



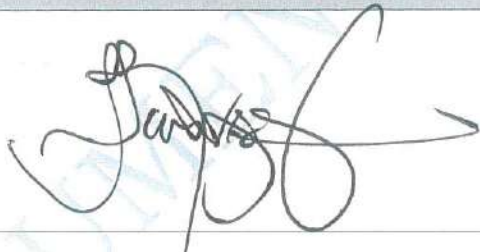
UPNM

National Defence University of Malaysia

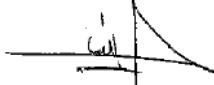
Kewajipan • Maruah • Integriti

PROSEDUR PEMBANGUNAN PROGRAM AKADEMIK BAHARU

PK(P). UPNM. AKAD. 03

	DISEDIAKAN OLEH	DILULUSKAN OLEH
TANDATANGAN		
NAMA	PROF. TS. DR. NORHANA BINTI ABDUL HALIM	LT JEN DATUK WIRA ARMAN RUMAIZI BIN HJ AHMAD
JAWATAN	TIMBALAN NAIB CANSOLOR (AKADEMIK & ANTARABANGSA)	NAIB CANSOLOR
TARIKH	08 SEPTEMBER 2025	08 SEPTEMBER 2025

SENARAI EDARAN SALINAN DOKUMEN TERKAWAL

No. Salinan Kawalan	Penerima	Tarikh Edaran Diterima	Tandatangan	Tarikh Edaran Dipinda	Catatan
01	NAIB CANSELOR	08 / 09 / 2025			Hard Copy
02	PENGURUS KUALITI	08 / 09 / 2025			Hard Copy

REKOD PINDAAN

Adalah menjadi tanggungjawab Pemegang Dokumen ini untuk memastikan salinan dokumen ini sentiasa dikemas kini dengan memasukkan semua pindaan-pindaan yang dinyatakan di dalamnya.

Tarikh Pindaan	No. Keluaran	No. Pindaan	Rujukan / Pindaan Mukasurat Terlibat	Butir-butir Pindaan	Diluluskan Oleh
15 / 05 / 2018	01	01	Muka Depan & Senarai Edaran	Nama dan Tanda tangan NC baru	
12 / 04 / 2019	02	01	Muka Depan & Senarai Edaran	Nama dan Tanda tangan Pengurus Kualiti baru	
03 / 11 / 2020	02	02	Semua Muka Surat yang Terlibat	Pertukaran logo UPNM yang baharu di setiap muka surat dan kemaskini isi kandungan	
10 / 03 / 2021	02	03	Muka Depan & Senarai Edaran	Nama dan Tanda tangan NC baru	
30 / 09 / 2022	02	04	Muka Depan & Senarai Edaran	Nama dan Tanda tangan Pengurus Kualiti baru	
27 / 09 / 2023	02	04	Muka Depan & Senarai Edaran	Nama dan Tanda tangan NC baru	

06 / 05 / 2025	02	05	Muka Depan, Senarai Edaran, Singkatan & Tindakan dan Tanggungjawab	Nama dan Tanda tangan NC baharu, Pengurus Kualiti dan Menjalankan Tugas TNCAA serta kemaskini singkatan	
08 / 09 / 2025	02	05	Muka Depan & Senarai Edaran	Pengemaskinian nama NC	

DOKUMEN TERKAWAL

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1.0 OBJEKTIF

Prosedur ini menggariskan kaedah dan tatacara merancang, mereka bentuk dan membangunkan program akademik baharu bagi memastikan program yang direka bentuk memenuhi keperluan pelanggan serta dasar yang ditetapkan oleh Kementerian Pendidikan Tinggi (KPT) dan Agensi Kelayakan Malaysia (MQA).

2.0 SKOP

Prosedur ini diguna pakai oleh semua Fakulti/ Pusat Pengajian bagi pembangunan program akademik baharu bermula dari perancangan, mereka bentuk, membangunkan program akademik baharu sehingga dimajukan ke KPT untuk kelulusan pelaksanaan.

