti

6.5.2 Explain how the department maintains student records relating to their admission, performance, completion and graduation.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

6.5.3 Describe how the department ensures the rights of individual privacy and the confidentiality of records.
Maklumat diperingkat Universiti

Maklumat pelaksanaan di fakulti

6.5.4 Describe the department's review policies on security of records and safety systems and its plans for improvements.
Maklumat diperingkat Universiti

PROGRAMME SELF- REVIEW REPORT : AREA 6
(hanya untuk keperluan Akreditasi Penuh dan Audit Pengekalan)

INFORMATION ON AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

7.2 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

7.2.1 Describe the policies and mechanisms for regular monitoring and review of the programme.
Maklumat diperingkat Universiti

7.2.2 Describe the roles and the responsibilities of the Quality Assurance unit responsible for internal quality assurance of the department.
Maklumat pelaksanaan di fakulti

7.2.3 a) Describe the structure and the workings of the internal programme monitoring and review committee.
Maklumat pelaksanaan di fakulti

b) Describe the frequency and mechanisms for monitoring and reviewing the programme.
Maklumat pelaksanaan di fakulti

c) Describe how the department utilises the feedback from a programme monitoring and review exercise to further improve the programme.
Maklumat pelaksanaan di fakulti

d) Explain how the monitoring and review processes help ensure that the programme keeps abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.
Maklumat pelaksanaan di fakulti

7.2.4 Which stakeholders are involved in a programme review? Describe their involvement and show how their views are taken into consideration.
Maklumat pelaksanaan di fakulti

7.2.5 Explain how the department informs the stakeholders the result of a programme assessment and how their views on the report are taken into consideration in the future development of the programme.
Maklumat pelaksanaan di fakulti

7.2.6 Explain how student performance, progression, attrition, graduation and employment are analysed for the purpose of continual quality improvement? Provide evidence.
Maklumat diperingkat Universiti

7.2.7 Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.
Maklumat pelaksanaan di fakulti

7.2.8 Describe how the findings of the review are presented to the HEP and its further action therefrom.
Maklumat pelaksanaan di fakulti

7.2.9 Explain the integral link between the departmental quality assurance processes and the achievement of the institutional purpose.
Maklumat pelaksanaan di fakulti

PROGRAMME SELF- REVIEW REPORT : AREA 7
(hanya untuk keperluan Akreditasi Penuh dan Audit Pengekalan

Kod Amalan Akreditasi Program (COPPA) Edisi Kedua
Oleh
Agensi Kelayakan Malaysia

Latar belakang

1. Kod Amalan Akreditasi Program atau COPPA (*Code of Practice for Programme Audit*) Edisi Pertama yang dibangunkan oleh Agensi Kelayakan Malaysia (MQA) pada tahun 2008, mengandungi garis panduan penyediaan dokumen dan proses penilaian untuk akreditasi program. Seiring dengan persekitaran pendidikan tinggi yang dinamik, MQA telah menyemak dan mengkaji semula kandungan COPPA Edisi Pertama dan menghasilkan COPPA Edisi Kedua, bagi memastikan kandungannya bersesuaian dengan keperluan semasa serta setanding dengan jaminan kualiti akademik di peringkat antarabangsa.

2. MQA melalui surat pekelilingnya bil. 5/2017 bertarikh 23 November 2017, telah memaklumkan pemakaian COPPA Edisi Kedua ini akan diguna pakai bermula pada 1 April 2018. Perubahan utama dalam COPPA Edisi Kedua ini adalah pada Seksyen 2 iaitu Kriteria dan Standard bagi Akreditasi Program yang mencakupi tujuh (7) bidang penilaian seperti berikut :

   (a) Bidang 1 : Pembangunan dan Penyampaian Program
   (b) Bidang 2 : Penilaian Pelajar
   (c) Bidang 3 : Pemilihan dan Khidmat Sokongan Pelajar
   (d) Bidang 4 : Staf Akademik
   (e) Bidang 5 : Sumber Pendidikan
   (f) Bidang 6 : Pengurusan Program
   (g) Bidang 7 : Pemantauan, Semakan dan Penambahbaikan Kualiti Berterusan Program

Penambahbaikan dalam COPPA Edisi Kedua

1. Penambahbaikan dan perubahan yang telah dilaksanakan dalam COPPA Edisi Kedua ini adalah sepertimana berikut :

   (a) Pemantapan bidang penilaian daripada 9 bidang kepada 7 bidang iaitu penggabungan Bidang 1 : Visi, Misi dan Hasil Pembelajaran dengan Bidang 2: Reka bentuk Kurikulum dan Penyampaian dibawah satu (1) bidang iaitu Bidang 1 : Pembangunan Program dan Penyampaian; dan penggabungan Bidang 7 : Pemantauan dan Semakan Program dengan Bidang 9 : Penambahbaikan Kualiti Berterusan dibawah satu (1) bidang iaitu Bidang 7 : Pemantauan Semakan Program dan Penambahbaikan Kualiti Berterusan;

   (b) Hanya satu (1) tahap standard sahaja dalam COPPA Edisi Kedua ini berbanding dua (2) tahap standard dalam COPPA Edisi Pertama iaitu standard asas dan standard tinggi;

(c) Pemetaan tiga (3) seksyen iaitu Seksyen 2 : Kriteria dan Standard bagi Akreditasi Program, Seksyen 3 : Permohonan Akreditasi Program dan Seksyen 6 : Garis Panduan Penyediaan Laporan Akreditasi Program;

(d) Penambahbaikan keperluan maklumat dalam Bahagian A : Maklumat Umum Universiti, Bahagian B : Deskripsi Program dan Bahagian C : Standard Program;

(e) Pemerkasaan dan penstrukturan kriteria standard daripada 159 kepada 98 standard dengan empat (4) kriteria standard yang baharu iaitu berkaitan hubungan dengan alumni, keupayaan kewangan, kawalan rekod pelajar, dan pewujudan Unit Jaminan Kualiti di setiap jabatan yang menawarkan program; dan

(f) Laporan Penilaian Kendiri Program atau *Program Self -Review Report* (PSRR) dimasukkan dalam Bahagian C : Standard Program untuk tujuan Akreditasi Penuh. Oleh itu, tiada lagi laporan berasingan sepertimana sedia ada iaitu bahagian D : Laporan Penilaian Kendiri Program.

2. Ringkasan penambah baikan dalam COPPA Edisi Kedua adalah sepertimana jadual berikut :

Jadual 4 : Ringkasan penambahbaikan dalam COPPA Edisi Kedua

Bil.	COPPA Edisi Kedua
1.	7 bidang penilaian
2.	1 tahap sahaja iaitu Standard
3.	98 standard dengan mewujudkan empat (4) elemen baharu : (a) Hubungan dengan Alumni; (b) Keupayaan kewangan; (c) Kawalan rekod pelajar; dan (d) Unit Jaminan Kualiti
4.	Pengekalan 6 seksyen dengan penambahbaikan keperluan maklumat dalam setiap seksyen berkenaan dan mewujudkan pemetaan antara Seksyen 2, 3 dan 6.
5.	PSRR telah dimasukkan dalam Bahagian C iaitu diakhir setiap bidang penilaian, fakulti perlu membuat penilaian kendiri. PSRR ini hanya untuk keperluan Akreditasi Penuh sahaja.

