

## **MQA-01 (PROGRAMME INFORMATION)**

### **PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER**

Part A of the MQA-01 and MQA-02 of this Code of Practice for Programme Accreditation (COPPA) seeks general information on the higher education provider (HEP). It is basically an institutional profile of the HEP.

There are 19 items listed below, most of which are self-explanatory.

Items 1 and 2 ask for the name of the HEP and the date of its establishment. Item 3 asks for the reference number to show that the institution has received formal approval of its establishment from relevant authority. Item 4 asks for the name and designation of the Chief Executive Officer of the HEP.

Items 5 to 9 require the HEP to furnish its address and contact details.

Item 10 asks for the names and addresses of departments of the HEP which are located outside of its main campus. Item 11 asks for the names and addresses of branch campuses, where applicable.

Items 12 and 13 require the HEP to list all the departments in the HEP, including its branch campuses and the number of programmes offered by them as well as details of these programmes.

Items 14, 15 and 17 ask for the details of the academic staff, students and administrative and support staff. Item 16 asks specifically about student attrition rate.

Item 18 requires the HEP to provide the organisational chart of the HEP.

Item 19 asks for the name and details of the contact person in the HEP.

**PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER**

1. Name of the higher education provider (HEP):
2. Date of establishment:
3. Reference No. of the Approval for Establishment:
4. Name, title and designation of the chief executive officer:
5. Address:
  - Address:
  - Correspondence (if different from above):
6. Tel.:
7. Fax:
8. Email:
9. Website:
  
10. Names and addresses of Faculties/Schools/Departments/Centres (if located outside the main campus):
  - i.
  - ii.
  - iii.
  
11. Names and addresses of branch campuses (if applicable):
  - i.
  - ii.
  - iii.

12. List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and no. of programmes offered:

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

13. Details of all programmes currently conducted by the HEP (and its branch campuses):

No.	Name of programme	Level	Awarding body	Approval Date	Accreditation Date	Recognition (by PSD/JPA) Date	Types of Programme (Collaboration/ Homegrown)	No. of students

PSD: Public Services Department, JPA: Jabatan Perkhidmatan Awam

14. Total number of academic staff:

Status	Academic Qualification	Number of staff		
		Local	Foreign	Total
Full-time	PhD			
	Masters			
	Bachelors			
	Diploma			
	Professional			
	Others			
	<b>Sub-total</b>			
Part-time	PhD			
	Masters			
	Bachelors			
	Diploma			
	Professional			
	Others			
	<b>Sub-total</b>			
	<b>Total</b>			

15. Total number of students:

	Number of students		Total
	Local	Foreign	
Male			
Female			
Total			

16. Student attrition rate:

	Year	Number of students leaving the institution	Reasons for leaving
Current year			
Past 1 year			
Past 2 years			
Past 3 years			

17. Total number of administrative and support staff:

No.	Designation	Number of staff

18. Provide the organisational chart of the HEP:

19. Contact person:

- Name (Title):
- Designation:
- Tel.:
- Fax.:
- Email:

## **PART B: PROGRAMME DESCRIPTION**

Part B of the MQA-01 and MQA-02 requires the higher education provider (HEP) to furnish information on the programme to be accredited. The information required includes the name of the programme, its level, the credit value, the duration of study, entry requirement, mode of delivery and the awarding body.

There are 18 items listed in this section. Many of these items may require the HEP to refer to the Malaysian Qualifications Framework, programme standards, guidelines to good practices, and rules, regulations and policies of the Ministry of Higher Education.

Item 1 asks for the name of the qualification as in the scroll to be awarded. For example, Bachelor of Science (Software Engineering).

Item 2 asks for the level of the qualification as per the Malaysian Qualifications Framework. For example, level 6 – Bachelor degree.

Item 3 asks for the credit value of the programme. For example, 126 credits.

Item 4 asks for the type of award. For example, single major, double major, generic degree/award.

Item 5 asks for the field of study. For example, social sciences, law, pharmacy.

Item 6 asks for the medium of instruction of the programme. For example, English, Bahasa Malaysia.

Items 7 to 9 ask for the mode and method of programme. For example, full-time, part-time, distance learning, face-to-face, online, lecture, tutorial, lab work, field work, studio, practical training, etc.

Item 10 asks for the duration of the study of the programme.

Item 11 asks for the minimum entry requirement of the programme.

Items 12, 13 and 14 ask for the estimated date of the first intake, the projected intake and enrolment and the estimated date of the graduation of the first cohort.

Item 15 asks for the expected areas of the graduate's employment, both nationally and internationally.

Item 16 asks for who awards the qualification and for relevant supporting document.

Item 17 asks for a sample of the scroll to be awarded.

