



# **CODE OF PRACTICE FOR PROGRAMME ACCREDITATION (COPPA)**

**2<sup>nd</sup> EDITION (2017)**

**MALAYSIAN QUALIFICATIONS AGENCY**

## **Mapping of Section 2, 3 and 6 of COPPA 2<sup>nd</sup> 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**

## AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY<sup>1</sup>

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<b>Section 2: Criteria and Standards for Programme Accreditation</b>	<b>Section 3: Submission for Programme Accreditation</b>	<b>Section 6: Guidelines for Preparing the Programme Accreditation Report</b>
<b>1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes</b>	<b>1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes</b>	<b>5.1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes</b>
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

<sup>1</sup>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](http://www.mqa.gov.my).

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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).

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.

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.

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<ul style="list-style-type: none"> <li>iii. Social skills and responsibilities</li> <li>iv. Ethics, professionalism and humanities</li> <li>v. Communication, leadership and team skills</li> <li>vi. Scientific methods, critical thinking and problem solving skills</li> <li>vii. Lifelong learning and information management skills</li> <li>viii. Entrepreneurship and managerial skills</li> </ul>		
<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>(b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry and the discipline? How was this established?</p>	<p>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.</p>

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<b>1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods</b>	<b>1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods</b>	<b>5.1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods</b>
<p>1.2.1 The department must have sufficient autonomy<sup>2</sup> to design the curriculum and to utilise<sup>3</sup> 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 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.</p>	<p>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?</p>
<p>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.</p> <p><i>(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)</i></p>	<p>1.2.2 Describe the processes to develop and approve curriculum.</p>	<p>5.1.2.2 Comment on the appropriateness of the processes, procedures, and mechanisms by which the curriculum is developed and approved.</p>

<sup>2</sup> 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.

<sup>3</sup> To utilise means the expenditures of allocated resources according to HEP's financial procedures. To be read together with standard 5.3.2.

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<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?</p> <p>(b) Explain the involvement of educational experts in this curriculum development.</p>	<p>5.1.2.3 (a) Evaluate the involvement of stakeholders in curriculum development.</p> <p>(b) Evaluate the effectiveness of the educational experts' involvement in the development of curriculum.</p>

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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

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

**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.

- 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.

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- (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
					P L O 1	P L O 2	P L O 3	P L O 4	P L O 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:

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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											
<b>TOTAL</b>											

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								
<b>GRAND TOTAL SLT</b>								

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. <ul style="list-style-type: none"> <li>• Main references:</li> <li>• Additional references:</li> </ul> (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. <i>(This is to be read together with information in 1.1.3.)</i>	5.1.2.5 Evaluate the appropriateness of teaching and learning methods applied to achieve the objectives and learning outcomes of the programme. <i>(This is to be read together with information in 1.1.3.)</i>
1.2.6 There must be co-curricular activities to enrich student experience, and to foster personal development and responsibility. <i>(This standard may not be applicable to Open and Distance Learning [ODL] programmes and programmes designed for working adult learners.)</i>	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.
<b>1.3 Programme Delivery</b>	<b>1.3 Programme Delivery</b>	<b>5.1.3 Programme Delivery</b>
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. <i>(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 &amp; 39.)</i>	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. <i>(This standard must be read together with standard 5.1.1 in Area 5, page 34.)</i>	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<sup>4</sup>

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<b>2.1 Relationship between Assessment and Learning Outcomes</b>	<b>2.1 Relationship between Assessment and Learning Outcomes</b>	<b>5.2.1 Relationship between Assessment and Learning Outcomes</b>
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.  <i>(The information given for this standard must be consistent with that of 1.2.4 in Area 1, page 6.)</i>	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.
<b>2.2 Assessment Methods</b>	<b>2.2 Assessment Methods</b>	<b>5.2.2 Assessment Methods</b>
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.  <i>(The information given for this standard must be</i>	5.2.2.1 Evaluate the effectiveness of the various methods and tools in assessing learning outcomes and competencies.

<sup>4</sup>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](http://www.mqa.gov.my).

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	<i>consistent with that of 1.2.4 in Area 1, page 6.)</i>	
2.2.2 There must be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods.	<p>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).</p> <p>(b) Indicate the authority and processes for verification and moderation of summative assessments.</p> <p>(c) What guidelines and mechanisms are in place to address plagiarism among students?</p> <p>(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).</p>	<p>5.2.2.2 (a) Evaluate how the department ensures the validity, reliability, integrity, currency and fairness of the assessment methods.</p> <p>(b) Comment on the guidelines and mechanisms to address academic plagiarism among students.</p> <p>(c) How and how often is the method of assessment reviewed?</p>
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.	<p>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?</p> <p>(b) Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial</p>	<p>5.2.2.3 (a) How frequent and at what point are the assessment methods and appeal policies documented and communicated to students?</p> <p>(b) Are the grading and assessment practices publicised? If so, comment on the evidence provided on the publications.</p>