Kepentingan Merujuk Pemetaan Seksyen 2, Seksyen 3 dan Seksyen 6

1. Dalam COPPA Edisi Kedua ini, MQA telah membuat pemetaan tiga (3) seksyen utama dalam COPPA iaitu :

   (a) Seksyen 2 iaitu Kriteria dan Standard Program;
   (b) Seksyen 3 iaitu Permohonan Akreditasi Program; dan
   (c) Seksyen 6 iaitu Garis Panduan Penyediaan Laporan Akreditasi Program.

2. Pewujudan pemetaan ini amat signifikan dalam memudahkan proses penyediaan dokumen program dan penilaian akreditasi untuk rujukan penggubal kurikulum di fakulti serta panel penilai program.

3. Selain untuk tujuan rujukan kepada kriteria dan standard yang telah ditetapkan serta penyataan soalan kepada standard, **fakulti amat digalakkan untuk turut merujuk kepada Seksyen 6 sebagai panduan penilaian serta kecukupan maklumat bagi setiap kriteria dan standard yang akan dibuat oleh panel penilai.**

Jadual 5 : Penerangan berkaitan Seksyen 2, 3 dan 6 dalam COPPA Edisi Kedua

Bil.	Seksyen	Keterangan	Tindakan
1.	2	Merupakan **kriteria dan standard** yang ditetapkan. Sebagai **rujukan kepada penggubal kurikulum dan panel penilai.**	Penggubal Kurikulum & Panel Penilai
2.	3	Merupakan **penyataan soalan kepada kriteria dan standard (seksyen 2)** untuk tujuan **permohonan akreditasi program**. Penyataan soalan ini akan digunakan dalam menyediakan dokumen program seperti mana di **Bahagian C muka surat 13**.	Penggubal Kurikulum
3.	6	Merupakan **penyataan soalan penilaian kepada kriteria dan standard (seksyen 2)** yang akan digunakan oleh **panel penilai** semasa membuat penilaian dan menyediakan laporan hasil audit program. Penyataan soalan ini juga boleh menjadi **rujukan kepada penggubal kurikulum jangkaan soalan dan penilaian** yang akan dikemukakan oleh panel penilai semasa pelaksanaan audit program.	Penggubal Kurikulum & Panel Penilai

Pemetaan Seksyen 2, 3 dan 6
Kod Amalan Akreditasi Program (COPPA) Edisi Kedua
Oleh
Agensi Kelayakan Malaysia

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY[1]

Mapping of COPPA 2nd Edition 2017		
Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines for Preparing the Programme Accreditation Report**
1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes	**1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes**	**5.1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes**
1.1.1 The programme must be consistent with, and supportive of, the vision, mission and goals of the HEP.	1.1.1 Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP.	5.1.1.1 How does the programme relate to, and is consistent with, the larger institutional goals of the HEP?
1.1.2 The programme must be considered only after a needs assessment has indicated that there is a need for the programme to be offered. *(This standard must be read together with standards 1.2.2 in Area 1, page 4 and 6.1.6 in Area 6, page 38)*	1.1.2 Provide evidence and explain how the department has considered market and societal demand for the programme. In what way is this proposed programme an enhanced of the other?	5.1.1.2 What are the evidence that show the demand for this programme? How was the needs assessment for the programme conducted?
1.1.3 The department must state its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment, and ensure constructive alignment between	1.1.3 (a) State the educational objectives, learning outcomes, teaching and learning strategies, and assessment of the programme. (b) Map the programme learning outcomes against the programme educational	5.1.1.3 Comment on the relevancy, clarity and specificity of the programme educational objectives, programme learning outcomes, teaching and learning strategies, and assessment, and the constructive alignment

[1]For the purpose of this Code of Practice, the term "programme development and delivery" is used interchangeably with the term 'curriculum design and delivery'. Area 1 is best read together with Guidelines to Good Practices: Curriculum Design and Delivery which is available on the MQA Portal, www.mqa.gov.my.

Mapping of COPPA 2nd Edition 2017		
Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines for Preparing the Programme Accreditation Report**
them. *(This standard must be read together with standard 1.2.4 in Area 1, page 6)*	objectives. (Provide information in Table 1) **Table 1**: Matrix of Programme Learning Outcomes (PLO) against the Programme Educational Objective (PEO). (c) Describe the strategies for the attainment of PLOs in term of teaching and learning strategies, and assessment.	between them.
1.1.4 The programme learning outcomes must correspond to an MQF level descriptors and the eight MQF learning outcomes domains: i. Knowledge ii. Practical skills	1.1.4 Map the programme learning outcomes to an MQF level descriptors and the eight MQF learning outcomes domains.	5.1.1.4 Comment on the alignment of the programme learning outcomes to an MQF level descriptors and the eight MQF learning outcomes domains.

Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)			
	PEO 1	PEO 2	PEO 3	PEO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				

Mapping of COPPA 2nd Edition 2017		
Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines for Preparing the Programme Accreditation Report**
iii. Social skills and responsibilities iv. Ethics, professionalism and humanities v. Communication, leadership and team skills vi. Scientific methods, critical thinking and problem solving skills vii. Lifelong learning and information management skills viii. Entrepreneurship and managerial skills		
1.1.5 Considering the stated learning outcomes, the programme must indicate the career and further studies options available to the students on completion of the programme.	1.1.5 (a) How are the learning outcomes related to the career and further studies options of the student on completion of the programme? (b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry and the discipline? How was this established?	5.1.1.5 Evaluate the link between the student's competencies expected at the end of the programme and those required by the market as well as for purposes of higher studies.

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Mapping of COPPA 2nd Edition 2017		
Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines for Preparing the Programme Accreditation Report**
1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods	**1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods**	**5.1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods**
1.2.1 The department must have sufficient autonomy[2] to design the curriculum and to utilise[3] the allocated resources necessary for its implementation. (Where applicable, the above provision must also cover collaborative programmes and programmes conducted in collaboration with or from, other HEPs in accordance with national policies.)	1.2.1 Describe the provisions and practices that indicate the autonomy of the department in the design of the curriculum, and its utilisation of the allocated resources.	5.1.2.1 Evaluate the level of autonomy given to the department in the design of the curriculum and in the utilisation of the allocated resources available to the department. How does the above vary with collaborative programmes and joint programmes?
1.2.2 The department must have an appropriate process to develop the curriculum leading to the approval by the highest academic authority in the HEP. *(This standard must be read together with standards 1.1.2 in Area 1, page 1 and 6.1.6 in Area 6, page 43)*	1.2.2 Describe the processes to develop and approve curriculum.	5.1.2.2 Comment on the appropriateness of the processes, procedures, and mechanisms by which the curriculum is developed and approved.

[2] Sufficient autonomy relates to the freedom of the department to design (including the use of external experts or national curriculum) and propose curriculum for approval.
[3] To utilise means the expenditures of allocated resources according to HEP's financial procedures. To be read together with standard 5.3.2.

