MQA-02 2017 (FULL ACCREDITATION)

PART B: PROGRAMME DESCRIPTION

Part B of the MQA-02 (2017) requires the HEP to furnish information on the programme. The information required includes the name of the programme, the Malaysian Qualifications Framework (MQF) level, the graduating credits, the duration of study, entry requirement, mode of delivery and the awarding body.

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

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

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

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

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

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

14. Duration of study:

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

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

15. Entry requirements:

16. Estimated date of first intake: month/year (applicable for provisional accreditation):

17. Projected intake and enrolment: (applicable for provisional accreditation)

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

18. Total student enrolment (applicable for full accreditation):

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

19. Estimated date of first graduation: month/year

20. Types of job or position for graduates (at least two types):

21. Awarding body:

- o Own
- o Others (Please name)

(Please attach the relevant documents, where applicable)

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

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

   iii. Proof of approval and supporting letter to conduct the programme

from certification bodies/awarding bodies/examination bodies

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

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

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

     vii.   Any other documents where necessary

22. A sample of scroll to be awarded should be attached.

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

24. Contact person for the submission:
    i. Name and Title:
    ii. Designation:
    iii. Tel.:
    iv. Fax:
    v. Email:

Note:

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

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

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

PART C: PROGRAMME STANDARDS

Part C of the MQA-02 (2017) requires the HEP to furnish information on all the standards in the seven areas of evaluation for quality assurance on the programme to be accredited. The following pages provide a series of questions and statements that guide the HEP in furnishing such information.

In Area 1 (Programme Development and Delivery), there are 25 questions and statements related to the 17 standards.

In Area 2 (Assessment of Student Learning), there are 18 questions and statements related to the 11 standards.

In Area 3 (Student Selection and Support Services), there are 29 questions and statements related to the 20 standards.

In Area 4 (Academic Staff), there are 22 questions and statements related to the 15 standards.

In Area 5 (Educational Resources), there are 21 questions and statements related to the 10 standards.

In Area 6 (Programme Management), there are 21 questions and statements related to the 16 standards.

In Area 7 (Programme Monitoring, Review and Continual Quality Improvement), there are 12 questions and statements related to the nine standards.

HEPs are required to use Evaluation Instrument of COPPA 2nd Edition (2017) (Excel) to conduct self-review for each Area which should include the following:
i.   Strengths of the programme in meeting its goals;
ii.   Steps taken in maintaining and enhancing the strengths/practices of the programme;
iii.   Areas of concern that need to be addressed; and
iv.   Steps taken to address the problem areas.

(Refer to Section 4.1 in COPPA for complete requirement of a Programme Self-Review).

INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

Information on Standards

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 enhancement of the others?
(To be read together with information on Standard 1.2.2 in Area 1 and 6.1.6 in Area 6.)

1.1.3 (a) State the educational objectives, learning outcomes, learning and teaching strategies, and assessment methods of the programme.
(b) Map the programme learning outcomes (PLO) against the programme educational objectives (Provide information in Table 1).
(To be read together with information on Standard 1.2.4 in Area 1.)

Table 1. Matrix of programme learning outcomes against the programme educational objectives

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

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

1.1.4 Map the PLO to an MQF level descriptors and the five clusters of MQF learning outcomes.

1.1.5 (a) How are the learning outcomes related to the career and further studies options of student upon programme completion?
(b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry and discipline?

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

Information on Standards

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.

1.2.2 Describe the processes to develop and approve curriculum.
(To be read together with information on Standard 1.1.2 in Area 1 and 6.1.6 in Area 6.)

1.2.3 (a) Who and how are the stakeholders consulted in the development of the curriculum?

(b) Explain the involvement of education experts in this curriculum development.
(To be read together with information on Standard 7.1.4 in Area 7.)

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

No.	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*		
2.	**Core**/Major***/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 refer to *Mata Pelajaran Umum* (MPU) and other courses required by the HEP.
** Core courses also include common courses of faculty.
*** Provide information on major, including double major, if applicable.
**** Optional/elective courses refer to courses where students can exercise choice.

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

Table 3. Brief description of courses offered in the programme

| No. | Semester/ Year Offered | Name and Code of Course | Classification (Compulsory Major/Minor/ Elective) | Credit Value | Programme Learning Outcomes (PLO) | | | | | Pre-requisite/ Co-requisite | Name(s) of Academic Staff |
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5		
1											
2											
3											
4											
5											

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

Table 4. Course information

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Pre-requisite/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 Methods:

| Course Learning Outcomes (CLO) | Programme Learning Outcomes (PLO) | | | | | | | | | | | | Teaching Methods | Assessment Methods |
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12		
CLO 1														
CLO 2														
CLO 3														

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

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

| 10. | Distribution of Student Learning Time (SLT): |

Course Content Outline	CLO*	Learning and Teaching 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 (%)	F2F				Independent Learning (NF2F)		Total SLT
1.								
2.								
Final Assessment	Percentage (%)	F2F				Independent Learning (NF2F)		Total SLT
1.								
2.								
GRAND TOTAL SLT								

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

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

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to programme standards (if applicable) and curriculum design.

1.2.5 Explain the appropriateness of learning and teaching methods applied to achieve the objectives and learning outcomes of the programme.
(To be read together with information on Standard 1.1.3 in Area 1.)

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

1.3 Programme Delivery

<u>Information on Standards</u>

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

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

1.3.3 (a) Provide details of the coordinator of the programme and team members 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.
(To be read together with information on Standard 6.1.1 and 6.2.2 in Area 6.)

1.3.4 Show how the department provides favourable conditions for learning and teaching.
(To be read together with information on Standard 5.1.1 in Area 5.)