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	<p>measures.</p> <p>(c) How are results made available to the students for purposes of feedback on performance, review and corrective measures?</p> <p>(d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?</p> <p>(e) Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.</p>	<p>How widely is this carried out?</p> <p>(c) How does the department ensure due process as well as opportunities for fair and impartial hearing?</p> <p>(d) Are the grading, assessment and appeal policies published consistent with the actual practices?</p>
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?
<b>2.3 Management of Student Assessment</b>	<b>2.3 Management of Student Assessment</b>	<b>5.2.3 Management of Student Assessment</b>
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</i>	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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<i>applicable to certain programme arrangements.)</i>		
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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<b>3.1 Student Selection</b>	<b>3.1 Student Selection</b>	<b>5.3.1 Student Selection</b>
<p>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>	<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>(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>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?</p> <p>(b) How does the HEP ensure that the selected students have capabilities and fulfil the admission policies that are consistent with applicable requirements?</p>
<p>3.1.2 The criteria and processes of student selection must be transparent and objective.</p>	<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>5.3.1.2 (a) Comment on the public dissemination of the selection criteria and mechanisms for student selection.</p> <p>(b) Where other additional selection criteria are utilised, examine the structure, objectivity and fairness.</p> <p>(c) How does the department ensure that the student selection process is free from unfair discrimination</p>

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3.1.3 Student enrolment must be related to the capacity of the department to effectively deliver the programme.	3.1.3 (a) Provide information on student intake for each session since commencement and the ratio of the applicants to intake.  (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.	5.3.1.3 (a) Comment on the information of the past, present and forecasted (refer to Item 15, Part B) student intake in relation to the department's capacity to effectively deliver the programme. Comment also on the proportion of applicants to intake.  (b) How does the HEP ensure the availability of adequate resources to admit "non-conventional", i.e., visiting, auditing, exchange, and transfer students?
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.	5.3.1.4 Comment on the policies and practices (if applicable) for appeal on student selection.
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.	5.3.1.5 Evaluate the developmental and remedial support available to the students who need them.

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<b>3.2 Articulation and Transfer</b>	<b>3.2 Articulation and Transfer</b>	<b>5.3.2 Articulation and Transfer</b>
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.
<b>3.3 Student Support Services</b>	<b>3.3 Student Support Services</b>	<b>5.3.3 Student Support Services</b>
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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<b>3.4 Student Representation and Participation</b>	<b>3.4 Student Representation and Participation</b>	<b>5.3.4 Student Representation and Participation</b>
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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<b>3.5 Alumni</b>	<b>3.5 Alumni</b>	<b>5.3.4 Alumni</b>
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<sup>5</sup>

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<b>Section 2: Criteria and Standards for Programme Accreditation</b>	<b>Section 3: Submission for Programme Accreditation</b>	<b>Section 6: Guidelines For Preparing the Programme Accreditation Report</b>
<b>4.1 Recruitment and Management</b>	<b>4.1 Recruitment and Management</b>	<b>5.4.1 Recruitment and Management</b>
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 <i>bona fide</i> 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 <i>bona fide</i> institutions.

<sup>5</sup> 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](http://www.mqa.gov.my).

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## Section 6: Guidelines For Preparing the Programme Accreditation Report

4.1.3 The staff–student ratio<sup>6</sup> 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<sup>7</sup>.

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

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											

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).

<sup>6</sup> 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).

<sup>7</sup> 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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	<p>(b) Provide Curriculum Vitae of each academic staff teaching in this programme containing the following:</p> <ul style="list-style-type: none"> <li>i. Name</li> <li>ii. Academic Qualifications</li> <li>iii. Current Professional Membership</li> <li>iv. Current Teaching and Administrative Responsibilities</li> <li>v. Previous Employment</li> <li>vi. Conferences and Training</li> <li>vii. Research and Publications</li> <li>viii. Consultancy</li> <li>ix. Community Service</li> <li>x. Other Relevant Information</li> </ul> <p>(c) Provide information on turnover of academic staff for the programme (for Full Accreditation only).</p>	
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.	<p>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.</p> <p>(b) Explain the policies, procedures and criteria for promotion, salary increment or other remuneration of academic staff.</p> <p>(c) How are the above information made known to the academic staff?</p>	<p>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?</p> <p>(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?</p>