Mapping of COPPA 2nd Edition 2017

Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation	Section 6: Guidelines for Preparing the Programme Accreditation Report
1.2.3 The department must consult the stakeholders in the development of the curriculum including educational experts as appropriate. *(This standard must be read together with standard 7.1.4 in Area 7, page 44.)*	1.2.3 (a) Who and how are the stakeholders consulted in the development of the curriculum? (b) Explain the involvement of educational experts in this curriculum development.	5.1.2.3 (a) Evaluate the involvement of stakeholders in curriculum development. (b) Evaluate the effectiveness of the educational experts' involvement in the development of curriculum.

Mapping of COPPA 2nd Edition 2017

Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation	Section 6: Guidelines for Preparing the Programme Accreditation Report
1.2.4 The curriculum must fulfil the requirements of the discipline of study, taking into account the appropriate programme standards, professional and industry requirements as well as good practices in the field.	1.2.4 (a) Describe how the curriculum fulfils the requirements of the discipline of study in line with the programme standards (if applicable) and good practices in the field. (b) Provide the necessary information, where applicable, in Table 2: **Table 2**. Components of the programme and its credit value	5.1.2.4 (a) Does the curriculum fulfil the disciplinary requirements in line with good practices in the field? (b) Comment on the alignment of the course learning outcomes to the programme learning outcomes, as well as to the teaching and assessment methods, as presented in Table 4: Item 8. At the macro level, are the programme content, approach and teaching-learning methods appropriate, consistent and does it support the achievement of the programme learning outcomes? (c) Evaluate the diverse teaching-learning methods that help to achieve the learning outcomes and ensure that students take responsibility for their own learning.

	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*		
2.	**Core**/Major(s)***/Specialisation:** • **Courses** • **projects/thesis /dissertation**		
3.	Optional/elective courses****		
4.	Minor courses (if applicable)		
5.	Industrial training/Practicum		
6.	Others (specify)		
	Total Credit Value		**100**

Note:

* Compulsory courses/modules refers to *Mata Pelajaran Pengajian Umum* (MPU) and other courses required by the HEP.

** Core courses also include faculty common courses.

*** Provide information on major including double major if applicable.

**** Optional/elective courses refer to courses where students can exercise choice.

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Mapping of COPPA 2nd Edition 2017

Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation	Section 6: Guidelines for Preparing the Programme Accreditation Report

(c) Provide a brief description for each course offered in the programme. Please arrange the courses by year and semester as in Table 3.

Table 3. Brief description of courses offered in the programme

	Seme-ster/ Year Offer-ed	Name and Code of Course	Classifica-tion (Compulsory/ Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)					Prerequi site/ co-requisite	Name(s) of Academic Staff
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5		
1											
2											
3											
4											
5											

(d) Provide information for each course, where applicable in Table 4.

Table 4. Course information

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and Year offered:
5.	Credit Value:

Mapping of COPPA 2nd Edition 2017

Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation	Section 6: Guidelines for Preparing the Programme Accreditation Report

6.	Prerequisite/co-requisite (if any):
7.	Course learning outcomes (CLO): CLO 1 - .... CLO 2 - .... CLO 3 - ....
8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assess-ment
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9		
CLO 1											
CLO 2											
CLO 3											
TOTAL											

Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box.
(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2 - pages 16 & 18.)

9.	Transferable Skills (if applicable): (Skills learned in the course of study which can be useful and utilised in other settings.)

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	10. Distribution of Student Learning Time (SLT):	

Course Content Outline	CLO*	Teaching and Learning Activities						Total SLT
		Guided Learning (F2F)				Guided Learning (NF2F) e.g.. e-Learning	Independent Learning (NF2F)	
		L	T	P	O			
1								
2								
3								
4								
Continuous Assessment		Percentage (%)						Total SLT
1								
2								
Final Assessment		Percentage (%)						Total SLT
1								
2								
GRAND TOTAL SLT								

L = Lecture, T = Tutorial, P= Practical, O= Others, F2F=Face to Face, NF2F=Non Face to Face

*Indicate the CLO based on the CLO's numbering in Item 8.

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	11. Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room): 12. • Main references: • Additional references: (References should be the most current) 13. Other additional information:	
1.2.5 There must be an appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes.	1.2.5 Explain the appropriateness of teaching and learning methods applied to achieve the objectives and learning outcomes of the programme. *(This is to be read together with information in 1.1.3.)*	5.1.2.5 Evaluate the appropriateness of teaching and learning methods applied to achieve the objectives and learning outcomes of the programme. *(This is to be read together with information in 1.1.3.)*
1.2.6 There must be co-curricular activities to enrich student experience, and to foster personal development and responsibility. *(This standard may not be applicable to Open and Distance Learning [ODL] programmes and programmes designed for working adult learners.)*	1.2.6 What are the co-curricular activities available to the students of this programme? How do these activities enrich student learning experience, and foster personal development and responsibility?	5.1.2.6 Comment on the co-curricular activities available for the students to enrich their experience, and to foster personal development and responsibility.
1.3 Programme Delivery	**1.3 Programme Delivery**	**5.1.3 Programme Delivery**
1.3.1 The department must take responsibility to ensure the effective delivery of programme learning outcomes.	1.3.1 Provide evidence on how the department ensures the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.	5.1.3.1 Evaluate the methods and approaches used by the department to ensure the effectiveness of delivery in supporting the achievement of

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		course and programme learning outcomes.
1.3.2 Students must be provided with, and briefed on, current information about (among others) the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies.	1.3.2 (a) Show evidence that the students are provided with, and briefed on, the current information about the programme, for example, Student Study Guide, Student Handbook and Student Project Handbook.	5.1.3.2 Evaluate on their currency and appropriateness. Comment on how students are informed about the key elements of the programme.
1.3.3 The programme must have an appropriate full-time coordinator and a team of academic staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme. (*This standard must be read together with related Programme Standards and Guidelines to Good Practices, and with standards 6.1.1 and 6.2.2 in Area 6, pages 37 & 39.)*	1.3.3 (a) Provide details of the coordinator of the programme and members of the team responsible for the programme. State the manner in which the academic team manages the programme. What are their authority and responsibility? What are the procedures that guide the planning, implementation, evaluation and improvement of the programme? (b) Does the programme team have access to adequate resources? Provide evidence.	5.1.3.3 (a) Comment on how the programme is managed. Who is responsible for the planning, implementation and improvement of the programme? Is he/she appropriate for the responsibility? How effective is the academic team in managing the programme? (b) Evaluate the adequacy of the resources provided to the programme team to implement teaching-learning activities, and to conduct programme evaluation for quality improvement.

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1.3.4 The department must provide students with a conducive learning environment. *(This standard must be read together with standard 5.1.1 in Area 5, page 34.)*	1.3.4 Show how the department provides favourable conditions for teaching and learning.	5.1.3.4 Does the department provide students with favourable conditions for teaching and learning? How so?
1.3.5 The department must encourage innovations in teaching, learning and assessment.	1.3.5 Describe the department's initiatives to encourage innovations in teaching, learning and assessment.	5.1.3.5 Comment on the innovative efforts made by the department to improve teaching, learning and assessment.
1.3.6 The department must obtain feedback from stakeholders to improve the delivery of the programme outcomes.	1.3.6 State how the department obtains feedback and uses it to improve the delivery of the programme outcomes. Provide evidence.	5.1.3.6 Comment on how the department obtain feedback and uses it to improve the delivery of the programme outcomes.

