



UNIVERSITI PUTRA MALAYSIA
AGRICULTURE • INNOVATION • LIFE

**SESI PENERANGAN KEPADA FAKULTI
BERKAITAN
COPPA EDISI KEDUA**

**28 Februari 2018
&
1,2 dan 7 Mac 2018**



BERILMU BERBAKTI
WITH KNOWLEDGE WE SERVE

www.upm.edu.my

TUJUAN

Tujuan sesi penerangan ini adalah untuk :

- (a) memperkenalkan COPPA Edisi Kedua ;**
- (b) menerangkan tentang keperluan baharu standard COPPA Edisi Kedua; dan**
- (c) menerangkan tentang keperluan penyediaan dokumen/maklumat program oleh fakulti berdasarkan keperluan COPPA Edisi Kedua**

KOD AMALAN AKREDITASI PROGRAM

CODE OF PRACTICE FOR PROGRAMME ACCREDITATION (COPPA)

2nd EDITION

Mapping of Sections 2, 3 and 6
of COPPA 2nd Edition (2017)

Downloads



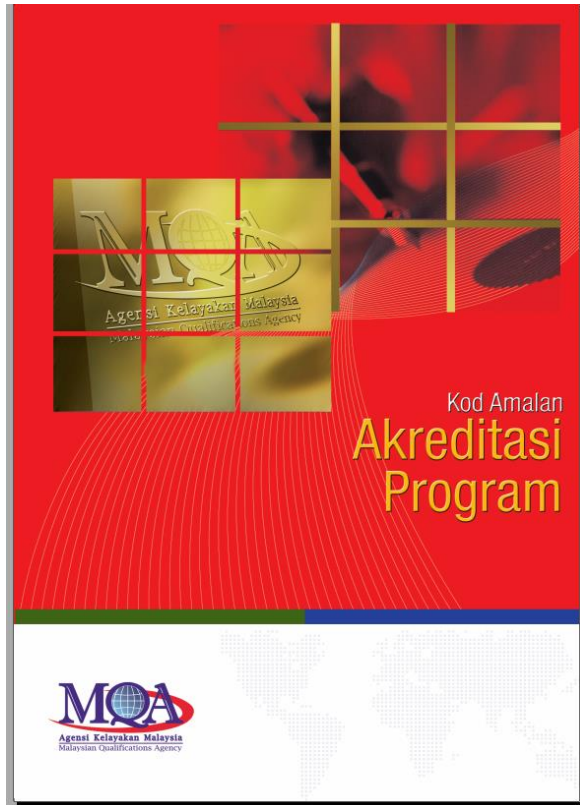
Guidance to
the POA for
assessment

Standards of
seven areas

Information on
standards –
to be provided
by HEPs

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY¹

Section 2: Criteria and Standards for Programme Accreditation	Mapping of Section 3: Submission of Accreditation Report	Section 6: Guidelines for Preparing the Programme Accreditation Report
1.1 Statement of Educational Objectives and Academic Learning Outcomes	1.1 Statement of Educational Objectives and Academic 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?



2008 – Edisi Pertama

2017 – Edisi Kedua



Ruj. Kami : MQA-100-1/7/1 Jilid 2 (1)

Tarikh : 25 November 2017

KEPADA SEMUA PEMBERI PENDIDIKAN TINGGI (PPT)

Tuan/Puan,

PEKELILING MQA BIL. 5/2017

PEMAKAIAN KOD AMALAN AKREDITASI PROGRAM (CODE OF PRACTICE FOR PROGRAMME ACCREDITATION, COPPA) EDISI KEDUA

Dengan hormatnya, saya merujuk kepada perkara di atas.

2. S...
3. B...
4. C...
5. COPPA Edisi Kedua akan digunakan oleh MQA bagi tujuan penilaian dan menjadi panduan kepada PPT dalam melaksanakan amalan berkaitan pengendalian program di institusi masing-masing. Untuk penemuatannya adalah terpakai kepada semua PPT dalam penyediaan dokumen permohonan Akreditasi Sementara dan Akreditasi penuh. Butiran berikut:

TARIKH	PERKARA
1 April 2018	<ul style="list-style-type: none"> Semua permohonan Akreditasi Sementara dan Akreditasi hendaklah menggunakan COPPA Edisi Kedua sepenuhnya. COPPA Edisi Kedua akan digunakan sepenuhnya dalam proses penilaian MQA.

6. Untuk mematuhi, dokumen pemetaan Seksyen 2, 3 dan 6 COPPA Edisi Kedua berserta B...

Sekian, terima kasih.

"BERKUALITI UNTUK NEGARA"

Saya

(PRO...

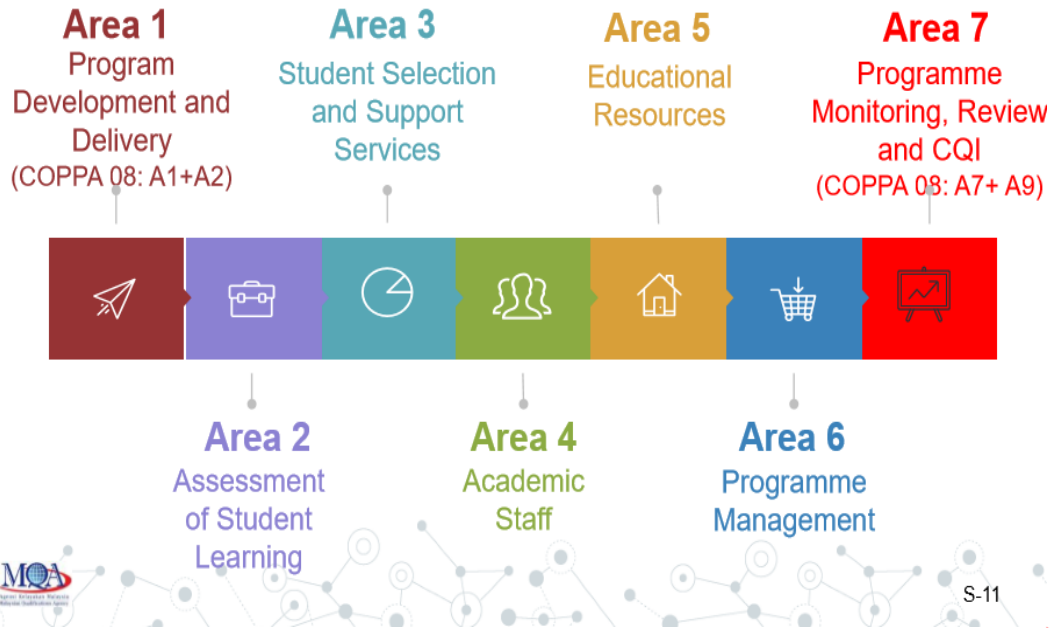
April

1

2018

Standards for Programme Accreditation (2017)

1 The 9 areas of evaluation were collapsed to 7 areas



2 The 2 levels of attainment (basic and enhanced standards) were restructured into **1 attainment level** and named as **'standards'**.

NEW!