3.0 RUJUKAN

- 3.1 MK. UPNM. 01
 - 3.1.1 Klausu 7.5 - Maklumat dan Dokumentasi
 - 3.1.2 Klausu 7.5.3 - Kawalan Dokumen dan Maklumat Operasi
 - 3.1.3 Klausu 8.3 - Rekabentuk dan Pembangunan
 - 3.1.4 Klausu 8.3.4 - Kawalan Reka Bentuk dan Pembangunan
 - 3.1.5 Klausu 8.3.5 - Perubahan Reka Bentuk dan Pembangunan
 - 3.1.6 Klausu 8.5.1 - Penyediaan Penyampaian Perkhidmatan
- 3.2 Garis Panduan Pembangunan Program Akademik Edisi Kedua 2018.
- 3.3 Kerangka Kelayakan Malaysia (MQF).
- 3.4 Kod Amalan Akreditasi Program (COPPA).
- 3.5 Standard Program mengikut bidang yang dipohon yang dikeluarkan oleh MQA atau oleh Badan Profesional berautoriti.
- 3.6 Standard Ijazah Sarjana dan Kedoktoran.
- 3.7 Dasar Jaminan Kualiti KPT dan MQA.
- 3.8 Garis Panduan Amalan Baik: Reka Bentuk dan Penyampaian Kurikulum (MQA, 2011).
- 3.9 Garis Panduan Amalan Baik: Penilaian Pelajar (MQA, 2013c).

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4.0 DEFINISI

4.1 Program Akademik Baharu

Program akademik yang belum ditawarkan oleh sebarang Fakulti/ Pusat Pengajian.

4.2 Reka Bentuk Program

Proses mengenal pasti struktur kurikulum, merancang *input* dan *output* serta membangunkan program akademik baharu.

4.3 Jawatankuasa Pembangunan dan Pengurusan Akademik

Jawatankuasa yang ditubuhkan oleh Universiti dan dipengerusikan oleh Timbalan Naib Canselor (Akademik dan Antarabangsa) untuk menguruskan perkara-perkara berkenaan hal ehwal akademik Universiti kecuali program pascasiswazah.

4.4 Senat

Badan Akademik tertinggi bagi Universiti mengikut subseksyen 22(5) Perlembagaan Universiti.

4.5 Jawatankuasa Akademik Fakulti / Pusat Pengajian (JKAF)

Jawatankuasa yang ditubuhkan oleh Fakulti/ Pusat Pengajian untuk menguruskan perkara-perkara berkaitan hal ehwal akademik Fakulti dipengerusikan oleh Dekan/ Pengarah.

4.6 Jawatankuasa Pengajian Program (*Board of Studies*)

Sebuah jawatankuasa yang dibentuk oleh Fakulti/ Pusat Pengajian yang keahliannya terdiri daripada ahli akademik/ pakar bidang dan boleh terdiri daripada pemegang taruh luar, termasuk ahli akademik daripada PPT lain, wakil industri, pakar rujuk dalam dan luar negara.

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4.7 Kajian Pasaran

Satu proses yang dilaksanakan untuk mengetahui dan memahami kehendak industri bagi program yang akan dibangunkan selain melihat pasaran guna tenaga bagi program yang dipohon. Kajian pasaran perlu dijalankan secara menyeluruh dengan bilangan responden hendaklah **melebihi 90 orang** bagi mendapatkan maklum balas yang terperinci daripada pemegang taruh berhubung keperluan program akademik baharu.

4.8 Kurikulum

Satu set kursus yang dibangunkan dan dilaksanakan secara terancang bertujuan untuk mendapatkan kesan pendidikan.

4.9 Pentadbir

Pegawai yang dipertanggungjawabkan dalam membantu pengurusan perkara yang berkaitan program akademik.

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5.0 A) SINGKATAN

BIL	SINGKATAN	NAMA PENUH
5.1	KPT	Kementerian Pendidikan Tinggi
5.2	NC	Naib Canselor
5.4	TNC (AA)	Timbalan Naib Canselor (Akademik dan Antarabangsa)
5.5	DKN	Dekan Fakulti
5.6	PGRH	Pengarah Pusat Pengajian
5.7	KJ	Ketua Jabatan
5.8	KP	Ketua Program
5.9	JPP	Jawatankuasa Pengajian Program (<i>Board of Studies</i>)
5.10	JPPA	Jawatankuasa Pembangunan dan Pengurusan Akademik
5.11	JKAF / JKAP	Jawatankuasa Akademik Fakulti / Pusat
5.12	LPU	Lembaga Pengarah Universiti
5.13	PPA	Pusat Pembangunan Akademik
5.14	MQA	<i>Malaysian Qualifications Agency</i> (Agensi Kelayakan Malaysia)
5.15	MSA	Mesyuarat Saringan Awal, KPT
5.16	JKPT	Jawatankuasa Pendidikan Tinggi, KPT
5.17	PTBR	Pentadbir
5.18	PAS	Perakuan Akreditasi Sementara
5.19	e-SP	Sistem e-Semakan Permohonan MQA
5.20	e-PPA	Sistem Pengurusan Program Akademik

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B) ISU-ISU RISIKO

- i. Permohonan tidak lengkap.
- ii. Permohonan tidak mendapat kelulusan Akreditasi Sementara oleh MQA.
- iii. Penawaran program tidak diluluskan oleh KPT.