AREA 2: ASSESSMENT OF STUDENT LEARNING[4]

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2.1 Relationship between Assessment and Learning Outcomes	**2.1 Relationship between Assessment and Learning Outcomes**	**5.2.1 Relationship between Assessment and Learning Outcomes**
2.1.1 Assessment principles, methods and practices must be aligned to the learning outcomes of the programme, consistent with the levels defined in the MQF.	2.1.1 Explain how assessment principles, methods and practices are aligned to the achievement of learning outcomes of the programme consistent with MQF level. *(The information given for this standard must be consistent with that of 1.2.4 in Area 1, page 6.)*	5.2.1.1 Comment on the alignment between assessment, learning outcomes and MQF level.
2.1.2 The alignment between assessment and the learning outcomes in the programme must be systematically and regularly reviewed to ensure its effectiveness.	2.1.2 Describe how the alignment between assessment and learning outcomes are regularly reviewed to ensure its effectiveness (please provide policy on the review, if any). Provide evidence.	5.2.1.2 Comment on the policy (if any) and effectiveness of regular reviews in aligning assessment and learning outcomes.
2.2 Assessment Methods	**2.2 Assessment Methods**	**5.2.2 Assessment Methods**
2.2.1 There must be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies.	2.2.1 Describe how a variety of assessment methods and tools are used in assessing learning outcomes and competencies. Show the utilisation of both summative and formative assessment methods within the programme. *(The information given for this standard must be*	5.2.2.1 Evaluate the effectiveness of the various methods and tools in assessing learning outcomes and competencies.

[4]Standards in this area are best read together with Guidelines to Good Practices: Assessment of Students, which is available on the MQA Portal, www.mqa.gov.my.

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	consistent with that of 1.2.4 in Area 1, page 6.)	
2.2.2 There must be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods.	2.2.2 (a) Explain how the department ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites (if applicable). (b) Indicate the authority and processes for verification and moderation of summative assessments. (c) What guidelines and mechanisms are in place to address plagiarism among students? (d) Are the assessment methods reviewed periodically? Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment and consultation with external assessors and examiners, students, alumni and industry).	5.2.2.2 (a) Evaluate how the department ensures the validity, reliability, integrity, currency and fairness of the assessment methods. (b) Comment on the guidelines and mechanisms to address academic plagiarism among students. (c) How and how often is the method of assessment reviewed?
2.2.3 The frequency, methods, and criteria of student assessment—including the grading system and appeal policies—must be documented and communicated to students on the commencement of the programme.	2.2.3 (a) Describe the student assessment methods in term of its duration, diversity, weight, criteria and coverage. Describe the grading system used. How are these documented and communicated to the students? (b) Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial	5.2.2.3 (a) How frequent and at what point are the assessment methods and appeal policies documented and communicated to students? (b) Are the grading and assessment practices publicised? If so, comment on the evidence provided on the publications.

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	measures. (c) How are results made available to the students for purposes of feedback on performance, review and corrective measures? (d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with? (e) Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.	How widely is this carried out? (c) How does the department ensure due process as well as opportunities for fair and impartial hearing? (d) Are the grading, assessment and appeal policies published consistent with the actual practices?
2.2.4 Changes to student assessment methods must follow established procedures and regulations and be communicated to students prior to their implementation.	2.2.4 Explain the processes in making changes to the assessment method. How are the changes made known to the students?	5.2.2.4 How are changes to the student assessment methods made? How are they communicated to the students?
2.3 Management of Student Assessment	**2.3 Management of Student Assessment**	**5.2.3 Management of Student Assessment**
2.3.1 The department and its academic staff must have adequate level of autonomy in the management of student assessment. (*This standard may not be*	2.3.1 Explain the roles, rights and power of the department and the academic staff in the management of student assessment.	5.2.3.1 Comment on the roles, rights and power of the department and the academic staff in the management of student assessment.

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applicable to certain programme arrangements.)		
2.3.2 There must be mechanisms to ensure the security of assessment documents and records.	2.3.2 Describe how the confidentiality and security of student assessment documents as well as academic records are ensured.	5.2.3.2 Comment on the mechanisms to ensure the security of assessment documents and records.
2.3.3 The assessment results must be communicated to students before the commencement of a new semester to facilitate progression decision.	2.3.3 Explain how and when continuous and final assessments results are made available to students.	5.2.3.3 How promptly do the students receive feedback on the assessment of their performance? Are the final results released before the commencement of a new semester?
2.3.4 The department must have appropriate guidelines and mechanisms for students to appeal their course results.	2.3.4 What guidelines and mechanisms on students' appeal against course results are in place?	5.2.3.4 Evaluate the guidelines and mechanisms on students' appeal against course results.
2.3.5 The department must periodically review the management of student assessment and act on the findings of the review. (For MQF level 6 and above, the review must involve external examiners.)	2.3.5 Explain how the department periodically reviews the management of student assessment and measures it take to address the issues highlighted by the review.	5.2.3.5 Evaluate the periodical review on the management of student assessment undertaken by the department and actions taken to address the issues highlighted by the review.

AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

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Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines For Preparing the Programme Accreditation Report**
3.1 Student Selection	**3.1 Student Selection**	**5.3.1 Student Selection**
3.1.1 The programme must have clear criteria and processes for student selection (including that of transfer students) and these must be consistent with applicable requirements.	3.1.1 (a) State the criteria and the mechanisms for student selection including that of transfer students and any other additional requirements, for example, those in relation to students with special needs. (b) Provide evidence that the students selected fulfil the admission policies that are consistent with applicable requirements. (c) Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).	5.3.1.1 (a) Comment on the clarity and appropriateness of the HEP's policies on student selection and student transfer, including those in relation to students with special needs? (b) How does the HEP ensure that the selected students have capabilities and fulfil the admission policies that are consistent with applicable requirements?
3.1.2 The criteria and processes of student selection must be transparent and objective.	3.1.2 (a) Explain how the selection criteria are accessible to the public. (b) If other additional selection criteria are utilised, describe them. (c) Show evidence that the admission policy and mechanisms are free from unfair discrimination and bias.	5.3.1.2 (a) Comment on Comment on the public dissemination of the selection criteria and mechanisms for student selection. (b) Where other additional selection criteria are utilised, examine the structure, objectivity and fairness. (c) How does the department ensure that the student selection process is free from unfair discrimination

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Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines For Preparing the Programme Accreditation Report**
3.2 Articulation and Transfer	**3.2 Articulation and Transfer**	**5.3.2 Articulation and Transfer**
3.2.1 The department must have well-defined policies and mechanisms to facilitate student mobility, which may include student transfer within and between institutions as well as cross-border.	3.2.1 Describe how the department facilitates student mobility, exchanges and transfers, nationally and internationally.	5.3.2.1 Comment on how the department facilitates national and transnational student mobility.
3.2.2 The department must ensure that the incoming transfer students have the capacity to successfully follow the programme.	3.2.2 Indicate how students accepted for transfer demonstrate comparable achievements in their previous programme of study.	5.3.2.2 Comment on the procedures to determine the comparability of achievement of incoming transfer students.
3.3 Student Support Services	**3.3 Student Support Services**	**5.3.3 Student Support Services**
3.3.1 Students must have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.	3.3.1 What support services are available to students? Show evidence that those who provide these services are qualified. What other additional support arrangements provided by other organisations are accessible to students?	5.3.3.1 (a) Evaluate the adequacy and quality of student support services listed. How do they contribute to the quality of student life? (b) If there are programmes conducted in campuses that are geographically separated, how is student support provided at the branch campuses? How well do these mechanisms work?