Item 18 asks for details of a similar programme that has been approved to be conducted in other sites of the HEP, where applicable.

Item 19 asks for the location where the programme is to be conducted, in the case of Provisional Accreditation, or where the programme is currently being conducted, in the case of Full Accreditation.

## PART B: PROGRAMME DESCRIPTION

1. Name of the award (as in the scroll to be awarded):
  2. MQF level:
  3. Credit value:
  4. Type of award (e.g., single major, double major, etc.):
  5. Field of study:
  6. Language of instruction:
  7. Mode of study (e.g., full-time/part-time, etc.):
  8. Mode of delivery (lecture/tutorial/lab/field work/studio, etc.):
  9. Method of delivery (Conventional/Distance learning, etc.):
10. Duration of study:

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

11. Entry requirements:
12. Estimated date of first intake: month / year
13. Projected intake and enrolment:

	Intake	Enrolment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Total		

14. Estimated date of pioneer graduation: month/year
15. Expected areas of graduate employment:
16. Awarding body:
  - o Own
  - o Others

(For awards by other HEP or Examination bodies, please attach the relevant documents)

- i. Proof of collaboration between Higher Education Provider and the partner HEP such as copy of the Validation Report and the Memorandum of Agreement (MoA), or Memorandum of Understanding (MoU)
- ii. Approval letter from Higher Education Department (*Jabatan Pengajian Tinggi*, JPT) for programmes in collaboration with Malaysian public universities
- iii. Proof of approval and supporting letter to conduct course of study from certification bodies/awarding bodies/examination bodies
- iv. A copy of the programme specification for the programme as conducted by the partner HEP
- v. Name of the Quality Partners of the HEP, where applicable
- vi. For programmes subjected to a recognition body or relevant authorities, please attach approval letters
- vii. For programmes which require clinical training, proof of approval, MoA or MoU from the relevant authority
- viii. Any other document where necessary

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

18. Indicate the following details of this programme that have been approved and conducted in other sites (if applicable):

	Name and location of the site	Approval status	Provisional Accreditation Status	Accreditation Status
1				
2				
3				

19. Location of the programme for this application:



## **PART C: PROGRAMME STANDARDS**

Programme accreditation covers standards in nine areas of evaluation. There are two levels of these standards, i.e., benchmarked standards and enhanced standards. The former is expressed by a “must” which means that the Higher Education Provider (HEP) must comply, whilst the latter is expressed by a “should” which means that the HEP is encouraged to fulfil them.

Part C of the MQA-01 and MQA-02 requires the HEP to furnish information on all the standards in the nine 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.

Area 1 is on vision, mission, educational goals and learning outcomes. There are seven questions and statements on the seven benchmarked standards and three on the four enhanced standards.

Area 2 on curriculum design and delivery has 18 questions and statements on the 19 benchmarked standards and 10 questions and statements on the 11 enhanced standards.

Area 3 on assessment of students has 19 questions and statements on the 11 benchmarked standards and six questions and statements on the five enhanced standards.

Area 4 on student selection and support services has 23 questions and statements on the 21 benchmarked standards and 12 questions and statements on the 13 enhanced standards.

Area 5 on academic staff has 22 questions and statements on the 11 benchmarked standards and five questions and statements on the four enhanced standards.

Area 6 on educational resources has 23 questions and statements on the 12 benchmarked standards and nine questions and statements on the 10 enhanced standards.

Area 7 on programme monitoring and review has nine questions and statements on the five benchmarked standards and five questions and statements on the four enhanced standards.

Area 8 on leadership, governance and administration has 19 questions and statements on the 11 benchmarked standards and six questions and statements on the six enhanced standards.

Area 9 is on continual quality improvement. There are five questions and statements on the three benchmarked standards and two questions and statements on the two enhanced standards.

## **INFORMATION ON AREA 1: VISION, MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES**

### **1.1 Statement of Programme Aims, Objectives and Learning Outcomes**

#### Information on Benchmarked Standards

- 1.1.1 State the aims, objectives and the learning outcomes of the programme. How are these aims, objectives and learning outcomes made known to the department's internal and external stakeholders? Who were consulted in developing the aims, objectives and learning outcomes of the programme?
- 1.1.2 What is the vision and mission of the HEP? Show how the aims, objectives and learning outcomes of the programme are in line with, and supportive of, the vision and mission of the HEP.
- 1.1.3 Provide the justification for the proposed programme. How does this programme fulfil the market needs and contribute to the social and national development? How does this programme relate to other programmes offered by the department?

#### Information on Enhanced Standards

- 1.1.4 How does the programme aims, objectives and learning outcomes incorporate issues of leadership, social responsibility, scholarship, community involvement, ethical values and professionalism?
- 1.1.5 Indicate those who are consulted -- and the degree of their involvement -- in both the formulation and periodic review of programme aims, objectives and learning outcomes.