3 Areas of Evaluation	COPPA 2008		NEW! Areas of Evaluation	COPPA 2 nd edition No. of Standards
	No. of BS*	No. of ES*		
Area 1: Vision, Mission, Educational Goals and Learning Outcomes	7	4	Area 1: Programme Development and Delivery	17
Area 2: Curriculum Design and Delivery	19	11	Area 2: Assessment of Student Learning	11
Area 3: Assessment of Students	11	5	Area 3: Student Selection and Support Services	20
Area 4: Student Selection and Support Services	21	13	Area 4: Academic Staff	15
Area 5: Academic Staff	11	4	Area 5: Educational Resources	10
Area 6: Educational Resources	12	10	Area 6: Programme Management	16
Area 8: Leadership, Governance and Administration	11	6	Area 7: Programme Monitoring, Review and Continual Quality Improvement	9
Area 7: Programme Monitoring and Review	5	4		
Area 9: Continual Quality Improvement	3	2		
TOTAL	100	59		
GRAND TOTAL		159		

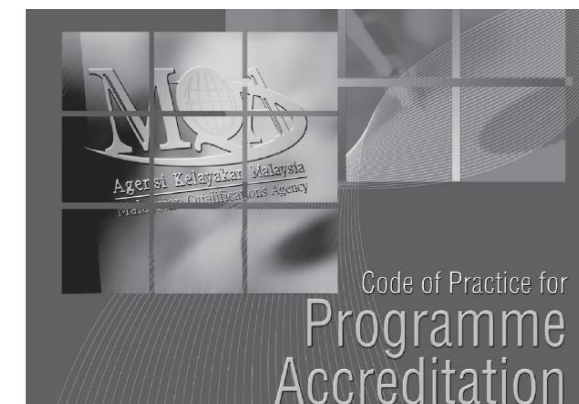
Reduce from 159 to 98

S-13

*BS = Basic Standards *ES = Enhanced Standards

PERBEZAAN ANTARA EDISI

Bil	COPPA 1 st Edition	COPPA 2 nd Edition
1.	9 areas	7 areas
2.	2 levels of attainment : Benchmark and Enhanced Standard	1 level of attainment : Standard
3.	159 standards	Revised and restructured to 98 standards with 4 significant new and improved standards : (a) Active linkages with alumni (b) Financial viability (c) Maintenance of student records (d) Quality Assurance Unit
4.	6 Sections	<ul style="list-style-type: none"> 6 sections are maintained and reviewed in terms of updating information, agency and related forms and processes.
5.	Requirement for Submission for Provisional and Full Accreditation : Part A : General Information Part B : Programme Description Part C : Programme Standards Part D : PSRR	<ul style="list-style-type: none"> Requirement for Submission for Provisional Accreditation : Part A : General Information Part B : Programme Description Part C : Programme Standards Requirement for Submission for Full Accreditation : Part A : General Information Part B : Programme Description Part C : Programme Standards (PSRR is embedded in Part C.)



The review primarily focused on the standards for accreditation in Section 2 COPPA, while the rest of the sections in



**Published in
Sept
2008**

SECTION 1 :	AN OVERVIEW OF QUALITY ASSURANCE OF MALAYSIAN HIGHER EDUCATION
SECTION 2 :	GUIDELINES ON CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION
SECTION 3 :	SUBMISSION FOR PROVISIONAL AND FULL ACCREDITATION
SECTION 4 :	PROGRAMME ACCREDITATION
SECTION 5 :	THE PANEL ASSESSORS
SECTION 6 :	GUIDELINES FOR PREPARING THE PROGRAMME ACCREDITATION REPORT

KRITERIA DAN STANDARD AKREDITASI PROGRAM

2008 – *Edisi Pertama*

- Standard Asas / *Benchmark Standard*
 - **wajib** dicapai
 - kepatuhan terhadapnya wajib dibuktikan semasa pelaksanaan akreditasi program
- Standard Tinggi / *Enhanced Standard*
 - **patut** dicapai semasa institusi berkenaan terus berusaha untuk meningkatkan kualitinya.



Standard

- **wajib dicapai dan kepatuhan terhadapnya wajib dibuktikan semasa pelaksanaan akreditasi program**

2017 – *Edisi Kedua*

2017 – *Edisi Kedua*



CODE OF PRACTICE FOR PROGRAMME ACCREDITATION (COPPA)

2nd EDITION (2017)

MALAYSIAN QUALIFICATIONS AGENCY



COPPA Edisi Pertama				COPPA Edisi Kedua	
		Standard Asas	Standard Tinggi	Standard	
Bidang 1: Visi, Misi, matlamat Pendidikan dan Hasil Pembelajaran (Vision, Mission, Educational Goals and Learning Outcomes)				Area 1: Programme Development and Delivery	
	Bilangan Standard	7	4		17
1.1	Penyataan Tujuan, Objektif dan hasil Pembelajaran (Statement of Programme Aims, Objectives and Learning Outcomes)			1.1	Statement of Educational Objectives of Academic Programme and Learning Outcome
1.2	Hasil Pembelajaran (Learning Outcome)			1.2	Programme Development : Process, Content, Structure and Teaching-Learning Methods
				1.3	Programme Delivery
Bidang 2 : Rekabentuk dan Penyampaian Kurikulum (Curriculum Design and Delivery)					
	Bilangan Standard	19	11		
2.1	Autonomi Akademik (Academic Autonomy)				
2.2	Reka bentuk Program dan Kaedah Pengajaran-Pembelajaran (Programme Design And Teaching-Learning Methods)				
2.3	Kandungan dan Struktur Kurikulum (Curriculum Content And Structure)				
2.4	Pengurusan Program (Management Of The Programme)				
2.5	Hubungan dengan Pihak Berkepentingan Luar (Linkages with External Stakeholders)				

COPPA Edisi Pertama			COPPA Edisi Kedua	
		Standard Asas	Standard Tinggi	Standard
Bidang 3: Penilaian Pelajar (Assessment of Student)			Area 2 : Assessment of Student Learning	
	Bilangan Standard	11	5	11
3.1	Hubungan Penilaian dan Pembelajaran (Relationship between Assessment and Learning)			2.1 Relationship between Assessment and Learning
3.2	Kaedah Penilaian (Assessment Method)			2.2 Outcomes
3.3	Pengurusan Penilaian Pelajar (Management of Student Assessment)			2.3 Assessment Method Management of Student Assessment
Bidang 4: Pemilihan dan Khidmat Sokongan Pelajar (Student Selection and Support Services)			Area 3: Student Selection and Support Services	
	Bilangan Standard	21	13	20
4.1	Kemasukan dan Pemilihan (Admission and Selection)			3.1 Student Selection
4.2	Peraturan Artikulasi, Pemindahan Kredit dan Pengecualian Kredit (Articulation Regulations, Credit Transfer and Credit Exemption)			3.2 Articulation and Transfer
4.3	Pemindahan Pelajar (Transfer of Students)			3.3 Student Support Services
4.4	Perkhidmatan Sokongan Pelajar dan Kegiatan Kokurikulum (Student support services and Co-curricular Activities)			3.4 Student Representation and Participation
4.5	Perwakilan dan Penglibatan Pelajar (Student Representation and Participation)			3.5 Alumni
4.6	Alumni (Alumni)			

COPPA Edisi Pertama				COPPA Edisi Kedua	
			Standard Asas	Standard Tinggi	Standard
Bidang 5: Staf Akademik (Academic Staff)				Area 4 : Academic Staff	
	Bilangan Standard		11	4	15
5.1	Pengambilan dan Pengurusan (Recruitment and Management)			4.1	Recruitment and Management
5.2	Perkhidmatan dan Pembangunan (Service and Development)			4.2	Service and Development
Bidang 6: Sumber Pendidikan (Educational Resources)				Area 5 : Educational Resources	
	Bilangan Standard		10	12	10
6.1	Kemudahan Fizikal (Physical Facilities)			5.1	Physical Facilities
6.2	Penyelidikan dan Pembangunan (Research Development)			5.2	Research and Development
6.3	Kepakaran Pendidikan (Educational Expertise)			5.3	Financial Resources
6.4	Pertukaran Pendidikan (Educational Exchanges)				
6.5	Peruntukan Kewangan (Financial Allocation)				

COPPA Edisi Pertama				COPPA Edisi Kedua	
		Standard Asas	Standard Tinggi	Standard	
Bidang 8 : Kepimpinan, Governan dan Pentadbiran (Leadership, Governance and Administration)				Area 6 : Programme Management	
	Bilangan Standard	11	6		16
8.1.	Governan (<i>Governance</i>)			6.1	Programme Management
8.2	Kepimpinan Akademik Program (<i>Academic Leadership of the Programme</i>)			6.2	Programme Leadership
8.3	Staf Pentadbiran dan Pengurusan (<i>Administrative and Management Staff</i>)			6.3	Administrative Staff
				6.4	Records
Bidang 7 : Pemantauan dan Semakan Program (Programme Monitoring and Review)				Area 7 : Programme Monitoring, Review and Continual Quality Improvement	
	Bilangan Standard	5	4		9
7.1	Mekanisme Pemantauan dan Semakan Program (<i>Mechanism for Programme Monitoring and Review</i>)			7.1	Mechanisms for Programme Monitoring, Review and Continual Quality Improvement
7.2	Penglibatan Pihak Berkepentingan (<i>Involvement of Stakeholders</i>)				
Bidang 9 : Penambahbaikan Kualiti Berterusan (Continual Quality Improvement)					
	Bilangan Standard	3	2		
9.1	Penambahbaikan Kualiti (<i>Continual Quality Improvement</i>)				
		100	59		
		159 standards			98 standards

Permohonan Akreditasi

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY¹

Kriteria & Standard

Panel Penilai

Mapping of COPPA 2 nd 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. <i>(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)</i>	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

¹For 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.