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3.3.2 There must be a designated administrative unit, with a prominent organisational status in the HEP, responsible for planning and implementing student support services staffed by individuals who have appropriate experience.	3.3.2 (a) Describe the roles and responsibilities of those responsible for student support services. (b) Describe the organisation and management of the student support services and maintenance of related student records.	5.3.3.2 (a) Comment on the unit responsible for planning and implementing student support services? How does it fit into the overall structure of the organisation in terms of hierarchy and authority? How qualified are the staff of this unit? Who does the head of this unit report to? (b) How prominent are the student support services compared to other major administrative areas within the HEP?
3.3.3 An effective induction to the programme must be available to new students with special attention given to out of state and international students as well as students with special needs.	3.3.3 How are students orientated into the programme?	5.3.3.3 Appraise the orientation of incoming students.
3.3.4 Academic, non-academic and career counselling must be provided by adequate and qualified staff.	3.3.4 (a) Describe the provision of the academic, non-academic and career counselling services to students. (b) How are the effectiveness of the academic, non-academic and career counselling services measured, and the progress of those who seek its services monitored? What plans are	5.3.3.4 (a) Comment on adequacy and qualifications of the academic, non-academic and career counsellors. (b) Evaluate the effectiveness of student counselling and support programmes, including

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	there to improve the services, including that of enhancing the skills and professionalism of the counsellors?	plans for improvements in counselling staff and services.
3.3.5 There must be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support.	3.3.5 Describe the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological and social support.	5.3.3.5 Evaluate the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological and social support.
3.3.6 The HEP must have clearly defined and documented processes and procedures in handling student disciplinary cases.	3.3.6 Describe the processes and procedures in handling disciplinary cases involving the students.	5.3.3.6 Comment on the processes and procedures in handling disciplinary cases involving the students.
3.3.7 There must be an effective mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.	3.3.7 What mechanism is available for students to complain and to appeal on academic and non-academic matters?	5.3.3.7 Appraise the mechanisms for complaints and appeals on academic and non-academic matters.
3.3.8 Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.	3.3.8 How are the adequacy, effectiveness and safety of student support services evaluated and ensured?	5.3.3.8 Comment on the effectiveness of the evaluation of student support services.

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3.4 Student Representation and Participation	**3.4 Student Representation and Participation**	**5.3.4 Student Representation and Participation**
3.4.1 There must be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare.	3.4.1 What policy and processes are in place for active student engagement especially in areas that affect their interest and welfare?	5.3.4.1 Evaluate the policy and processes that are in place for active student engagement especially in areas that affect their interest and welfare.
3.4.2 There must be adequate student representation and organisation at the institutional and departmental levels.	3.4.2 Explain student representation and organisation at the institutional and departmental levels.	5.3.4.2 Evaluate the adequacy of student representation and organisation at the institutional and departmental levels.
3.4.3 Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial and leadership skills in preparation for the workplace.	3.4.3 (a) What does the department do to facilitate students to develop linkages with external stakeholders? (b) How does the department facilitate students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace?	5.3.4.3 (a) Comment on students' linkages with external stakeholders. (b) Evaluate the department's role facilitating students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace.
3.4.4 Student activities and organisations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.	3.4.4 How does the department facilitate student activities and organisations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship?	5.3.4.4 Evaluate how the department facilitates student activities and organisations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.

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3.5 Alumni	**3.5 Alumni**	**5.3.4 Alumni**
3.5.1 The department must foster active linkages with alumni to develop, review and continuously improve the programme.	3.5.1 (a) Describe the linkages established by the department with the alumni. (b) Describe the role of the alumni in development, review and continuous improvement of the programme.	5.3.5.1 (a) Evaluate the linkages established by the department with the alumni. (b) Evaluate the involvement of the alumni in programme development, review and continuous improvement.

AREA 4: ACADEMIC STAFF[5]

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Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines For Preparing the Programme Accreditation Report**
4.1 Recruitment and Management	**4.1 Recruitment and Management**	**5.4.1 Recruitment and Management**
4.1.1 The department must have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.	4.1.1 Explain how the department's academic staff plan is consistent with HEP's policies and programme requirements.	5.4.1.1 Evaluate the consistency of the department's academic staff plan with HEP's policies and programme requirements.
4.1.2 The department must have a clear and documented academic staff recruitment policy where the criteria for selection are based primarily on academic merit and/or relevant experience.	4.1.2 (a) State the policy, criteria, procedures, terms and conditions of service for the recruitment of academic staff. (b) Explain the due diligence exercised by the department in ensuring that the qualifications of academic staff are from *bona fide* institutions.	5.4.1.2 (a) Appraise the academic staff selection policy, criteria, procedures, terms and conditions of service in terms of getting adequately qualified and/or experienced staff. (b) Comment on the due diligence exercised by the department in ensuring that the qualifications of academic staff are from *bona fide* institutions.

[5] Standards in this area are best read together with Guidelines to Good Practices: Academic Staff and Guidelines: Academic Staff Workload, which are available on the MQA Website, www.mqa.gov.my.

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4.1.3 The staff–student ratio[6] for the programme must be appropriate to the teaching-learning methods and comply with the programme standards for the discipline. *(This standard must be read together with Guidelines: Academic Staff Workload)*	4.1.3 Provide data on the staff–student ratio appropriate to the teaching-learning methods and consistent with the programme requirements.	5.4.1.3 Assess the appropriateness of staff–student ratio to the programme and the teaching methods used.
4.1.4 The department must have adequate and qualified academic staff responsible for implementing the programme. The expected ratio of full-time and part-time academic staff is 60:40[7].	4.1.4 (a) Provide summary information on every academic staff involved in conducting the programme in Table 5. **Table 5.** Summary information on academic staff involved in the programme	5.4.1.4 (a) Assess whether the department has adequate and qualified academic staff, including part- time academic staff necessary to implement the programme. (b) Comment on the turnover of the academic staff for the programme (for Full Accreditation only).

No.	Name and designation of academic staff	Appointment status (full-time, part-time, contract, etc.)	Nationality	Courses taught in this programme	Courses taught in other programmes	Academic qualifications		Research focus areas (Bachelor and above)	Past work experience		
						Qualifications, Field of Specialisation, Year of Award	Name of Awarding Institution and country		Positions held	Employer	Years of Service (Start and End)
1											
2											
3											
4											

[6] In computing the staff-student ratio, the department must convert part-time staff to full-time equivalent using a normal full-time staff workload (hours per week).
[7] In computing the full-time and part-time ratio, the department must convert part-time staff to full-time equivalent using a normal full-time staff workload (hours per week).