### **1.2 Learning Outcomes**

#### Information on Benchmarked Standards

- 1.2.1 State the programme learning outcomes according to the level of study based on the following eight MQF learning outcomes domains:
  - i. Knowledge
  - ii. Practical skills
  - iii. Social skills and responsibilities
  - iv. Ethics, professionalism and humanities
  - v. Communication, leadership and team skills
  - vi. Scientific methods, critical thinking and problem solving skills

- vii. Lifelong learning and information management
  - viii. Entrepreneurship and managerial skills
- 1.2.2 Map the learning outcomes of the individual courses to the eight MQF domains. (Matrix of Programme and Module Learning Outcomes)
  - 1.2.3 Show how the achievement of the learning outcomes are measured.
  - 1.2.4 Describe how the learning outcomes relate to the existing and emergent needs of the profession and the discipline.

#### Information on Enhanced Standards

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

## **INFORMATION ON AREA 2: CURRICULUM DESIGN AND DELIVERY**

### **2.1 Academic Autonomy**

#### Information on Benchmarked Standards

- 2.1.1 Describe the provisions and practices that ensure the autonomy of the department in curriculum design and delivery, and in allocation of resources. Provide supporting documents where appropriate.
- 2.1.2 Show the relationship between the departmental board and the senate.
- 2.1.3 How does the department ensure that the academic staff have sufficient autonomy in areas of his expertise?

#### Information on Enhanced Standards

- 2.1.4 State the departmental policies and practices to address conflict of interest, for example, staff involvement in private practice, part-time employment and consultancy services.
- 2.1.5 What are the HEP's plans to expand the autonomy of the academic staff? What is the department's role and how does it support this?

### **2.2 Programme Design and Teaching-Learning Methods**

#### Information on Benchmarked Standards

- 2.2.1 Describe the processes, procedures, and mechanisms for curriculum development. How are the academic and administrative staff involved

in this process?

- 2.2.2 What are the various teaching and learning methods used in curriculum delivery to achieve the programme learning outcomes? Describe them.
- 2.2.3 Show evidence that the department have considered market and societal demand for the programme as well as sufficient resources to run it.
- 2.2.4 Explain how the programme promotes critical enquiry, develop problem solving, decision making, and analytical thinking skills, as well as encourages students to take active responsibility for their learning, and prepares them for lifelong learning.
- 2.2.5 Describe the diverse learning methods and sources, within and outside the classroom, where students acquire knowledge, mastery of skills, and develop attitudes and behaviour in preparation for their learning, individual growth, future work and responsible citizenry (e.g., co-curriculum).

#### Information on Enhanced Standards

- 2.2.6 Show how the programme encourages a multi-disciplinary approach and co-curricular activities in enhancing and enriching the personal development of the learner.
- 2.2.7 How are external sources engaged in the needs analysis for this programme? How are their commentaries utilised to improve the programme?
- 2.2.8 What are the co-curricular activities that enrich student learning experience, and foster personal development and responsibility?

### **2.3 Curriculum Content and Structure**

The department is required to complete Table 1 and 2 to highlight the core subject matter essential for the understanding of the concepts, principles and methods that support the programme outcomes, as well as the requirements of the discipline for an award taking into account the appropriate discipline standards and international best practices for the field.

Information on Benchmarked Standards

2.3.1 Classification of subjects (Provide information where applicable in Table 1):

Table 1: Components of the programme and its value

	<b>Subject Classification</b>	<b>Credit Value</b>	<b>Percentage</b>
1.	Compulsory modules		
2.	Core/Major/Concentration: <ul style="list-style-type: none"> <li>• Courses/modules</li> <li>• projects/ thesis /dissertation</li> </ul>		
3.	Optional / elective courses/modules		
4.	Minor courses/modules		
5.	Industrial training		
6.	Practicum		
7.	Others (specify)		
	<b>Total Credit Value</b>		<b>100%</b>

2.3.2 List the subjects offered in the programme, and include their classification. Please arrange by year and semester offered as in Table 2.