COPPA EDISI PERTAMA	COPPA EDISI KEDUA
<p>1.1. Statement of Programme Aims, Objectives and Learning Outcomes A programme's stated aims, objectives and learning outcomes reflect what it wants the learner to achieve. It is crucial for these aims, objectives and learning outcomes to be expressed explicitly and be made known to learners and other stakeholders alike.</p> <p>1.1.1 Benchmarked Standards</p> <ul style="list-style-type: none"> • The programme must define its aims, objectives and learning outcomes and make them known to its internal and external stakeholders. • The programme objectives must reflect the key elements of the outcomes of higher education that are in line with national and global developments. • The programme aims, objectives and learning outcomes <u>must be developed in consultation with principal stakeholders which should include the academic staff.</u> • The programme aims, objectives and learning outcomes must be consistent with, and supportive of, the HEP's vision and mission. <p>1.1.2 Enhanced Standards</p> <ul style="list-style-type: none"> • The aims, objectives and learning outcomes of the programme should <u>encompass qualities in the areas of social responsibility, research and scholarly attainment, community involvement, ethical values, professionalism, and knowledge creation.</u> • The department should <u>consult relevant stakeholders, particularly potential employers,</u> when formulating programme aims and objectives. • The programme aims, objectives and learning outcomes should be periodically reviewed in consultation with a wide range of stakeholders that may include the alumni, industry, community, civil society organisations and international peers. 	<p>1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes</p> <p>1.1.1 The programme must be consistent with, and supportive of, the vision, mission and goals of the HEP.</p> <p>1.1.2 The programme must be considered only after a <u>needs assessment</u> has indicated that there is a need for the programme to be offered. <i>(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)</i></p> <p>1.1.3 The department must state its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment, and ensure <u>constructive alignment</u> between them. <i>(This standard must be read together with standard 1.2.4 in Area 1, page 6)</i></p> <p>1.1.4 The programme learning outcomes must correspond to an MQF level descriptors and the <u>eight MQF learning outcomes</u> domains: i. Knowledge, ii. Practical skills, 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.</p>
<p>1.2 Learning Outcomes The quality of a programme is ultimately assessed by the ability of the learner to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the learning outcomes to be achieved by the learner.</p> <p>1.2.1 Benchmarked Standards</p> <ul style="list-style-type: none"> • The programme must <u>define the competencies</u> that the student should demonstrate on completion of the programme that cover mastery of body of knowledge; practical skills; social skills and responsibilities; values, attitudes and professionalism; problem solving and scientific skills; communication, leadership and team skills; information management and lifelong learning skills; and managerial and entrepreneurial skills. • The programme must demonstrate how the <u>component modules contribute to the fulfilment of the programme's learning outcomes.</u> • The programme must show how the student is able to demonstrate the learning outcomes, for example, through summative assessments. <p>1.2.2 Enhanced Standards</p> <ul style="list-style-type: none"> • The programme should specify <u>the link between competencies expected at completion of studies and those required during career undertakings and further studies.</u> 	<p>1.1.5 Considering the stated learning outcomes, the programme must indicate the <u>career and further studies options</u> available to the students on completion of the programme.</p>



COPPA Edisi Pertama

1.1 Statement of Programme Aims, Objectives and Learning Outcomes

Information on Benchmarked Standards

1.1.1 State the aims, objectives and the learning outcomes of the programme. How are these aims, objectives and learning outcomes made known to the department's internal and external stakeholders? Who were consulted in developing the aims, objectives and learning outcomes of the programme?

1.1.2 What is the vision and mission of the HEP? Show how the aims, objectives and learning outcomes of the programme are in line with, and supportive of, the vision and mission of the HEP.

1.1.3 Provide the justification for the proposed programme. How does this programme fulfil the market needs and contribute to the social and national development? How does this programme relate to other programmes offered by the department?

Information on Enhanced Standards

1.1.4 How do the programme aims, objectives and learning outcomes incorporate issues of leadership, social responsibility, scholarship, community involvement, ethical values and professionalism?

1.1.5 Indicate those who are consulted -- and the degree of their involvement -- in both the formulation and periodic review of programme aims, objectives and learning outcomes.

1.2 Learning Outcomes

Information on Benchmarked Standards

1.2.1 State the programme learning outcomes according to the level of study based on the following eight MQF learning outcomes domains: i. Knowledge ii. Practical skills 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 1.2.2 Map the learning outcomes of the individual courses to the eight MQF domains. (Matrix of Programme and Module Learning Outcomes as provided in Table 3)

1.2.3 Show how the achievement of the learning outcomes are measured.

1.2.4 Describe how the learning outcomes relate to the existing and emergent needs of the profession and the discipline.

Information on Enhanced Standards

1.2.5 Explain how the competencies are related to the needs of the students' future workplace.

COPPA Edisi Kedua

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.

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?

(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)

1.1.3 (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 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.

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

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?



The sample of this report is intended For REFERENCE ONLY and should not be considered as absolute answers. Programme provider/Panel are required to answer in their own words.

Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
AREA 1 : PROGRAMME DEVELOPMENT AND DELIVERY	AREA 1 : PROGRAMME DEVELOPMENT AND DELIVERY
1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes	1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes
1.1.1 The <u>programme</u> must be consistent with, and supportive of, the vision, mission and goals of the HEP.	1.1.1 Explain how the <u>programme</u> is in line with, and supportive of, the vision, mission and goals of the HEP. FAKULTI <u>penyataan PEO program</u>
1.1.2 The <u>programme</u> must be considered only after a needs assessment has indicated that there is a need for the <u>programme</u> to be offered. <i>(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)</i>	1.1.2 Provide evidence and explain how the department has considered market and societal demand for the <u>programme</u> . In what way is this proposed <u>programme</u> an enhanced of the other? <i>(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)</i> FAKULTI <u>kajian pasaran (industry & profesion), keperluan masyarakat (cth dasar kerajaan, kajian terkini, isu-isu semasa), penilai luar</u>
1.1.3 The department must state its <u>programme</u> educational objectives, learning outcomes, teaching and learning strategies, and <u>assessment and</u> ensure constructive alignment between them. <i>(This standard must be read together with standard 1.2.4 in Area 1, page 6)</i>	1.1.3 (a) State the educational objectives, learning outcomes, teaching and learning strategies, and assessment of the <u>programme</u> . FAKULTI <u>penyataan PEO dan PO</u> (b) Map the <u>programme</u> learning outcomes against the <u>programme</u> educational objectives. (Provide information in Table 1) FAKULTI <u>pemetaan PEO dan PO</u>



AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

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.

FAKULTI

penyataan PEO program

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.

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?

(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)

(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)

FAKULTI

kajian pasaran (industry & profesion), keperluan masyarakat (cth dasar kerajaan, kajian terkini, isu-isu semasa), penilai luar

1.1.3 The department must state its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment and ensure constructive alignment between them.

1.1.3 (a) **State** the educational objectives, learning outcomes, teaching and learning strategies, and assessment of the programme.