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	(b) Provide Curriculum Vitae of each academic staff teaching in this programme containing the following: i. Name ii. Academic Qualifications iii. Current Professional Membership iv. Current Teaching and Administrative Responsibilities v. Previous Employment vi. Conferences and Training vii. Research and Publications viii. Consultancy ix. Community Service x. Other Relevant Information (c) Provide information on turnover of academic staff for the programme (for Full Accreditation only).	
4.1.5 The policy of the department must reflect an equitable distribution of responsibilities among the academic staff.	4.1.5 Describe how the department ensures equitable distribution of duties and responsibilities among the academic staff.	5.4.1.5 Assess the policies and procedures on work distribution. Is the workload equitably distributed? (Refer to Table 5 for information on workload distribution.)

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4.1.6 The recruitment policy for a particular programme must seek diversity among the academic staff in terms of experience, approaches and backgrounds.	4.1.6 Describe how the recruitment policy for a particular programme seeks diversity among the academic staff such as balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches to the subject, and academic staff with multi-disciplinary backgrounds and experiences.	5.4.1.6 How does the department ensure diversity among the academic staff in terms of experience, approaches, and backgrounds?
4.1.7 Policies and procedures for recognition through promotion, salary increment or other remuneration must be clear, transparent and based on merit.	4.1.7 (a) State the policies, procedures and criteria (including involvement in professional, academic and other relevant activities, at national and international levels) for appraising and recognising academic staff. (b) Explain the policies, procedures and criteria for promotion, salary increment or other remuneration of academic staff. (c) How are the above information made known to the academic staff?	5.4.1.7 (a) How does appraisal of academic staff take into account their involvement in professional, academic and other relevant activities, at national and international levels? (b) Are the policies, procedures and criteria for recognition through promotion, salary increment or other remuneration of the academic staff clear, transparent and merit-based?

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4.1.8 The department must have national and international linkages to provide for the involvement of experienced academics, professionals and practitioners in order to enhance teaching and learning in the programme.	4.1.8 Describe the nature and extent of the national and international linkages to enhance teaching and learning in the programme.	5.4.1.8 Evaluate the nature and extent of the national and international linkages and how these enhance teaching and learning in the programme.
4.2 Service and Development	**4.2 Service and Development**	**5.4.2 Service and Development**
4.2.1 The department must have policies addressing matters related to service, development and appraisal of the academic staff.	4.2.1 Provide information on the departmental policy on service, development and appraisal of the academic staff.	5.4.2.1 Comment on the department's policy on service, development and appraisal of the academic staff.
4.2.2 The department must provide opportunities for academic staff to focus on their respective areas of expertise.	4.2.2 How does the department ensure that the academic staff are given opportunities to focus on their respective areas of expertise such as curriculum development, curriculum delivery, academic supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically-related administrative duties?	5.4.2.2 Comment on the opportunities given to the academic staff in order to focus on their areas of expertise such as curriculum development, curriculum delivery, supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically-related administrative duties.

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4.2.3 The HEP must have clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among academic staff.	4.2.3 (a) State the HEP policies on conflict of interest and professional conduct of academic staff. (b) State the HEP procedures for handling disciplinary cases.	5.4.2.3 (a) Comment on the HEP's policies on conflict of interest and professional conduct. (b) Comment on the HEP's procedures for handling disciplinary cases.
4.2.4 The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.	4.2.4 Describe the mechanisms and processes for periodic student evaluation of the academic staff. Indicate the frequency of this evaluation exercise. Show how this evaluation is taken into account for quality improvement.	5.4.2.4 Evaluate the mechanisms and processes for periodic student evaluation of the academic staff. Assess how this feedback is used for quality improvement.
4.2.5 The department must have a development programme for new academic staff and continuous professional enhancement for existing staff.	4.2.5 (a) State the policies for training, professional development and career advancement (e.g., study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.) of the academic staff. (b) Describe the mentoring system or formative guidance for new academic staff.	5.4.2.5 (a) Evaluate the extent and effectiveness of the academic staff development scheme. (b) Assess the formative guidance and mentoring provided for new academic staff. (c) Comment on the organised support available to assist academic staff to enhance teaching expertise in line with current trends in pedagogy, curriculum design, instructional materials and assessment.

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4.2.6 The HEP must provide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience.	4.2.6 Describe the opportunities available to academic staff to obtain professional qualifications and to participate in professional, academic and other relevant activities at national and international levels. How does this participation enhance the teaching-learning experience?	5.4.2.6 (a) Evaluate the support provided by the HEP and/or department for academic staff to participate in national and international activities. (b) How useful is this participation for the enrichment of the teaching-learning experience?
4.2.7 The department must encourage and facilitate its academic staff to play an active role in community and industry engagement activities.	4.2.7 Describe how the department encourages and facilitates academic staff in community and industry engagement activities. Describe how such activities are rewarded.	5.4.2.7 Comment on how the department encourages and facilitates academic staff in community and industry engagement activities.

AREA 5: EDUCATIONAL RESOURCES

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5.1 Physical Facilities	**5.1 Physical Facilities**	**5.5.1 Physical Facilities**
5.1.1 The programme must have sufficient and appropriate physical facilities and educational resources to ensure its effective delivery, including facilities for practical-based programmes and for those with special needs.	5.1.1 (a) List the physical facilities required for the programme in Table 6. . **Table 6**. List of physical facilities required for the programme	5.5.1.1 (a) Evaluate the sufficiency and appropriateness of physical facilities for the effective delivery of the curriculum. (b) Evaluate the adequacy and appropriateness of equipment and facilities provided for practical-based programmes and for students with special needs.

No.	Facilities required	Available for Year 1		To be provided			
				In Year 2		In Year 3	
		No.	Capacity	No.	Capacity	No.	Capacity
1	Lecture Halls						
2	Tutorial Rooms						
3	Discussion Rooms						
4	Laboratories and Workshops						
	- IT Lab						
	- Science Lab						
	-Engineering workshop						
	-Processing workshop						
	-Manufacturing workshop						
	-Studio						
	-Mock Kitchen						
	-Moot court						
	-Clinical Lab						
	-Others						

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5	Library and Information Centres						
	Learning Support Centres						
6	Learning Resources Support						
7	Student Social Spaces						
8	Other Facilities including ICT related facilities						

(b) Describe and assess the adequacy of the physical facilities and equipment (e.g., workshop, studio and laboratories) as well as human resources (e.g., laboratory professionals and technicians).

(c) Provide information on the clinical and practical facilities for programmes which requires such facilities. State the location and provide agreements if facilities are provided by other parties.

(d) Provide information on the arrangement for practical and industrial training.

(e) How are these physical facilities user friendly to those with special needs? Provide a copy of any technical standards that have been deployed for students with special needs.