Table 2. List of course/module offered in the programme

	<b>Semester/ Year Offered</b>	<b>Name and Code of Course/Module</b>	<b>Classification (Major/Minor/ Elective/Audit)</b>	<b>Credit Value</b>	<b>Name(s) of Lecturer</b>
1					
2					
3					
4					
5					

2.3.3 Basic information of each course/module (Provide information where applicable in Table 3.)

Table 3: Summary of information on each course/module

1.	Name of Course/Module		
2.	Course Code		
3.	Name(s) of academic staff		
4.	Rationale for the inclusion of the course/module in the programme		
5.	Semester and Year offered		
6.	Total Student Learning Time (SLT)	Face to Face	Total Guided and Independent Learning

	L = Lecture T = Tutorial P = Practical O = Others	L	T	P	O	
7.	Credit Value					
8.	Prerequisite (if any)					
9.	Objectives					
10.	Learning outcomes					
11.	Transferable Skills: Skills and how they are developed and assessed, Project and practical experience and Internship					
12.	Teaching-learning and assessment strategy					
13.	Synopsis					
14.	Mode of Delivery Lecture, Tutorial, Workshop, Seminar, etc.					
15.	Assessment Methods and Types					
16.	Mapping of the course/module to the Programme Aims					
17.	Mapping of the course/module to the Programme Learning Outcomes					
18.	Content outline of the course/module and the SLT per topic					
19.	<ul style="list-style-type: none"> <li>• Main references supporting the course</li> <li>• Additional references supporting the course</li> </ul>					
20.	Other additional information					

2.3.4 What are the department's plan to periodically review the programme to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of society?

#### Information on Enhanced Standards

2.3.5 Show evidence that the department has the mechanism in place to access to the latest development in the field of study.

## **2.4 Management of the Programme**

#### Information on Benchmarked Standards

2.4.1 Provide a sample of the Student Study Guide, Student Handbook and Student Project Handbook, where applicable.

2.4.2 State the manner in which the academic management of the programme is carried out, including those pertaining to curriculum development, programme management and student feedback.

2.4.3 State the designation, responsibility and authority of the main

academic officer and committee responsible for the programme. Do they have adequate resources? Show evidence.

2.4.4 Describe the review and evaluation process for the programme and the utilisation of the results.

2.4.5 Show how the learning environment nurtures scholarly and creative achievements.

#### Information on Enhanced Standards

2.4.6 Describe the department's initiative to encourage innovations to teaching-learning.

2.4.7 Show how the department engages external expertise in the review and evaluation of the programme.

### **2.5 Linkages with External Stakeholders**

#### Information on Benchmarked Standards

2.5.1 Describe the links that exist between the department and its external stakeholders for the purpose of curriculum improvement.

#### Information on Enhanced Standards

2.5.2 State the existing mechanism to obtain and utilise feedback from employers for the improvement of the curriculum, training and workplace exposure.

2.5.3 What opportunities are available to students to have linkages with external stakeholders?

## **INFORMATION ON AREA 3: ASSESSMENT OF STUDENTS**

### **3.1 Relationship Between Assessment and Learning**

#### Information on Benchmarked Standards

3.1.1 Explain how assessment principles, methods and practices are aligned to the learning outcomes and programme content.

3.1.2 State how assessment of students is consistent with the levels defined in the MQF and its eight domains of learning outcomes (e.g., critical thinking, problem solving, integrated learning, lifelong learning, etc.)  
The HEP may provide the information in a matrix form similar to what



is required for 1.2.2 as well as Table 3 in 2.3.3.

- 3.1.3 Indicate how the department monitors student assessment to reduce curriculum overload and encourage integrated learning.
- 3.1.4 Describe how the department ensures that appropriate attitudes are inculcated and assessed (e.g., respect for socio-cultural diversity, sensitivity to rights of others, cost effectiveness, teamwork, lifelong learning).

#### Information on Enhanced Standards

- 3.1.5 Describe how the link between assessment and learning outcomes are periodically reviewed to ensure its effectiveness.

### **3.2 Assessment Methods**

#### Information on Benchmarked Standards

- 3.2.1 Describe the student assessment methods in terms of its duration, diversity, weightage, criteria and coverage, and how these are documented and communicated to the students.
- 3.2.2 Describe how the assessment methods, including that of practical training, clinical training, studio projects, demonstrations and the like, can measure the students' achievement of the learning outcomes.
- 3.2.3 How is the assessment methodologies reviewed periodically to ensure currency with development in best practices?
- 3.2.4 Explain how the HEP monitors the reliability and validity of student assessment over time and across sites.
- 3.2.5 Describe how the review of the assessment methods in the programme is conducted (e.g., the existence of a permanent review committee on assessment, or in consultation with external assessors and examiners, students, alumni, industry).

#### Information on Enhanced Standards

- 3.2.6 Describe how the internal assessments are comparable to that of external best practices (e.g., through evaluation by external examiners, in comparison with student assessment held in reputable institutions).
- 3.2.7 Describe how external expertise, locally and internationally, are consulted in the review of the assessment system.