(This standard must be read together with standard 1.2.4 in Area 1, page 6)

FAKULTI

penyataan PEO dan PO

(b) **Map** the programme learning outcomes against the programme educational objectives. (Provide information in Table 1)

FAKULTI

pemetaan PEO dan PO





AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

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.

FAKULTI

penyataan PEO program

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.

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?

(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)

(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)

FAKULTI

kajian pasaran (industry & profesion), keperluan masyarakat (cth dasar kerajaan, kajian terkini, isu-isu semasa), penilai luar.

1.1.3 The department must state its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment and ensure constructive alignment between them.

1.1.3 (a) **State** the educational objectives, learning outcomes, teaching and learning strategies, and assessment of the programme.

FAKULTI

penyataan PEO dan PO

(This standard must be read together with standard 1.2.4 in Area 1, page 6)

(b) **Map** the programme learning outcomes against the programme educational objectives. (Provide information in Table 1)

FAKULTI

pemetaan PEO dan PO



Table 1: Matrix of Programme Learning Outcomes (PLO) against the Programme Educational Objective (PEO).

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				

(c) Describe the strategies for the attainment of PLOs in term of teaching and learning strategies, and **assessment.**

FAKULTI

Cth penjelasan strategi – boleh merujuk kepada POSE

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
- 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

1.1.4 **Map** the programme learning outcomes to an **MQF level descriptors and the eight MQF learning outcomes domains**.

FAKULTI

pemetaan LO program dengan tahap MQF

Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>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.</p>	<p>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?</p>
	<p>FAKULTI</p> <ul style="list-style-type: none"> cth: kerjaya dalam PEO – kaikan dengan dgn kompetensi / kelayakan further study option – data kebolehpasaran graduan graduan yang sambung belajar. <p>(b) Do the learning outcomes <u>relate to</u> the existing and emergent needs of the profession, industry and the discipline? How was this established?</p> <p>FAKULTI</p> <ul style="list-style-type: none"> link dengan jawapan pada 1.1.2 (cth <u>market survey</u>) & jelaskan bagaimana semua perkara yang diambil kira dalam 1.1.2 dimasukkan dalam reka bentuk program dan LO program. How was this established – cth dapatan/outcome dari kajian majikan
1.2 Programme <u>Development</u> : Process, Content, Structure and Teaching Learning Methods	1.3 Programme <u>Development</u> : Process, Content, Structure and Teaching Learning Methods
<p>1.2.1 The department <u>must have</u> sufficient autonomy² to design the curriculum and to utilise³ the allocated resources necessary for its implementation.</p> <p>(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.)</p>	<p>1.2.1 <u>Describe</u> the provisions and practices that indicate the autonomy of the department in the design of the curriculum, and its utilisation of the allocated resources.</p> <p>GENERIK – BAKD</p> <p>FAKULTI</p> <ul style="list-style-type: none"> carta organisasi dalam pembentukan kurikulum diperingkat fakulti (JSSK, Mesy Jbtn, JKKF/JKKPSF/Mesy Fakulti) kenalpasti autonomi, tanggungjawab dan kuasa mereka, cth: autonomi – pensyarah merangka kursus, dan kelulusan oleh jabatan penggunaan (utilization): cth sekiranya tidak cukup pensyarah & kemudahan fizikal, ada autonomi utk dapatkan pensyarah sambilan. Cth <i>field work</i> – tunjukkan peruntukan kewangan di peringkat fakulti. nyatakan wujud agihan untuk P&P dari bursar, ruang untuk memohon peruntukan tambahan.

Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>1.2.2 The department must have an appropriate process to develop the curriculum leading to the approval by the highest academic <u>authority</u> in the HEP. <i>(This standard must be read together with standards 1.1.2 in Area 1, page 1 and 6.1.6 in <u>Area 6</u>, page 43)</i></p>	<p>1.2.2 Describe the processes to <u>develop</u> and <u>approve</u> curriculum. GENERIK – BAKD</p>
<p>1.2.3 The department must consult the stakeholders in the development of the curriculum including educational experts as appropriate. <i>(This standard must be read together with standard 7.1.4 in Area 7, page 44.)</i></p>	<p>1.2.3 (a) Who and how are the stakeholders consulted in the development of the curriculum? FAKULTI <i>kenalpasti siapa stakeholder yang terlibat dan bagaimana fakulti mendapatkan input</i></p> <p>(b) Explain the involvement of educational experts in this curriculum development. FAKULTI <i>Penglibatan ahli pakar dalam JK Penasihat Fakulti/Program (cth ahli tersohor), penilai luar</i></p>



Section 2: Criteria and Standards for Programme Accreditation

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.

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:																																																																																																																				
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:																																																																																																																				
	<table border="1"> <thead> <tr> <th rowspan="2">Course learning outcomes (CLO):</th> <th colspan="9">Programme Learning Outcomes (PLO)</th> <th rowspan="2">Teaching Method</th> <th rowspan="2">Assessment</th> </tr> <tr> <th>PLO 1</th> <th>PLO 2</th> <th>PLO 3</th> <th>PLO 4</th> <th>PLO 5</th> <th>PLO 6</th> <th>PLO 7</th> <th>PLO 8</th> <th>PLO 9</th> </tr> </thead> <tbody> <tr><td>CLO 1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CLO 2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CLO 3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>TOTAL</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Course learning outcomes (CLO):	Programme Learning Outcomes (PLO)									Teaching Method	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												TOTAL																																																										
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9	Indicate the primary causal link between the CLO and PLO by ticking "X" 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.)																																																																																																																				
10	Transferable Skills (if applicable): (Skills learned in the course of study which can be useful and utilized in other settings.)																																																																																																																				
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Section 3: Submission for Programme Accreditation

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.

FAKULTI

Bagaimana kurikulum memenuhi/mematuhi standard program (jika ada) atau Amalan Baik dalam bidang berkaitan.

(b) Provide the necessary information, where applicable, in Table 2:

FAKULTI

Penjelasan dalam bentuk table berdasarkan (a) dan beri contoh kursus utk satu-satu PO cth PO1.

Table 2. Components of the programme and its credit value

	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 courses required by the HEP.

** Core courses also include faculty courses

*** Provide information on major included

**** Optional/elective courses refer to

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										

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

(d) Provide information for each course

TABLE 4





Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation						
<p>1.2.5 There must be an appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes.</p>	<p>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.)</p> <p>FAKULTI Petakan PO dengan kaedah T&L Cth</p> <table><tr><td>Kaedah T&L</td><td>PO</td><td>Kesesuaian PO & T&L</td></tr><tr><td>Pembentangan berkumpulan</td><td>PO3,</td><td>- Justifikasi - Cth kursus</td></tr></table>	Kaedah T&L	PO	Kesesuaian PO & T&L	Pembentangan berkumpulan	PO3,	- Justifikasi - Cth kursus
Kaedah T&L	PO	Kesesuaian PO & T&L					
Pembentangan berkumpulan	PO3,	- Justifikasi - Cth kursus					
<p>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.)</p>	<p>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?</p> <p>GENERIK - Pusat Kokurikulum</p>						
<p>1.3 Programme Delivery</p>	<p>1.3 Programme Delivery</p>						
<p>1.3.1 The department must take responsibility to ensure the effective delivery of programme learning outcomes.</p>	<p>1.3.1 Provide evidence on how the department ensures the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.</p> <p>GENERIK - BAKD (cth POSE) CADE (PPO) ISO (prosedur berkaitan)</p> <p>FAKULTI Mekanisma fakulti memastikan keberkesanan pengajaran melalui penilaian pengajaran, analisis keputusan exit survey, POSE</p>						
<p>1.3.2 <u>Students</u> 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.</p>	<p>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.</p> <p>GENERIK-BAKD, SGS, BHEP</p> <p>FAKULTI Laman web fakulti, brosur fakulti</p>						