6.0 TINDAKAN DAN TANGGUNGJAWAB

TANGGUNGJAWAB		TINDAKAN
A. REKA BENTUK PROGRAM		
DKN/ PGRH	1.	Terima cadangan untuk bangunkan program akademik baharu.
	2.	Lantik KP atas syor KJ.
KP	3.	Terima lantikan dan kaji cadangan pembangunan program akademik baharu.
	4.	Tubuhkan JPP (<i>Board of Studies</i>) dengan kelulusan Dekan.
	5.	Atur mesyuarat JPP.
	6.	Laksanakan Kajian Pasaran.
	7.	Reka bentuk Kurikulum Program.
	8.	Majukan kertas cadangan untuk kelulusan peringkat JKAF/ JKAP.
	9.	Sediakan kertas cadangan untuk kelulusan JPPA. (Rujuk Lampiran 1)
KJ	10.	Bentang kertas cadangan program akademik baharu untuk kelulusan JPPA.

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DKN/ PGRH	11.	Bentang kertas cadangan program akademik baharu untuk kelulusan Senat Universiti.
KP/ PTBR FPJB	12.	Isi permohonan MSA melalui sistem e-PPA.
	13.	Semak dan buat pembetulan berdasarkan cadangan PPA atau TNC (AA) melalui sistem e-PPA sekiranya ada.
PTBR PPA	14.	Semak permohonan MSA* yang diisi FPJB.
	15.	Maklumkan kepada PTBR TNC (AA) untuk pengesahan permohonan MSA.
TNC (AA)	16.	Sahkan permohonan MSA melalui sistem e-PPA.
	17.	Bentang KC di MSA.
NC	18.	Terima surat keputusan MSA.*
		*Untuk program akademik peringkat Diploma dan Sarjana Muda sahaja (Rujuk Lampiran 1).
B. PERMOHONAN PERAKUAN AKREDITASI SEMENTARA (PAS)		
KP	1.	Sediakan MQA-01 secara salinan lembut (<i>softcopy</i>) merangkumi: i. Dokumen COPPA (rujuk Lampiran 2) ii. <i>Course Information -Table 4</i> (Rujuk Lampiran 3) iii. <i>Evaluation Instrument of COPPA</i> (rujuk Lampiran 4) iv. Senarai semak Permohonan PAS (rujuk Lampiran 5)
	2.	Serahkan MQA-01 kepada PPA untuk semakan.
TP PPA	3.	Semak dokumen MQA-01 dan syorkan penambahbaikan sekiranya perlu untuk mengelakkan keperluan maklumat tambahan.

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	4.	Maklum PTBR PPA sekiranya dokumen MQA-01 telah disediakan dengan lengkap.
PTBR PPA	5.	Daftar permohonan PAS di dalam sistem e-Semakan Permohonan MQA dan kenalpasti <i>Biller Code</i> bagi tujuan bayaran fi penilaian melalui JomPay.
	6.	Serahkan maklumat <i>Biller Code</i> kepada PTBR Fakulti/ Pusat Pengajian.
PTBR FPJB	7.	Proses bayaran fi penilaian dan serahkan bukti pembayaran dalam bentuk PDF kepada PTBR PPA.
KP	8.	Kemas kini MQA-01 mengikut syor penambahbaikan.
	9.	Serah MQA-01 yang lengkap kepada PTBR PPA dalam tempoh 45 dari tarikh permohonan PAS didaftarkan dalam Sistem e-SP.
PPA	10.	Kemas kini permohonan PAS di dalam e-SP dan cetak Borang A.
	11.	Hantar permohonan PAS ke MQA.
C. PERMOHONAN PENAWARAN PROGRAM		
NC/ TNC (AA)	1.	Terima surat status permohonan PAS daripada MQA.
PTBR PPA	2.	Terima email daripada MQA dan proses bayaran pengambilan surat PAS.
KP	3.	Sediakan KC penawaran program untuk kelulusan Senat, LPU dan JKPT (rujuk Lampiran 5).
DKN/ PGRH	4.	Bentang KC dalam Senat Universiti.
TNC (AA)	5.	Bentang KC dalam LPU.
KP	6.	Isi permohonan JKPT untuk penawaran program baharu melalui Sistem e-PPA.