### **3.3 Management of Student Assessment**

#### Information on Benchmarked Standards

- 3.3.1 Describe the authority responsible for assessment policy and their terms of reference.
- 3.3.2 Explain the mechanisms used to ensure the credibility, reliability and fairness of the assessment system (for example, the use of external expertise, consultant, internal and external vetting, continuous monitoring) in accordance with established procedures and regulations.
- 3.3.3 Indicate the committees and processes for:
  - i. verification and moderation of summative assessments; and
  - ii. benchmarking academic standards of assessment.
- 3.3.4 Describe how confidentiality and security are ensured in student assessment processes and of academic records.
- 3.3.5 Explain how assessment performance and results are made available to students.
- 3.3.6 Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.
- 3.3.7 How are records made available to students for purposes of feedback on performance, review and corrective measures?
- 3.3.8 Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?
- 3.3.9 Explain the mechanism to review and implement new methods of assessment.
- 3.3.10 Append a copy of the Regulations of Examination.

#### Information on Enhanced Standards

- 3.3.11 How are student representatives, academic staff and stakeholders involved in improving the system of student assessment?
- 3.3.12 How autonomous is the department and its academic staff in the management of student assessment?
- 3.3.13 Explain the nature of the independent external scrutiny of student assessment to improve the management of the assessment system.

## INFORMATION ON AREA 4: STUDENT SELECTION AND SUPPORT SERVICES

### 4.1 Admission and Selection

#### Information on Benchmarked Standards

- 4.1.1 Who is responsible for student selection? State the academic criteria and the mechanisms for admission to the programme and any other additional requirements. Show evidence that the admission policy and mechanism is free from discrimination and bias.
- 4.1.2 Provide evidence that the students selected fulfil the admission policies.
- 4.1.3 Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).
- 4.1.4 Show how the criteria and mechanisms are published and disseminated.
- 4.1.5 Describe the appeal mechanism.
- 4.1.6 Describe the characteristics of students admitted. Provide a copy of any technical standards that have been deployed for the admission of students with special needs.
- 4.1.7 Indicate the forecast student intake for the next five years. (Refer also to item 13 of Part B). Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanisms that exist for adjustments, taking into account the admission of visiting, exchange and transfer students.
- 4.1.8 Describe how the selection methods comply with the HEP's social responsibilities, human resource requirements and needs for further studies and lifelong learning.
- 4.1.9 If a selection interview is utilised, describe it.
- 4.1.10 State what special programmes are provided for those who are selected but need additional remedial assistance.
- 4.1.11 How does the department continuously monitor and periodically review student selection processes?

#### Information on Enhanced Standards

- 4.1.12 How does the department engage the relevant stakeholders in the review of its admission policy and processes?
- 4.1.13 Show the relationship between student selection, the programme, and

the learning outcomes.

## **4.2 Articulation Regulation, Credit Transfer and Credit Exemption**

### Information on Benchmarked Standards

4.2.1 Describe the policies, regulations and processes of credit transfer, credit exemption and articulation practices, and how these are disseminated.

### Information on Enhanced Standards

4.2.2 Describe how the department keeps abreast of latest development with regards to articulation, credit transfer and cross-border provisions.

## **4.3 Transfer of Student**

### Information on Benchmarked Standards

4.3.1 Explain the policy, criteria and mechanisms to enable qualified students to transfer to another programme. Indicate if there are appropriate mechanisms such as a bridging course for students who need it.

4.3.2 Indicate how students accepted for transfer demonstrate comparable achievements in their previous institution of study. Provide the relevant data to support this.

### Information on Enhanced Standards

4.3.3 Describe how the department facilitates student mobility, exchanges and transfers, nationally and internationally.

## **4.4 Student Support Services and Co-curricular Activities**

*(Many of the components of the student support services below apply at the institutional level and the students at the department level have access to these central services and facilities.)*

### Information on Benchmarked Standards

4.4.1 What support services are made available to students? Show evidence that those who provide these services are qualified. What other additional support programmes provided by other organisations are accessible to students?

- 4.4.2 Describe the accessibility, confidentiality and effectiveness of the academic, non-academic and career counselling services available to students.
- 4.4.3 What mechanism is available for students to complain and to appeal on matters relating to student support services?
- 4.4.4 How are the adequacy, effectiveness and safety of these services evaluated and ensured?
- 4.4.5 Describe the roles and responsibilities of those responsible for student co-curricular activities.
- 4.4.6 Describe the management of the activities and maintenance of student records.
- 4.4.7 How are students orientated into the programme?

#### Information on Enhanced Standards

- 4.4.8 Describe the relationship between the student support services and co-curricular activities and the learning outcomes of the programme.
- 4.4.9 How is the effectiveness of the 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?
- 4.4.10 Describe the mechanisms that exist to identify students who are in need of spiritual, psychological, social and academic support.

### **4.5 Student Representation and Participation**

#### Information on Benchmarked Standards

- 4.5.1 How are student representation organised at the institutional and departmental levels?
- 4.5.2 How are students encouraged to actively participate in curriculum development, teaching-learning processes as well as in other areas that affect their welfare?