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>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.)</p>	<p>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?</p> <p>GENERIK – PNC, BAKD, SGS kuasa/tanggungjawab Dekan, TD, KJ & kaitkan dengan pelaksanaan diperingkat fakulti dan prosedur ISO</p> <p>FAKULTI Terangkan ikuasa /carta organisasi yang bertanggungjawab dalam pembangunan kurikulum diperingkat fakulti.</p> <p>(b) Does the programme team have access to adequate resources? Provide evidence.</p> <p>GENERIK – PNC & BAKD</p> <p>FAKULTI Cth perbincangan dalam mesyuarat JK Pengurusan Fakulti / Mesyuarat Senat</p>
<p>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.)</p>	<p>1.3.4 Show how the department provides favourable conditions for teaching and learning.</p> <p>GENERIK – BAKD & CADE</p> <p>FAKULTI Pelaksanaan di fakulti.</p>
<p>1.3.5 The department must encourage innovations in teaching, learning and assessment.</p>	<p>1.3.5 Describe the department's initiatives to encourage innovations in teaching, learning and assessment.</p> <p>GENERIK – CADE</p>
<p>1.3.6 The department must obtain feedback from stakeholders to improve the delivery of the programme outcomes.</p>	<p>1.3.6 State how the department obtains feedback and uses it to improve the delivery of the programme outcomes. Provide evidence.</p> <p>GENERIK- BAKD Prosedur ISO sedia ada</p> <p>FAKULTI bagaimana data (maklum balas) dianalisis dan tindakan susulan dilaksanakan.</p>



Section 2: Criteria and Standards for Programme Accreditation

Section 3: Submission for Programme Accreditation

AREA 2: ASSESSMENT OF STUDENT LEARNING

2.1 Relationship between Assessment and Learning Outcomes

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.)

FAKULTI

- Jelaskan bagaimana penilaian (prinsip, kaedah dan pelaksanaan) boleh digunakan untuk menilai pencapaian PO.

- penerangan kepada jadual di 1.2.4 (ambil contoh dan tunjukkan perkaitan) kaitkan dengan peringkat MQF. Cth Jadual 3.0: Penjajaran Penilaian Dengan Hasil Pembelajaran (LOs)– sesuaikan dengan hasil pembelajaran dan kaedah penilaian yg digunakan bagi program anda.

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**.

GENERIK – BAKD

Polisi - Prosedur ISO

FAKULTI

Cth - moderasi soalan, jwk semakan kertas soalan, POSE, PPO. Sedia bukti yang berkaitan.

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.

FAKULTI

terangkan kaedah penilaian dengan mengambilkira penilaian sumatif dan formatif
Contoh:

PLO	Kaedah Penilaian	Formatif (tahap penguasaan & kemahiran)	Sumatif (tahap pencapaian sesuatu tahap)	Justifikasi pemilihan kaedah penilaian (refer rangka kursus dan penilaian kursus tersebut 1.2.4)
PO1	Kuiz	/		Penilaian formatif digunakan utk menilai pencapaian kognitif pelajar pada peringkat tertentu /pengetahuan asas pelajar dalam kursus tersebut

(The information given for this standard must be consistent with that of 1.2.4 | Area 1, page 7).





Section 2: Criteria and Standards for Programme Accreditation

2.2.2 There must be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods.

2.2.3 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.

Section 3: Submission for Programme Accreditation

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).

GENERIK- BAKD, SGS (Prosedur ISO (3.3.2))

(b) **Indicate the authority and processes** for verification and moderation of summative assessments.

GENERIK- BAKD, SGS (Prosedur ISO

(c) What **guidelines and mechanisms** are in place to address plagiarism among students?

GENERIK – BAKD, SGS

(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).

FAKULTI

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.

GENERIK – BAKD, SGS

(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.

GENERIK – BAKD, SGS

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

GENERIK – BAKD, SGS

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

GENERIK – BAKD, SGS

(e) **Explain the mechanism to review and implement new methods of assessment**. Append a copy of the Regulations of Examination.

GENERIK – BAKD, SGS



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
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? <u>GENERIK – BAKD, SGS</u>
2.3.1 The department and its academic staff must have adequate level of autonomy in the management of student assessment. <i>(This standard may not be applicable to certain programme arrangements.)</i>	2.3.1 Explain the roles, rights and power of the department and the academic staff in the management of student assessment. <u>FAKULTI</u> <u>Kaitkan dengan mekanisme sedia ada di jabatan</u>
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. <u>FAKULTI</u> <u>Kaitkan dengan mekanisme sedia ada di jabatan</u>
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. <u>GENERIK – BAKD</u> <u>FAKULTI</u> <u>Kaitkan dengan mekanisme sedia ada di jabatan</u>
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? <u>GENERIK – BAKD</u>
2.3.5 The department must periodically review the management of student assessment and act on the findings of the review. <i>(For MQF level 6 and above, the review must involve external examiners.)</i>	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. <u>FAKULTI</u> <u>Kaitkan dengan mekanisme sedia ada di jabatan</u>





Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
AREA 3 : STUDENT SELECTION AND SUPPORT SERVICES	
3.1 Student Selection	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.	<p>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.</p> <p>GENERIK - BK</p> <p>FAKULTI Peraturan khas diperingkat fakulti</p> <p>(b) Provide evidence that the students selected fulfil the admission policies that are consistent with applicable requirements.</p> <p>(c) Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).</p> <p>GENERIK - IO Pelajar Antarabangsa dan mobility pelajar</p>
3.1.2 The criteria and processes of student selection must be transparent and objective.	<p>3.1.2 (a) Explain how the selection criteria are accessible to the public.</p> <p>(b) If other additional selection criteria are utilised, describe them.</p> <p>(c) Show evidence that the admission policy and mechanisms are free from unfair discrimination and bias.</p> <p>GENERIK - BK</p>
3.1.3 Student enrolment must be related to the capacity of the department to effectively deliver the programme.	<p>3.1.3 (a) Provide information on student intake for each session since commencement and the ratio of the applicants to intake.</p> <p>(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.</p> <p>GENERIK prosedur uniuran pelajar cth infra, ratio pel –pensyarah mengikut program, badan profesional & kementerian</p> <p>FAKULTI Mekanisma jabatan menentukan saiz kemasukan yang diminta (kapasiti yang dijadikan ukuran – infra, nisbah pensyarah : pelajar)</p>



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
3.1.4 There must be a clear policy, and if applicable, appropriate mechanisms, for appeal on student selection.	3.1.4 Describe the policies, mechanisms and practices for appeal on student selection, if applicable. GENERIK - BK
3.1.4 The department must offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.	3.1.5 State the support provided for those who are selected but need additional developmental and remedial assistance . GENERIK - BK tidak penuhi kompetensi program dan bahasa. FAKULTI Tindakan / langkah jabatan dalam membantu pelajar yang tidak memenuhi kompetensi program.
3.2 Articulation and Transfer	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. GENERIK – i-PUTRA Dasar UPM yang terlibat
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. GENERIK - BAKD prosedur transfer credit – dasar MQA FAKULTI Bagaimana fakulti memastikan pelajar yang pindah kredit boleh mengikuti keperluan program cth tukar program atau tukar universiti atau mobiliti.
3.3 Student Support Services	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? GENERIK - PPA Senaraikan kemudahan yang disediakan untuk pelajar