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

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

INFORMATION ON AREA 2: ASSESSMENT OF STUDENT LEARNING

2.1   Relationship between Assessment and Learning Outcomes

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

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

2.2   Assessment Methods

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

2.2.2   (a) Explain how the department ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites (if applicable).
        (b) Indicate the authority and processes for verification and moderation of summative assessments.
        (c) What guidelines and mechanisms are in place to address academic plagiarism among students?
        (d) Are the assessment methods reviewed periodically? Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment, and consultation with external examiners, students, alumni and industry).
    2.2.3   (a) Describe the student assessment methods in terms of its

duration, diversity, weight, criteria, and coverage. Describe the grading system used. How are these documented and communicated to the students?

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

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

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

(e) Append a copy of the Regulations of Examination.

2.2.4 Explain the processes in making changes to the assessment methods and implementing new assessment methods. How are these changes made known to the students?

2.3 Management of Student Assessment

Information on Standards

2.3.1 Explain the roles, rights and power of the department and its academic staff in the management of student assessment.

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

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

2.3.4 What are the guidelines and mechanisms in place for students' appeal against course results?

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

INFORMATION ON AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

3.1   Student Selection

Information on Standards

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

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

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

3.1.2   (a)   Explain how the selection criteria are accessible to the public.

(b)   If other additional selection criteria are utilised, describe them.

(c)   Show evidence that the admission policy and mechanism are free from unfair discrimination and bias.

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.

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

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

3.2 Articulation and Transfer

<u>Information on Standards</u>

3.2.1 Describe how the department facilitates students in respect to mobility, exchanges and transfers, nationally and internationally.

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

3.3 Student Support Services

<u>Information on Standards</u>

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?

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.

3.3.3 How are students orientated into the programme?

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 there to improve the services, including that of enhancing the skills and professionalism of the counsellors?

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

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

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

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

3.4   Student Representation and Participation

<u>Information on Standards</u>
3.4.1   What policy and processes are in place for active student engagement, especially in areas that affect their interest and welfare?

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

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?

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?

3.5   Alumni

<u>Information on Standards</u>
3.5.1   (a)   Describe the linkages established by the department with the alumni.
        (b)   Describe the role of alumni in the development, review and continual improvement of the programme.

INFORMATION ON AREA 4: ACADEMIC STAFF

4.1   Recruitment and Management

Information on Standards

4.1.1   Explain how the departmental academic staff plan is in consistent with HEP policies and programme requirements.

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

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

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

Academic Staff Listing and Responsibilities

4.1.4   (a)   Provide an information summary 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											
6											

(b)   Provide curriculum vitae of each academic staff teaching in this programme, which contains the following:

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

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

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

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.

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

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

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

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

4.2   Service and Development

<u>Information on Standards</u>

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

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?

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.

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.

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.

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 learning-teaching experience?

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

INFORMATION ON AREA 5: EDUCATIONAL RESOURCES

5.1   Physical Facilities

Information on Standards

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

Table 6. List of physical facilities required for the programme

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

> (b)   Describe and assess the adequacy of the physical facilities and equipment (e.g., workshop, studio and laboratories) as well as human resources (e.g., laboratory professionals and technicians).
>
> (c)   Provide information on the clinical and practical facilities for programmes which require 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 users friendly to those with special needs? Provide a copy of any technical standards that have been deployed for students with special needs.

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

5.1.3   (a)   Explain the database system used in the library and resource centre.

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

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

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

Table 7. Reference materials supporting the programme

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**	

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 information on, and provision for, the maintenance of the physical learning facilities.

5.2   Research and Development

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

Information on Standards

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.

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

(b)   State any initiatives taken by the department to engage students in research.

5.2.3   Describe the processes by which the department reviews its research resources and facilities, and the steps taken to enhance its research capabilities and environment.

5.3   Financial Resources

Information on Standards

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

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

5.3.3   (a)   Indicate the responsibilities and line 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.

INFORMATION ON AREA 6: PROGRAMME MANAGEMENT

6.1   Programme Management

Information on Standards

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

(b)   Indicate the type and frequency of department meetings.

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.

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

(b)   Highlight the improvement resulting from these policies, procedures and mechanisms.

6.1.4   Show evidence (e.g., terms of reference, minutes of meeting) that the academic board of the department is an effective decision-making body with adequate autonomy.

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.
(To be read together with information on Standard 7.1.7 in Area 7.)

6.1.6   Show evidence of internal and external consultation, and market needs and graduate employability analyses.
(To be read together with information on Standard 1.1.2, 1.2.2 in Area 1 and 7.1.6 in Area 7.)

6.2   Programme Leadership

Information on Standards

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

6.2.2   Indicate the programme leader of this programme. Describe the qualifications, experiences, tenure and responsibilities of the programme leader.

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

6.3   Administrative Staff

Information on Standards

6.3.1   (a)   Describe the structure of the administrative staff which supports the programme.

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

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

Table 8. Administrative staff for the programme

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

6.3.2   State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff 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.

6.4 Academic Records

<u>Information on Standards</u>
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.

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

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

6.4.4 Describe the departmental review policies on record security and safety systems and its improvement plans.

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

7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

<u>Information on Standards</u>
7.1.1 Describe the policies and mechanisms for regular monitoring and review of the programme.

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

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 feedback from a programme monitoring and review exercise to further improve the programme.

      (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.

7.1.4   Which stakeholders are involved in programme review? Describe their involvement and show how their views are taken into consideration.
(To be read together with information on Standard 1.2.3 in Area 1.)

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.

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

7.1.7   Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.
(To be read together with information on Standard 6.1.5 in Area 6.)

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

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