#### Information on Enhanced Standards

- 4.5.3 How are student activities and student organisations -- through which they acquire skills and experiences to build character, leadership and responsibility -- supported by the department?
- 4.5.4 What is the policy regarding student publication? What facilities are available to encourage student involvement in publication?

## **4.6 Alumni**

### Information on Benchmarked Standards

Not applicable.

### Information on Enhanced Standards

- 4.6.1 How does the department network with its alumni?
- 4.6.2 How does the department encourage the alumni to assist the students in preparing their professional future?
- 4.6.3 Describe the role of the alumni in curriculum development, the achievement of the learning outcomes and the future direction of the programme.

## **INFORMATION ON AREA 5: ACADEMIC STAFF**

### **5.1 Recruitment and Management**

#### Information on Benchmarked Standards

- 5.1.1 State the policy and procedures for the recruitment of academic staff.
- 5.1.2 State the terms and conditions of service.
- 5.1.3 State the minimum qualification of the academic staff required for the delivery of this programme.
- 5.1.4 State other requirements which would be the basis for the decision in the appointment of an academic staff for this programme.
- 5.1.5 Provide data to show that the staffing profile matches the range and balance of teaching skills, specialisations and qualifications required to deliver the programme.

- **Current Academic Staff Listing and Responsibilities**

5.1.6 Provide a summary information on every academic staff involved in conducting the programme:

**Table 4. Summary information on academic staff involved in the programme**

	Name and designation of academic staff	Appointment status (full-time, part-time, contract, etc.)	Nationality	Modules taught in this programme	Modules taught in other programmes	Academic Qualifications		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										

5.1.7 Provide Curriculum Vitae of each academic staff teaching in this programme containing the following:

- i. Full 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

5.1.8 State the mechanisms and procedures for monitoring and appraising academic staff performance, for ensuring equitable distribution of duties and responsibilities among the academic staff, and for determining the distribution of rewards.

5.1.9 Describe the processes and procedures in managing the discipline of the academic staff.

5.1.10 Describe the policies, criteria and processes in the appointment of, and promotion to, academic positions, such as associate professorship and professorship.

- **Future Academic Staff Requirements**

5.1.11 Provide the following information:

- Staff—student ratio for this programme
- Academic staff needs analysis  
(including Timetabling and Scheduling of Staff)
- Student number projections
- New academic staff acquisition plan

5.1.12 Describe how the HEP improves its recruitment of staff to meet its goals and show how this has contributed to the overall quality of the programme.

Information on Enhanced Standards

5.1.13 Describe how the HEP balances its recruitment between all levels of academic and non-academic staff and between local and international academic staff with multi-disciplinary backgrounds.

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

## **5.2 Service and Development**

Information on Benchmarked Standards

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

5.2.2 Indicate the mechanisms that are in place for academic staff training in teaching and learning.

5.2.3 Describe the mechanism used to identify the manpower needs of the programme and training of the staff.

5.2.4 Do the expertise of the current academic staff match with what is needed to deliver the programme? Provide information of the compatibility between the teacher and the module in a matrix form.

5.2.5 Provide information on the research focus areas of the academic staff and show how they relate to, or support, teaching-learning of the programme.

5.2.6 State the mechanisms and procedures for professional development and career advancement of the academic staff (e.g., study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.)

5.2.7 Describe the policy on consultancy and private practice.

5.2.8 Describe the mentoring system for new academic staff.



- 5.2.9 Describe the engagement of the academic staff in community service activities. Evaluate the extent to which the activities are taken into consideration in appointment and promotion exercises.
- 5.2.10 Give evidence of national and international recognition of academic staff members (e.g., journal editorship, service as peer reviewers, consultancy, and expert group and committee membership).

Information on Enhanced Standards

- 5.2.11 Describe how the academic staff are given the opportunity to participate in professional, academic and other relevant activities at national and international levels. How is this participation appraised and its results utilised for purposes of enhancing the student experience?
- 5.2.12 Provide information on the involvement of the academic staff in research activities.
- 5.2.13 Describe the provisions for allowing advanced enhancement for academic staff.

**INFORMATION ON AREA 6: EDUCATIONAL RESOURCES**

**6.1 Physical Facilities**

Information on Benchmarked Standards

- 6.1.1 List all the physical facilities and indicate those specifically related to the programme.

Table 5. List of physical facilities

	Facilities	Current		Projection of Addition			
		No	Capacity	Year 1		Year 2	
				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						

	Facilities	Current		Projection of Addition			
				Year 1		Year 2	
		No	Capacity	No	Capacity	No	Capacity
	Studio						
	Others						
5	Library and Information Centres						
	Learning Support Centres						
6.	Learning Resources Support						
7.	Student Social Spaces						
8.	Other Facilities						

6.1.2 Describe the adequacy of the physical facilities and equipments (such as workshop, studio, laboratories) as well as human resources (for example, laboratory professionals, technicians).