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
3.3.2 There must be a designated administrative unit, with a prominent <u>organisational status</u> in the HEP, responsible for planning and implementing student support services staffed by individuals who have appropriate experience.	<p>3.3.2 (a) Describe the roles and responsibilities of those responsible for student support services.</p> <p>GENERIK – PPPA & HEPA</p> <p>(b) Describe the organisation and management of the student support services and maintenance of related student records.</p> <p>GENERIK – PPPA, BAKD Pengurusan fasiliti dan rekod pelajar – cth kata laluan untuk akses maklumat pelajar (ISMS).</p>
3.3.3 An effective induction to the <u>programme</u> must be available to new students with special attention given to out of <u>state and</u> international students as well as students with special needs.	<p>3.3.3 How are students orientated into the <u>programme</u>?</p> <p>GENERIK – HEPA</p> <p>FAKULTI Pelaksanaan di peringkat fakulti</p>
3.3.4 Academic, non-academic and career counselling must be provided by adequate and qualified staff.	<p>3.3.4 (a) Describe the provision of the academic, non- academic and career counselling services to students.</p> <p>GENERIK -</p> <p>(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 <u>professionalism</u> of the counsellors?</p>
3.3.5 There must be mechanisms that actively identify and assist students who are in need of <u>academic spiritual, psychological and social support</u> .	<p>3.3.5 Describe the mechanisms that exist to identify and assist students who <u>are in need of academic, spiritual, psychological and social support</u>.</p> <p>GENERIK – BAKD, WAZAN, Pusat Islam, kaunseling, HEP, Pusat Kokurikulum & Kolej</p>
3.3.6 The HEP must have <u>clearly defined</u> and documented processes and procedures in handling student disciplinary cases.	<p>3.3.6 Describe the processes and <u>procedures in</u> handling disciplinary cases involving the students.</p> <p>GENERIK- HEP (polisi AUKU, prosedur)</p>





Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
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? GENERIK – BAKD & BKaunseling
3.3.8 <u>Student support</u> 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 ? GENERIK – HEP & KOLEJ, CADE exit survey (cade), kajian kepuasan pelanggan, prosedur ISO
3.4 Student Representation and Participation	3.4 Student Representation and Participation
3.4.1 There must be well-disseminated policies and processes for active student <u>engagement especially</u> 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? GENERIK - HEPA
3.4.2 There must be adequate student representation and <u>organisation</u> at the institutional and departmental levels.	3.4.2 Explain student representation and <u>organisation</u> at the institutional and departmental levels. GENERIK - HEPA
3.4.3 Students must be facilitated to develop linkages with external stakeholders and <u>to participate</u> 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? GENERIK - COSSCOM FAKULTI Pelaksanaan di fakulti (b) How does the department facilitate students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace? GENERIK – Pusat Kokurikulum FAKULTI fakulti kenalpasti kursus//program yang menyokong kemahiran berkenaan cth Latihan Industri, komponen Lifelong Learning dalam program.





Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
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Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>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.</p>	<p>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?</p> <p>FAKULTI kenalpasti kursus yang menyokong kemahiran berkenaan cth program baktisiswa.</p>
3.5 Alumni	3.5 Alumni
<p>3.5.1 The department must foster active linkages with alumni to develop, review and continuously improve the programme.</p>	<p>3.5.1 (a) Describe the linkages established by the department with the alumni.</p> <p>FAKULTI program/aktiviti yang dijalankan dengan alumni fakulti.</p> <p>(b) Describe the role of the alumni in development, review and continuous improvement of the programme.</p> <p>FAKULTI penglibatan alumni fakulti dalam pembangunan dan penambahbaikan kurikulum program.</p>
AREA 4: ACADEMIC STAFF	
4.1 Recruitment and Management	4.1 Recruitment and Management
<p>4.1.1 The department must have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.</p>	<p>4.1.1 Explain how the department's academic staff plan is consistent with HEP's policies and programme requirements.</p> <p>GENERIK – Pejabat Pendaftar Polisi UPM</p> <p>FAKULTI Perancangan Sumber Manusia Jabatan/Fakulti</p>
<p>4.1.2 The department must have a clear and documented academic staff recruitment policy where the criteria for selection are based <u>primarily on</u> academic merit and/or relevant experience.</p>	<p>4.1.2 (a) State the policy, criteria, procedures, terms and conditions of service for the recruitment of academic staff.</p> <p>GENERIK – Pejabat Pendaftar</p>



Section 2: Criteria and Standards for Programme Accreditation

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4.1.3 The staff–student ratio⁸ 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)

4.1.4 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 60:40⁷.

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

GENERIK – Pejabat Pendaftar
semakan kelayakan pensvarah

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

FAKULTI

- dapatkan data ratio-staf-student
- kaitkan/ dengan kaedah p&P yang digunakan dan kesesuaiannya dengan nisbah pelajar : pensvarah

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

(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

Jawatan	Tahun 1	Tahun 2	Tahun 3	Tahun 4

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

FAKULTI

Tunjukkan pergerakan pensvarah /penambahan staf dari masa penawaran untuk kearah nisbah 1 : 10



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>4.1.5 The policy of the <u>department</u> <u>must</u> reflect an equitable distribution of responsibilities among the academic staff.</p>	<p>4.1.5 Describe how the department ensures equitable distribution of duties and responsibilities among the academic staff. (Refer to Table 5 for information on workload distribution.)</p> <p><u>GENERIK – Pejabat Pendaftar</u></p> <p><u>FAKULTI</u> <u>Tindakan fakulti untuk memastikan perkara ini tercapai.</u></p>
<p>4.1.6 The recruitment policy for a <u>particular programme</u> must seek diversity among the academic staff in terms of experience, approaches and backgrounds.</p>	<p>4.1.6 Describe how the recruitment policy for a <u>particular programme</u> 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.</p> <p><u>GENERIK- Pejabat Pendaftar</u> <u>Polisi pengambilan yg berkaitan bagi staf Akademik & bukan akademik, data kohort umur, tempatan & antarabangsa, tahun pengalaman di industri.</u></p> <p><u>FAKULTI</u> <u>Perancangan dan tindakan fakulti dalam merancang dan melaksana pelan penggantian khususnya untuk staf akademik, pengalaman di industri dll</u></p>
<p>4.1.7 Policies and procedures for recognition through promotion, salary <u>increment</u> or other remuneration must be clear, transparent and based on merit.</p>	<p>4.1.7 (a) State the policies, procedures and criteria (<u>including involvement</u> in professional, academic and other relevant activities, at national and international levels) for appraising and recognising academic staff.</p> <p><u>GENERIK – Pejabat Pendaftar</u> <u>Buku Kenaikan Pangkat /Four Tracks</u></p> <p>(b) Explain the policies, procedures and criteria for <u>promotion salary increment or other remuneration</u> of academic staff.</p> <p><u>GENERIK – Pejabat Pendaftar</u></p> <p>(c) How are the above information made known to the academic staff?</p> <p><u>GENERIK – Pejabat Pendaftar</u></p>



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>4.1.8 The department must have national and international linkages to provide for the involvement of experienced academics, professionals and practitioners <u>in order to enhance teaching and learning in the programme.</u></p>	<p>4.1.8 Describe the nature and extent of the national and international linkages to enhance teaching and <u>learning</u> in the <u>programme</u> (how these enhance teaching and learning in the <u>programme</u>).</p> <p>FAKULTI Bagaimana sumbangan penilai luar, pensyarah pelawat/kontrak profesor (luar negara), short term International extension (pengembangan), Konferen antarabangsa, staff mobility dll dalam menambah baik p&p.</p>
4.2 Service and Development	4.2 Service and Development
<p>4.2.1 The department <u>must have</u> policies addressing matters related to service, development and appraisal of the academic staff.</p>	<p>4.2.1 Provide information on the departmental <u>policy on</u> service, development and appraisal of the academic staff.</p> <p>FAKULTI Polisi / pelaksanaan fakulti dalam perkembangan dan peningkatan kerjaya pelaksanaan di fakulti/jabatan tugas pengajaran, penyelidikan, penyeliaan, khidmat masyarakat.</p>
<p>4.2.2 The department must provide opportunities for academic staff to focus on their <u>respective areas</u> of expertise.</p>	<p>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, <u>community engagement</u> and academically-related administrative duties?</p> <p>FAKULTI Kaedah agihan pengajaran, pemantauan hasil penyelidikan, senaraikan peluang yang diberikan kepada pensyarah curriculum development, curriculum delivery, academic supervision of students, research and writing, scholarly and consultancy activities, <u>community engagement</u> and academically-related administrative duties. Sokongan kewangan dan penggunaan fasiliti, penglibatan dalam pembangunan kurikulum.</p>
<p>4.2.3 The HEP <u>must have</u> clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among academic staff.</p>	<p>4.2.3 (a) State the HEP policies on conflict of interest and professional conduct of academic staff.</p> <p>GENERIK –Perundangan</p> <p>(b) State the HEP procedures for handling disciplinary cases.</p> <p>GENERIK –Perundangan</p>