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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.
<b>4.2 Service and Development</b>	<b>4.2 Service and Development</b>	<b>5.4.2 Service and Development</b>
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																																																																																																																																		
<p>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.</p>	<p>5.1.1 (a) List the physical facilities required for the programme in Table 6.</p> <p><b>Table 6.</b> List of physical facilities required for the programme</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="3">No.</th> <th rowspan="3">Facilities required</th> <th colspan="2">Available for Year 1</th> <th colspan="4">To be provided</th> </tr> <tr> <th rowspan="2">No.</th> <th rowspan="2">Capacity</th> <th colspan="2">In Year 2</th> <th colspan="2">In Year 3</th> </tr> <tr> <th>No.</th> <th>Capacity</th> <th>No.</th> <th>Capacity</th> </tr> </thead> <tbody> <tr><td>1</td><td>Lecture Halls</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td>Tutorial Rooms</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>Discussion Rooms</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td>Laboratories and Workshops</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>- IT Lab</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>- Science Lab</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Engineering workshop</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Processing workshop</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Manufacturing workshop</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Studio</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Mock Kitchen</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Moot court</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Clinical Lab</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>-Others</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	No.	Facilities required	Available for Year 1		To be provided				No.	Capacity	In Year 2		In Year 3		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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<p>5.5.1.1 (a) Evaluate the sufficiency and appropriateness of physical facilities for the effective delivery of the curriculum.</p> <p>(b) Evaluate the adequacy and appropriateness of equipment and facilities provided for practical-based programmes and for students with special needs.</p>	<p>5.5.1.1 (a) Evaluate the sufficiency and appropriateness of physical facilities for the effective delivery of the curriculum.</p> <p>(b) Evaluate the adequacy and appropriateness of equipment and facilities provided for practical-based programmes and for students with special needs.</p>																																																																																																																																		

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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.

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.

**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
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.
<b>5.2 Research and Development</b> <i>(Please note that the standards on Research and Development are largely directed to universities and university colleges)</i>	<b>5.6 Research and Development</b> <i>(Please note that the standards on Research and Development are largely directed to universities and university colleges)</i>	<b>5.5.1 Research and Development</b> <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.  (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.
<b>5.3 Financial Resources</b>	<b>5.3 Financial Resources</b>	<b>5.5.3 Financial Resources</b>
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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<b>6.1 Programme Management</b>	<b>6.2 Programme Management</b>	<b>5.6.1 Programme Management</b>
<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 principles of responsibility, accountability and transparency.</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>(b) Indicate the type and frequency of department meetings.</p>	<p>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?</p> <p>(b) Comment on the structure and composition of the committees in the department.</p> <p>(c) What effect do these relationships have on the programme?</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>6.1.3 The department must have policies, procedures and</p>	<p>6.1.3 (a) Describe the policies, procedures and mechanisms for regular review and updating</p>	<p>5.6.1.3 (a) Comment on the policies, procedures and mechanisms</p>

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mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.	<p>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>(b) Highlight the improvements resulting from these policies, procedures and mechanisms.</p>	<p>for regular review and updating of the department's structures, functions, strategies and core activities.</p> <p>(b) Comment on the continuous quality improvement resulting from these policies, procedures and mechanisms.</p>
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. <i>(This standard must be read together with standard 7.1.7 in Area 7, page 45.)</i>	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. <i>(This standard must be read</i>	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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<i>together with standards 1.1.2, 1.2.2 and 7.1.6 in Area 1, page 1 &amp; 4 and Area 7, page 45.)</i>		
<b>6.2 Programme Leadership</b>	<b>6.2 Programme Leadership</b>	<b>5.6.2 Programme Leadership</b>
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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<b>Section 2: Criteria and Standards for Programme Accreditation</b>		<b>Section 3: Submission for Programme Accreditation</b>		<b>Section 6: Guidelines For Preparing the Programme Accreditation Report</b>																				
<b>6.3</b>	<b>Administrative Staff</b>	<b>6.3</b>	<b>Administrative Staff</b>	<b>5.6.3</b>																				
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.	5.6.3.1																				
			<b>Table 8.</b> Administrative staff for the programme <table border="1" style="margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">No.</th> <th style="text-align: center;">Job Category</th> <th style="text-align: center;">Minimum qualification</th> <th style="text-align: center;">Number of staff required</th> <th style="text-align: center;">Current number</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No.	Job Category	Minimum qualification	Number of staff required	Current number	1					2					3					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.
<b>6.4 Academic Records</b>	<b>6.4 Academic Records</b>	<b>5.6.4 Academic Records</b>
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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<b>Section 2: Criteria and Standards for Programme Accreditation</b>	<b>Section 3: Submission for Programme Accreditation</b>	<b>Section 6: Guidelines For Preparing the Programme Accreditation Report</b>
<b>7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement</b>	<b>7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement</b>	<b>5.7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement</b>
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.	<ul style="list-style-type: none"> <li>(c) How are the findings from the review utilised to improve the programme?</li> <li>(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?</li> </ul>
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. <i>(This standard must be read together with standard 1.2.3 in Area 1, page 5)</i>	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. <i>(This standard must be read together with standard 6.1.5 in Area 6, page 38)</i>	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.

**END**