6.1.3 Identify current unmet needs and needs that may arise within the next several years.

6.1.4 Provide information on the clinical and practical facilities for programmes which requires such facilities. State the location.

6.1.5 Demonstrate arrangement procedures that meet the programmes specific requirements in practical and industrial training.

- **Library and Information Centre**

6.1.6 State the database system used in the library and information centre.

6.1.7 State the number of staff in the library and information centre and their qualifications.

6.1.8 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.

6.1.9 List the reference materials related to the programme:

Table 6. Reference materials supporting the programme

Resources supporting the programme (e.g., books, online resources, etc)		Number of 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	

6.1.10 Describe the mechanism to obtain feedback from students and staff on the library policy, services and procedures.

- **Information and Communication Technology (ICT)**

6.1.11 State the policy on the use of ICT in the department. Describe the ICT infrastructure that supports the department and the programme.

6.1.12 List the ICT staff and their qualifications that support the implementation of the ICT policy at the departmental level.

6.1.13 State the specific ICT requirement of this programme and how they are provided.

6.1.14 Indicate what plans exist to improve the educational facilities -- physical, library and ICT -- in line with the development in teaching practice.

Information on Enhanced Standards

6.1.15 Explain how the HEP periodically reviews the adequacy, currency and quality of its educational resources and the role of the department in these processes.

6.1.16 Describe how students are provided with opportunities to learn the various and most current methods to access information.

6.1.17 How are these facilities user friendly to those with special needs?

## **6.2 Research and Development**

*(Please note that the standards on Research and Development are largely directed to universities offering degree level programmes and above.)*

Information on Benchmarked Standards

6.2.1 Describe the facilities and the budget allocation available to support research.

6.2.2 Describe the major research programmes of the department and the academic staff involved in them.

6.2.3 Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and development and the teaching-learning activities in the department.

6.2.4 State any initiatives taken by the department to engage students in research.

Information on Enhanced Standards

- 6.2.5 Show the link between research, development and commercialisation.
- 6.2.6 Describe the processes where the department review its research resources and facilities and the steps taken to enhance its research capabilities.

**6.3 Educational Expertise**

Information on Benchmarked Standards

- 6.3.1 Describe the policy and practice on the use of appropriate educational expertise in the planning of educational programmes and in the development of new teaching and assessment methods. (Refer to the preamble to Area 6: Educational Resources on pages 23-24)

Information on Enhanced Standards

- 6.3.2 Describe the access to educational expertise, both internal and external, and its utilisation for staff development and research.

**6.4 Educational Exchanges**

Information on Benchmarked Standards

- 6.4.1 Describe the department's practice in collaborating and cooperating with other providers, nationally and internationally, in compliance with the HEP's policy.
- 6.4.2 Indicate how these are disseminated to students and faculty.

Information on Enhanced Standards

- 6.4.3 Describe the future plans to strengthen national and international collaborative activities.
- 6.4.4 Describe the facilities and financial allocation to support these exchanges.

**6.5 Financial Allocation**

Information on Benchmarked Standards

- 6.5.1 Indicate the responsibilities and line of authority in terms of budgeting and resource allocation in the HEP.
- 6.5.2 Demonstrate how the financial allocation dedicated to the programme -- and its utilisation -- is sufficient for it to achieve its purpose.

Information on Enhanced Standards

- 6.5.3 Describe how those responsible for the programme enjoy sufficient autonomy to allocate and utilise resources to achieve the programme objective.

**INFORMATION ON AREA 7: PROGRAMME MONITORING AND REVIEW**

**7.1 Mechanisms for Programme Monitoring and Review**

Information on Benchmarked Standards

- 7.1.1 Explain how the department evaluates this programme.
- 7.1.2 How are the student performance and progression analysed in relation to the objective of the programme?
- 7.1.3 Describe the processes, procedures and mechanisms for monitoring and reviewing the curriculum.
- 7.1.4 Describe the relationship between the process of curriculum monitoring and review and the achievement of programme learning outcomes.
- 7.1.5 Describe how the HEP utilises the feedback from programme review in programme development.
- 7.1.6 Describe the structure and its workings of the programme review committee.
- 7.1.7 Describe the responsibilities of the parties involved in collaborative arrangements.

Information on Enhanced Standards

- 7.1.8 How does the self-review process assist in identifying weaknesses and in improving the programme?
- 7.1.9 Describe the mechanism utilised by the HEP to monitor the performance of its graduates. How does this impact the curriculum review process?