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5.1.2 The physical facilities must comply with the relevant laws and regulations.	5.1.2 Show that the physical facilities comply with the relevant laws and regulations including issues of licensing.	5.5.1.2 Examine evidence of compliance of physical facilities to relevant laws and regulations including issues of licensing.
5.1.3 The library or resource centre must have adequate and up-to-date reference materials and qualified staff that meet the needs of the programme and research amongst academic staff and students.	5.1.3 (a) Explain the database system used in the library and resource centre. (b) State the number of staff in the library and resource centre and their qualifications. (c) Describe resource sharing and access mechanisms that are available to extend the library's capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme. (d) State the number of reference materials related to the programme in Table 7. **Table 7**. Reference materials supporting the programme	5.5.1.3 (a) Evaluate the adequacy of the library services. (b) Evaluate the adequacy and suitability of learning spaces in and around the library. (c) Comment on the quality of the library's databases and bibliographic search, computer and audio-visual capabilities in relation to the programme.

Resources supporting the programme (e.g., books, online resources, etc)		Journals		State other facilities such as CD ROM, Video and electronic reference material
Number of Title	Number of Collection	Number of Title	Number of Collection	

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5.1.4 The educational resources, services and facilities must be maintained and periodically reviewed to improve the quality and appropriateness.	5.1.4 (a) Describe how the HEP maintains, reviews and improves the adequacy, currency and quality of its educational resources and the role of the department in these processes. (b) Provide the information on, and provision for, the maintenance of the physical learning facilities.	5.5.1.4 (a) Evaluate how the HEP maintains, reviews and improves the adequacy, currency and quality of educational resources and assess the role of the department in these processes. (b) Assess the condition and the provision for the maintenance of the physical learning facilities.
5.2 Research and Development (*Please note that the standards on Research and Development are largely directed to universities and university colleges*)	**5.6 Research and Development** (*Please note that the standards on Research and Development are largely directed to universities and university colleges*)	**5.5.1 Research and Development** (*Please note that the standards on Research and Development are largely directed to universities and university colleges)*
5.2.1 The department must have a research policy with adequate facilities and resources to sustain them.	5.2.1 (a) Describe the policies, facilities and budget allocation available to support research. (b) Describe the research activities of the department and the academic staff involved in them.	5.5.2.1 (a) Appraise the research policy. How does the department policy foster the relationship between research and scholarly activity and education? (b) Comment on the research priorities, allocation of budget and facilities provided. (c) Comment on the extent of research activities in the department by looking into the

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		number of academic staff members who are principal investigators, the value of research grants, and the priority areas for research.
5.2.2 The interaction between research and learning must be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship and development.	5.2.2 (a) Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and the teaching-learning activities in the department. (b) State any initiatives taken by the department to engage students in research.	5.5.2.2 Evaluate the interaction between research and learning reflected in the curriculum. How does it influence current teaching, and prepare students for engagement in research, scholarship and development?
5.2.3 The department must periodically review its research resources and facilities and take appropriate action to enhance its research capabilities and to promote a conducive research environment.	5.2.3 Describe the processes by which the department review its research resources and facilities and the steps taken to enhance its research capabilities and environment.	5.5.2.3 Comment on the effectiveness of the department's review of its research resources and facilities. Comment on the steps taken to enhance its research capabilities and environment.
5.3 Financial Resources	**5.3 Financial Resources**	**5.5.3 Financial Resources**
5.3.1 The HEP must demonstrate financial viability and	5.3.1 Provide audited financial statements or certified supporting documents for the last three consecutive	5.5.3.1 Comment on the financial viability and sustainability of the HEP to

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sustainability for the programme.	years. Explain the financial viability and sustainability based on the provided statements/documents.	support the programme.
5.3.2 The department must have clear procedures to ensure that its financial resources are sufficient and managed efficiently.	5.3.2 Demonstrate that the department has clear procedures to ensure that its financial resources are sufficient and managed efficiently.	5.5.3.2 (a) Evaluate the department's procedures to ensure that its financial resources are sufficient and managed efficiently. (b) Are there indications that the quality of the programme is being compromised by budgetary constraints? If there is a current or potential financial imbalance in this regard, does the HEP have a credible plan to address it?
5.3.3 The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the department.	5.3.3(a) Indicate the responsibilities and lines of authority in terms of budgeting and resource allocation in the HEP with respect to the specific needs of the department. (b) Describe the HEP's financial planning for the programme in the next two years.	5.5.3.3 Comment on the responsibilities and lines of authority of the HEP with respect to budgeting and resource allocation for the department.

AREA 6: PROGRAMME MANAGEMENT

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6.1 Programme Management	**6.2 Programme Management**	**5.6.1 Programme Management**
6.1.1 The department must clarify its management structure and function, and the relationships between them, and these must be communicated to all parties involved based on the principles of responsibility, accountability and transparency.	6.1.1 (a) Describe the management structure and functions, and the main decision-making components of the department, as well as the relationships between them. How are these relationships made known to all parties involved? (b) Indicate the type and frequency of department meetings. .	5.6.1.1 (a) Comment on the management structures and functions of the department and how their relationship within the department is defined. How are these being communicated to all stakeholders involved based on principles of transparency, accountability and authority? (b) Comment on the structure and composition of the committees in the department. (c) What effect do these relationships have on the programme?
6.1.2 The department must provide accurate, relevant and timely information about the programme which are easily and publicly accessible, especially to prospective students.	6.1.2 Describe the policies and procedures that ensure accurate, relevant and timely information about the programme which are easily and publicly accessible, especially to prospective students.	5.6.1.2 Comment on the policies and procedures to ensure accurate, relevant, timely, and easily and publicly accessible information about the programme, especially to prospective students.
6.1.3 The department must have policies, procedures and	6.1.3 (a) Describe the policies, procedures and mechanisms for regular review and updating	5.6.1.3 (a) Comment on the policies, procedures and mechanisms

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mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.	of the department's structures, functions, strategies and core activities to ensure continuous quality improvement. Identify person(s) responsible for continuous quality improvement within the department. (b) Highlight the improvements resulting from these policies, procedures and mechanisms.	for regular review and updating of the department's structures, functions, strategies and core activities. (b) Comment on the continuous quality improvement resulting from these policies, procedures and mechanisms.
6.1.4 The academic board of the department must be an effective decision-making body with an adequate degree of autonomy.	6.1.4 Show evidence (such as terms of reference, minutes of meeting) that the academic board of the department is an effective decision-making body with adequate autonomy.	5.6.1.4 Comment on the academic board of the department as an effective decision-making body and its degree of autonomy.
6.1.5 Mechanisms to ensure functional integration and comparability of educational quality must be established for programmes conducted in different campuses or partner institutions. *(This standard must be read together with standard 7.1.7 in Area 7, page 45.)*	6.1.5 Describe the arrangements agreed upon by the HEP and its different campuses or partner institutions—for example, collaborative programmes, joint awards, collaborative research, student exchange arrangements—to assure functional integration and comparability of educational quality.	5.6.1.5 Comment on the arrangement between the main campus and the branch campuses or partner institutions. Evaluate the mechanisms that exist to assure functional integration and comparability of educational quality.
6.1.6 The department must conduct internal and external consultations, and market needs and graduate employability analyses. *(This standard must be read*	6.1.6 Show evidence of internal and external consultations, and market needs and graduate employability analyses.	5.6.1.6 Comment on the evidence of internal and external consultations, and market needs and graduate employability analyses.