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
4.2.4 The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.	<p>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 <u>taken into account</u> for quality improvement.</p> <p>GENERIK – CADE</p> <p>FAKULTI Pelaksanaan di peringkat fakulti / jabatan</p>
4.2.5 The department must have a development programme for <u>new</u> academic staff and continuous professional enhancement for existing staff.	<p>4.2.5 (a) State the policies for training, professional development and career advancement (e.g., study leave, sabbatical, advanced training, <u>specialised courses</u>, re-tooling, etc.) of the academic staff.</p> <p>GENERIK – Pejabat Pendaftar / CADE</p> <p>(b) Describe the mentoring system or formative guidance for new academic staff.</p> <p>GENERIK – Pejabat Pendaftar / CADE</p>
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.	<p>4.2.6 Describe the opportunities available to academic <u>staff to obtain professional qualifications</u> and to participate in professional, academic and other relevant activities at national and international levels How does this participation enhance the teaching-learning experience?</p> <p>GENERIK – RMC & CADE</p> <p>FAKULTI Pelaksanaan di fak/jabatan</p>
4.2.7 The department must encourage and facilitate its academic staff to play an active role in community and industry engagement activities.	<p>4.2.7 Describe how <u>the department</u> encourages and facilitates academic staff in community and industry engagement activities. Describe how such activities are rewarded.</p> <p>FAKULTI Pelaksanaan di fak/jabatan</p>



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
AREA 5: EDUCATIONAL RESOURCES	
5.1 Physical Facilities	5.1 Physical Facilities
<p>5.1.1 The programme must have sufficient and appropriate physical facilities and educational resources to ensure <u>its effective</u> delivery, including facilities for practical-based programmes and for those with special needs.</p>	<p>5.1.1 (a) List the physical facilities required for the programme in Table 6.</p> <p>FAKULTI <u>Pelaksanaan di fak/jabatan</u></p> <p>Table 6. List of physical facilities required for the programme</p> <p>(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).</p> <p>FAKULTI <u>Pelaksanaan di fak/jabatan</u></p> <p>(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.</p> <p>FAKULTI <u>Pelaksanaan di fak/jabatan</u></p> <p>(d) Provide information on the arrangement for practical and industrial training.</p> <p>FAKULTI <u>Pelaksanaan di fak/jabatan</u></p> <p>(e) How are <u>these physical facilities user friendly</u> to those with special needs? Provide a copy of any technical standards that have been deployed for students with special needs.</p>
<p>5.1.2 The physical facilities must comply with the relevant laws and regulations.</p>	<p>5.1.2 Show that the physical facilities comply with the relevant laws and regulations including issues of licensing.</p> <p>GENERIK - OSH, PPPA</p>





Section 2: Criteria and Standards for Programme Accreditation

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.

Section 3: Submission for Programme Accreditation

5.1.3 (a) Explain the **database system used in the library and resource centre**.
GENERIK – PSAS

(b) State the **number of staff in the library and resource centre and their qualifications**.

GENERIK – PSAS

(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.

GENERIK – PSAS

(d) State the **number of reference materials** related to the programme in Table 7.

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	

GENERIK – PSAS

Table 7. Reference materials supporting the programme

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.

GENERIK – BAKD, PPPA, CQA, OSH

FAKULTI

Pelaksanaan di fak/jabatan

(b) Provide the **information on, and provision for**, the maintenance of the physical learning facilities.

GENERIK – BAKD, PPPA, CQA, OSH

FAKULTI

Pelaksanaan di fak/jabatan



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
5.2 Research and Development <i>(Please note that the standards on Research and Development are largely directed to universities and university colleges)</i>	5.6 Research and Development <i>(Please note that the standards on Research and Development are largely directed to universities and university colleges)</i>
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. GENERIK – RMC (b) Describe the research activities of the department and the academic staff involved in them. FAKULTI <u>Pelaksanaan di fak/jabatan</u>
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. GENERIK – RMC, CADE, UCTC. (b) <u>State any initiatives</u> taken by the department to engage students in research. GENERIK – SGS, RMC <u>SGRA, GRA, IPS</u>
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.	5.2.2 Describe the processes by which the department review its research resources and facilities and the steps taken to enhance its research capabilities and environment. FAKULTI <u>Pelaksanaan di fak/jabatan - Cth Aduan Dari Staf/Pelajar</u>
5.3 Financial Resources	5.3 Financial Resources
5.3.1 The HEP must demonstrate financial viability and sustainability for the programme.	5.3.1 Provide audited financial statements or certified supporting documents for the last three consecutive evidence years. Explain the financial viability and sustainability based on the provided statements/documents. GENERIK – BURSAR





Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>5.3.2 The department must have clear procedures to ensure that its financial resources are sufficient and managed efficiently.</p>	<p>5.3.2 Demonstrate that the department has clear procedures to ensure that its financial resources are sufficient and managed efficiently.</p> <p>GENERIK – BURSAR Agihan kewangan untuk setiap fakulti (pengurusan/darurat) surplus bajet</p> <p>FAKULTI Tadbir urus kewangan di fakulti/jabatan untuk P&P</p>
<p>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.</p>	<p>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.</p> <p>GENERIK – BURSAR</p> <p>(b) Describe the HEP's financial planning for the programme in the next two years.</p> <p>GENERIK – BURSAR</p>
AREA 6 : PROGRAMME MANAGEMENT	
6.1 Programme Management	6.2 Programme Management
<p>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 <u>principles of responsibility, accountability and transparency</u>.</p>	<p>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?</p> <p>FAKULTI Governan di fakulti dan pelaksanaan di fak/jab</p> <p>(b) Indicate the type and frequency of department meetings.</p> <p>FAKULTI Pelaksanaan di fak/jabatan</p>
<p>6.1.2 The department must provide accurate, relevant and timely information about the <u>programme</u> which are easily and publicly accessible, especially to prospective students.</p>	<p>6.1.2 Describe the policies and procedures that ensure accurate, relevant and timely information about the <u>programme</u> which are easily and publicly accessible, especially to prospective students.</p> <p>GENERIK – BAKD & SGS</p>

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Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
<p>6.1.3 The department must have policies, procedures and mechanisms for <u>regular review</u> and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.</p>	<p>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.</p> <p>GENERIK – Pejabat Pendaftar</p> <p>FAKULTI Struktur di fakulti & kaedah pelantikan. Struktur & fungsi di fak / jab (dekan & timbalan dekan), kaitkan dengan cqi di fakulti</p> <p>(b) Highlight the improvements resulting from these policies, procedures and mechanisms.</p> <p>FAKULTI Pelaksanaan di fak/jabatan - kaitkan dengan pencapaian kpi fakulti.</p>
<p>6.1.4 The academic board of the department must be an effective decision-making body with an adequate degree of autonomy.</p>	<p>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.</p> <p>FAKULTI Pelaksanaan di fak/jabatan</p>
<p>6.1.5 Mechanisms to ensure functional integration and comparability of educational quality must be established for <u>programmes</u> conducted in different campuses or partner institutions. (This standard must be read together with standard 7.1.7 in Area 7, page 45.)</p>	<p>6.1.5 Describe the arrangements agreed upon by the HEP and its different campuses or partner institutions—for example, collaborative <u>programmes</u>, joint awards, collaborative research, student exchange arrangements—to assure functional integration and comparability of educational quality.</p> <p>GENERIK – BAKD & SGS, i-PUTRA</p>
<p>6.1.6 The department must conduct internal and external consultations, and market needs and graduate employability analyses. (This standard must be read together with standards 1.1.2, 1.2.2 and 7.1.6 in Area 1, page 1 & 4 and Area 7, page 45.)</p>	<p>6.1.6 Show evidence of internal and external consultations, and market needs and graduate employability analyses.</p> <p>(boleh guna evidence yg sama dalam 1.1.2)</p>