**7.2 Involvement of Stakeholders**

Information on Benchmarked Standards

- 7.2.1 Which stakeholders are consulted in programme monitoring and

review? Describe the involvement of these stakeholders.

7.2.2 Show how the views of these stakeholders are taken into consideration.

#### Information on Enhanced Standards

7.2.3 Explain how the department informs the stakeholders of the result of the programme assessment and how are their views on the report taken into consideration in future programme development.

7.2.4 Show how feedbacks obtained from stakeholders are incorporated in a programme review exercise.

7.2.5 How are professional bodies and associations engaged in programme monitoring and review?

## **INFORMATION ON AREA 8: LEADERSHIP, GOVERNANCE AND ADMINISTRATION**

### **8.1 Governance**

#### Information on Benchmarked Standards

8.1.1 Show how the policies and practices of the department are consistent with the larger purpose of the HEP.

8.1.2 Describe the governance 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? What effect do these relationships have on the programme?

8.1.3 Indicate the type and frequency of meetings held during the past academic year.

8.1.4 Show evidence that the department board is an effective policy-making body with adequate autonomy.

8.1.5 Describe the extent of autonomy and responsibilities agreed upon by the HEP and its campuses or partner institutions to assure functional integration and educational quality.

#### Information on Enhanced Standards

8.1.6 Describe the committee system in the department and how it utilises consultation and feedback, and considers market needs analysis and

employability projections in the programme development and review.

- 8.1.7 Describe the representation and role of the academic staff, students and other stakeholders in the various governance structures and committees of the department.

## **8.2 Academic Leadership of the Programme**

### Information on Benchmarked Standards

- 8.2.1 Explain the selection process and job description of the academic leader of the programme. State his name, qualification and experience.
- 8.2.2 Describe the management structure of the academic programme by showing the responsibilities of each individual involved in the structure.
- 8.2.3 State the procedures and criteria for selection, appointment and evaluation of academic leadership in the programme.
- 8.2.4 Describe the relationship between the programme and the HEP leadership in matters such as recruitment and training, student admission, and allocation of resources and decision-making processes.

### Information on Enhanced Standards

- 8.2.5 Describe how the performance of the programme leader is periodically evaluated.
- 8.2.6 Show how the programme leader creates a conducive environment to generate innovation and creativity in the department.

## **8.3 Administrative and Management Staff**

### Information on Benchmarked Standards

- 8.3.1 Describe the structure of the administrative staff which supports the programme.
- 8.3.2 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.
- 8.3.3 State the numbers required and available, job category and minimum qualification of non-academic staff for this programme.

Table 7. Non-academic staff for the programme

	<b>Job Category</b>	<b>Numbers required</b>	<b>Current numbers</b>	<b>Minimum qualification</b>
1				
2				
3				

- 8.3.4 Provide details of each staff assisting in this programme containing their name, academic qualifications, current responsibilities and other relevant information.
- 8.3.5 State the mechanisms and procedures for monitoring and appraising staff performance, for ensuring equitable distribution of duties and responsibilities among the staff, and for determining the distribution of rewards.
- 8.3.6 Describe the processes and procedures in managing the discipline of the staff.
- 8.3.7 State the mechanisms for training and career advancement that are available in the department.
- 8.3.8 Describe how the department conducts regular performance review of the programme's administrative and management staff.

Information on Enhanced Standards

- 8.3.9 Describe the training scheme for the administrative and management staff and show how this scheme fulfils the specific and future needs of the programme.

**8.4 Academic Records**

Information on Benchmarked Standards

- 8.4.1 State the policies on the secure retention and disposal of student and academic staff records at the departmental level and show its consistency with that of the HEP.
- 8.4.2 Describe how the department ensures the rights of individual privacy and the confidentiality of records.

Information on Enhanced Standards

- 8.4.3 Describe the department's review policies on security of records and its plans for improvements.



## INFORMATION ON AREA 9: CONTINUAL QUALITY IMPROVEMENT

### 9.1 Quality Improvement

#### Information on Benchmarked Standards

- 9.1.1 Show how the department supports and complements the HEP's policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement. Identify those responsible for continual quality improvement within the department.
- 9.1.2 Describe the contribution and participation of stakeholders towards improvement of the programme.
- 9.1.3 What are the policies, strategies, plans, procedures and mechanisms of the department to review and update its mission, structures and activities?
- 9.1.4 Explain the frequency of reviews undertaken and the resulting improvements.
- 9.1.5 Describe the recent and projected activities undertaken with the purpose to ensure that the department remains responsive to its changing environment.

#### Information on Enhanced Standards

- 9.1.6 Describe the role and the effectiveness of the person or unit responsible for internal quality assurance of the department. What is his/its status in the department?
- 9.1.7 What steps are being taken by the department to build a culture of quality?