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together with standards 1.1.2, 1.2.2 and 7.1.6 in Area 1, page 1 & 4 and Area 7, page 45.)		
6.2 Programme Leadership	**6.2 Programme Leadership**	**5.6.2 Programme Leadership**
6.2.1 The criteria for the appointment and the responsibilities of the programme leader must be clearly stated.	6.2.1 Explain the criteria for the appointment and job description of the programme leader.	5.6.2.1 (a) Comment on the criteria for the appointment and the responsibilities of the programme leader.
6.2.2 The programme leader must have appropriate qualification, knowledge and experiences related to the programme he/she is responsible for.	6.2.2 Indicate the programme leader of this programme. Describe the qualifications, experiences, tenure, and responsibilities of the programme leader.	5.6.2.2 (a) Comment on the appropriateness and suitability of the programme leader. (b) Evaluate the effectiveness of programme leader's relationship with the academic staff and students.
6.2.2 There must be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.	6.2.3 Describe the relationship between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.	5.6.2.3 Comment on the mechanisms and processes of communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

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6.3 Administrative Staff	**6.3 Administrative Staff**	**5.6.3 Administrative Staff**
6.3.1 The department must have sufficient number of qualified administrative staff to support the implementation of the programme and related activities.	6.3.1 (a) Describe the structure of the administrative staff which supports the programme. (d) Explain how the number of the administrative staff is determined in accordance to the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of service. (c) State (in Table 8) the numbers required and that are available, job category and minimum qualification for administrative staff of the programme. **Table 8**. Administrative staff for the programme	5.6.3.1 Comment on the appropriateness and sufficiency of the administrative staff who support the implementation of the programme.

No.	Job Category	Minimum qualification	Number of staff required	Current number
1				
2				
3				

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6.3.2 The HEP must conduct regular performance review of the administrative staff of the programme.	6.3.2 State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff of the programme.	5.6.3.2 Evaluate how the department reviews the performance of the administrative staff of the programme.
6.3.3 The department must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.	6.3.3 Describe the training scheme for the advancement of the administrative staff and show how this scheme fulfils the current and future needs of the programme.	5.6.3.3 Evaluate the effectiveness of the training scheme for the advancement of the administrative staff and how it fulfils the current and future needs of the programme.
6.4 Academic Records	**6.4 Academic Records**	**5.6.4 Academic Records**
6.4.1 The department must have appropriate policies and practices concerning the nature, content and security of student, academic staff and other academic records.	6.4.1 (a) State the policies and practices on the nature, content and security of student, academic staff and other academic records at the departmental level and show that these policies and practices are in line with those of the HEP. (b) Explain the policies and practices on retention, preservation and disposal of student, academic staff and other academic records.	5.6.4.1 (a) Comment on the policies and practices of the nature, content and security of student, academic staff and other academic records. (b) Evaluate the policies and practices on retention, preservation and disposal of these records.
6.4.2 The department must maintain student records relating to their admission, performance, completion and graduation in	6.4.2 Explain how the department maintains student records relating to their admission, performance, completion and graduation.	5.6.4.2 Evaluate the maintenance of student records by the department relating to their admission, performance, completion and graduation.

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such form as is practical and preserve these records for future reference.		
6.4.3 The department must implement policies on the rights of individual privacy and the confidentiality of records.	6.4.3 Describe how the department ensures the rights of individual privacy and the confidentiality of records.	5.6.4.3 Evaluate the implementation of the policy on privacy and the confidentiality of records.
6.4.4 The department must continually review policies on the security of records, including the increased use of electronic technologies and safety systems.	6.4.4 Describe the department's review policies on security of records and safety systems and its plans for improvements.	5.6.4.4 Comment on the effectiveness of the department's review of its policies on security of records and safety systems.

AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

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7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement	**7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement**	**5.7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement**
7.1.1 The department must have clear policies and appropriate mechanisms for regular monitoring and review of the programme.	7.1.1 Describe the policies and mechanisms for regular monitoring and review of the programme.	5.7.1.1 Comment on the policies and mechanisms for regular monitoring and review of the programme.
7.1.2 The department must have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.	7.1.2 Describe the roles and the responsibilities of the Quality Assurance unit responsible for internal quality assurance of the department.	5.7.1.2 Assess the roles and the responsibilities of the Quality Assurance unit responsible for the internal quality assurance of the department.
7.1.3 The department must have an internal programme monitoring and review committee with a designated head responsible for continual review of the programme to ensure its currency and relevancy.	7.1.3 (a) Describe the structure and the workings of the internal programme monitoring and review committee. (b) Describe the frequency and mechanisms for monitoring and reviewing the programme. (c) Describe how the department utilises the feedback from a programme monitoring and review exercise to further improve the programme. (d) Explain how the monitoring and review	5.7.1.3 (a) Comment on the structure and workings of the programme monitoring and review committee. (b) Evaluate the frequency and effectiveness of the mechanisms for monitoring and reviewing the programme in identifying strengths and weaknesses to ensure the achievement of programme learning outcomes.

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	processes help ensure that the programme keeps abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.	. (c) How are the findings from the review utilised to improve the programme? (d) How current are the contents and how are these updated to keep abreast with the advances in the discipline and to meet the current needs of the society?
7.1.4 The department's review system must constructively engage stakeholders, including the alumni and employers as well as the external experts, whose views are taken into consideration. *(This standard must be read together with standard 1.2.3 in Area 1, page 5)*	7.1.4 Which stakeholders are involved in a programme review? Describe their involvement and show how their views are taken into consideration.	5.7.1.4 (a) How does the department ensure the involvement of stakeholders in a programme review? (b) Comment on the nature of their involvement and how their views are taken into consideration.
7.1.5 The department must make the programme review report accessible to stakeholders.	7.1.5 Explain how the department informs the stakeholders the result of a programme assessment and how their views on the report are taken into consideration in the future development of the programme.	5.7.1.5 Evaluate how the programme review report is made accessible to stakeholders and how their views are used for future development of the programme.

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7.1.6 Various aspects of student performance, progression, attrition, graduation and employment must be analysed for the purpose of continual quality improvement.	7.1.6 Explain how student performance, progression, attrition, graduation and employment are analysed for the purpose of continual quality improvement? Provide evidence.	5.7.1.6 (a) Evaluate how the various aspects of student performance, progression, attrition, graduation and employment are analysed for the purpose of continual quality improvement. (b) Comment on the rate of attrition and the reasons for it.
7.1.7 In collaborative arrangements, the partners involved must share the responsibilities of programme monitoring and review. *(This standard must be read together with standard 6.1.5 in Area 6, page 38)*	7.1.7 Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.	5.7.1.7 In collaborative arrangements, evaluate the relationship between the parties involved in programme monitoring and review.
7.1.8 The findings of a programme review must be presented to the HEP for its attention and further action.	7.1.8 Describe how the findings of the review are presented to the HEP and its further action therefrom.	5.7.1.8 Evaluate how the findings of the review are disseminated to the HEP. Comment on the action taken thereon.
7.1.9 There must be an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.	7.1.9 Explain the integral link between the departmental quality assurance processes and the achievement of the institutional purpose.	5.7.1.9 Evaluate the integral link between the departmental quality assurance processes and the achievement of the institutional purpose.

Sebarang maklumat dan pertanyaan lanjut berkaitan akreditasi program

Sila hubungi :

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