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Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation										
6.2 Programme Leadership	6.2 Programme Leadership										
6.2.1 The criteria <u>for the</u> appointment and the responsibilities of the <u>programme leader</u> must be clearly stated.	6.2.1 <u>Explain the</u> criteria for the appointment and job description of the <u>programme leader</u> . GENERIK – PNC										
6.2.2 The <u>programme leader</u> must have appropriate qualification, knowledge and experiences related to the <u>programme</u> he/she is responsible for.	6.2.2 Indicate the <u>programme leader</u> of this <u>programme</u> . Describe the qualifications, experiences, tenure, and responsibilities of the <u>programme leader</u> . FAKULTI <u>Pelaksanaan di fak/jabatan</u>										
6.2.2 There must be mechanisms and processes for communication between the <u>programme leader</u> , 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 <u>programme leader, department and HEP</u> on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes. GENERIK – PNC - <u>Mesyuarat Jemaah Dekan, Mesy. Pengurusan Universiti, Jawatankuasa Yg Terlibat Dalam Membuat Keputusan</u>										
6.3 Administrative Staff	6.3 Administrative Staff										
6.3.1 The department must have sufficient number of qualified administrative staff to support the implementation of the <u>programme</u> and related activities.	6.3.1 (a) <u>Describe the</u> structure of the administrative staff which supports the <u>programme</u> . (b) Explain how the number of the administrative staff is determined in accordance to <u>the needs</u> of the <u>programme</u> and other activities. Describe the recruitment processes and procedures . State the terms and conditions of service . GENERIK – Pejabat Pendaftar (c) State (in Table 8) the numbers required and that are available, job category and minimum qualification for administrative staff of the <u>programme</u> . Table 8. Administrative staff for the programme										
	<table><tr><th>No.</th><th>Job Category</th><th>Minimum qualification</th><th>Number of staff required</th><th>Current number</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr></table>	No.	Job Category	Minimum qualification	Number of staff required	Current number	1				
No.	Job Category	Minimum qualification	Number of staff required	Current number							
1											

C O P P A E D I S I K E D U A : KEPERLUAN PERMOHONAN AKREDITASI BERDASARKAN STANDARD



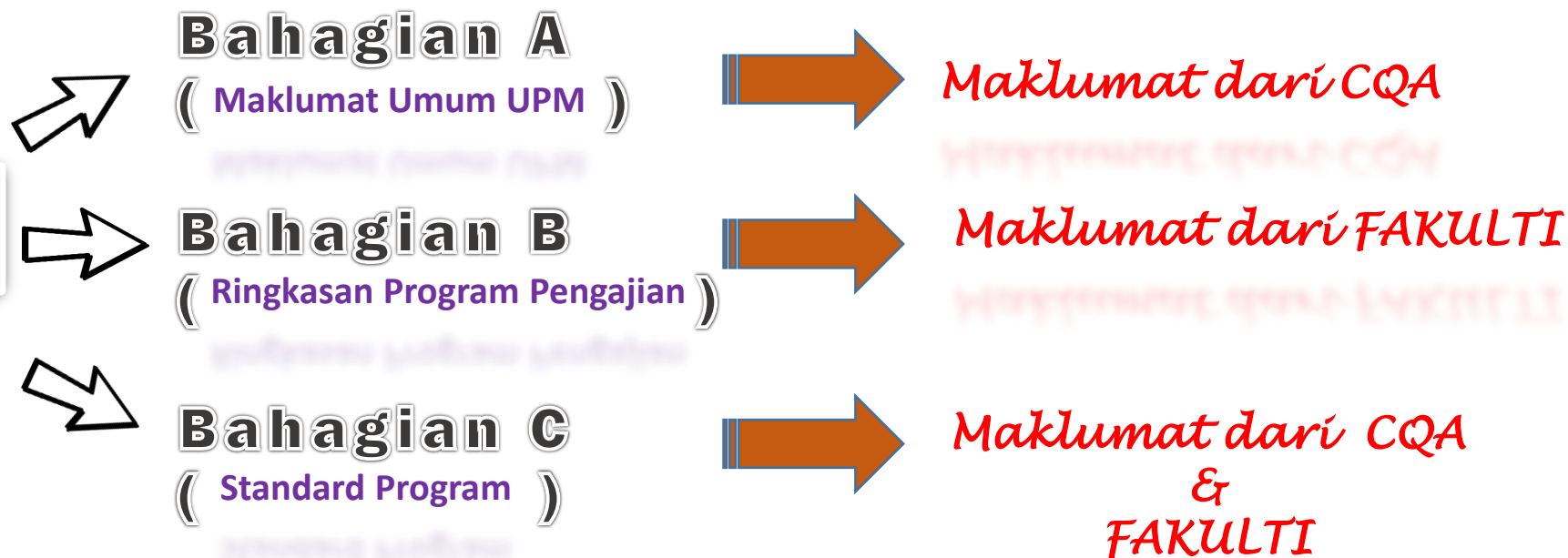
Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
6.3.2 The HEP must conduct regular performance review of the administrative staff of the programme.	6.3.2 State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff of the programme. GENERIK – PEJABAT PENDAFTAR
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 <u>training scheme</u> for the advancement of the administrative staff and show how this scheme fulfils the current and future needs of the programme. GENERIK – Pejabat Pendaftar.
6.4 Academic Records	6.4 Academic Records
6.4.1 The department must have appropriate policies <u>and practices</u> 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 <u>these policies</u> and practices are in line with those of the HEP. GENERIK – BAKD, Pejabat Pendaftar FAKULTI <u>Pelaksanaan di fak/jabatan</u> (b) Explain the policies and practices on retention, preservation and disposal of student, academic staff and other academic records. GENERIK – Pejabat Pendaftar
6.4.2 The department must maintain student records relating to their <u>admission performance completion</u> and graduation in such form as is practical and preserve these records for future reference.	6.4.2 Explain how the department maintains student records relating to their admission, performance, completion and graduation. GENERIK – BAKD & SGS
<u>6.4.3</u> 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 . GENERIK – CQA FAKULTI <u>Pelaksanaan di fak/jabatan</u>
6.4.4 The department must continually review policies on the security of records, including the increased use of <u>electronic technologies</u> and safety systems.	6.4.4 Describe the department's review policies on security of records and safety systems and its plans for improvements . GENERIK – CQA

C O P P A E D I S I K E D U A : KEPERLUAN PERMOHONAN AKREDITASI BERDASARKAN STANDARD



Section 2: Criteria and Standards for Programme Accreditation	Section 3: Submission for Programme Accreditation
AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT	
7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement	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. GENERIK – BAKD
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. GENERIK – CQA
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.	<p>7.1.3 (a) Describe the structure and the workings of the internal programme monitoring and review committee. GENERIK – BAKD</p> <p>(b) Describe the frequency and mechanisms for monitoring and reviewing the programme. GENERIK – BAKD</p> <p>(c) Describe how the department utilises the feedback from a programme monitoring and review exercise to further improve the programme. GENERIK – BAKD</p> <p>FAKULTI Pelaksanaan di fak/jabatan</p> <p>(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. GENERIK – BAKD</p> <p>FAKULTI Pelaksanaan di fak/jabatan</p>
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. FAKULTI Pelaksanaan di fak/jabatan

FAKULTI



Bil	Kategori Akreditasi / Audit	Bahagian		
		A	B	C
1.	Akreditasi Sementara	✓	✓	✓
2.	Akreditasi Penuh	✓	✓	✓ serta PSRR
3.	Audit Semakan Semula melebihi 30%			✓ (Bidang 1 & 2)
4.	Audit Pematuhan	✓	✓	✓ serta PSRR

**IN PROGRESS**

Panduan Penyediaan Dokumen Program Pengajian untuk Prasiswazah & Siswazah 2018



- Akreditasi Program
- Pembentukan Program Baharu
- Semakan Semula Kurikulum

Edaran ke fakulti : 1 April 2018

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Terima Kasih | *Thank You*



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