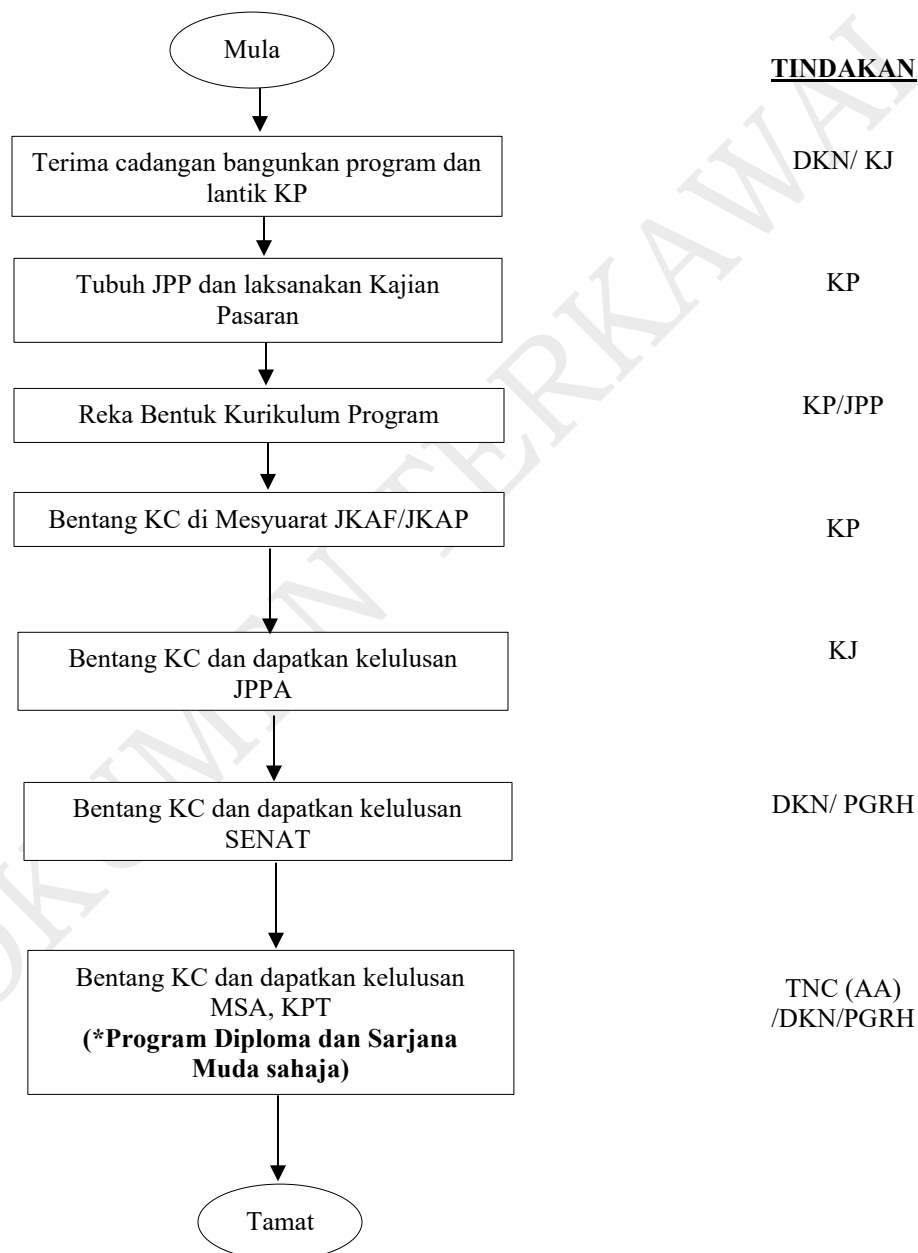
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	7.	Semak dan buat pembetulan berdasarkan cadangan PPA atau TNC (AA) melalui sistem e-PPA sekiranya ada.
PTBR PPA	6.	Semak permohonan JKPT yang diisi FPJB melalui sistem e-PPA.
	8.	
	9.	Maklumkan kepada PTBR TNC (AA) untuk semakan dan pengesahan permohonan JKPT.
TNC (AA)	10.	Sahkan permohonan JKPT melalui sistem e-PPA.
	11.	Bentang permohonan di JKPT.
NC	12.	Terima surat status permohonan penawaran program akademik baharu.

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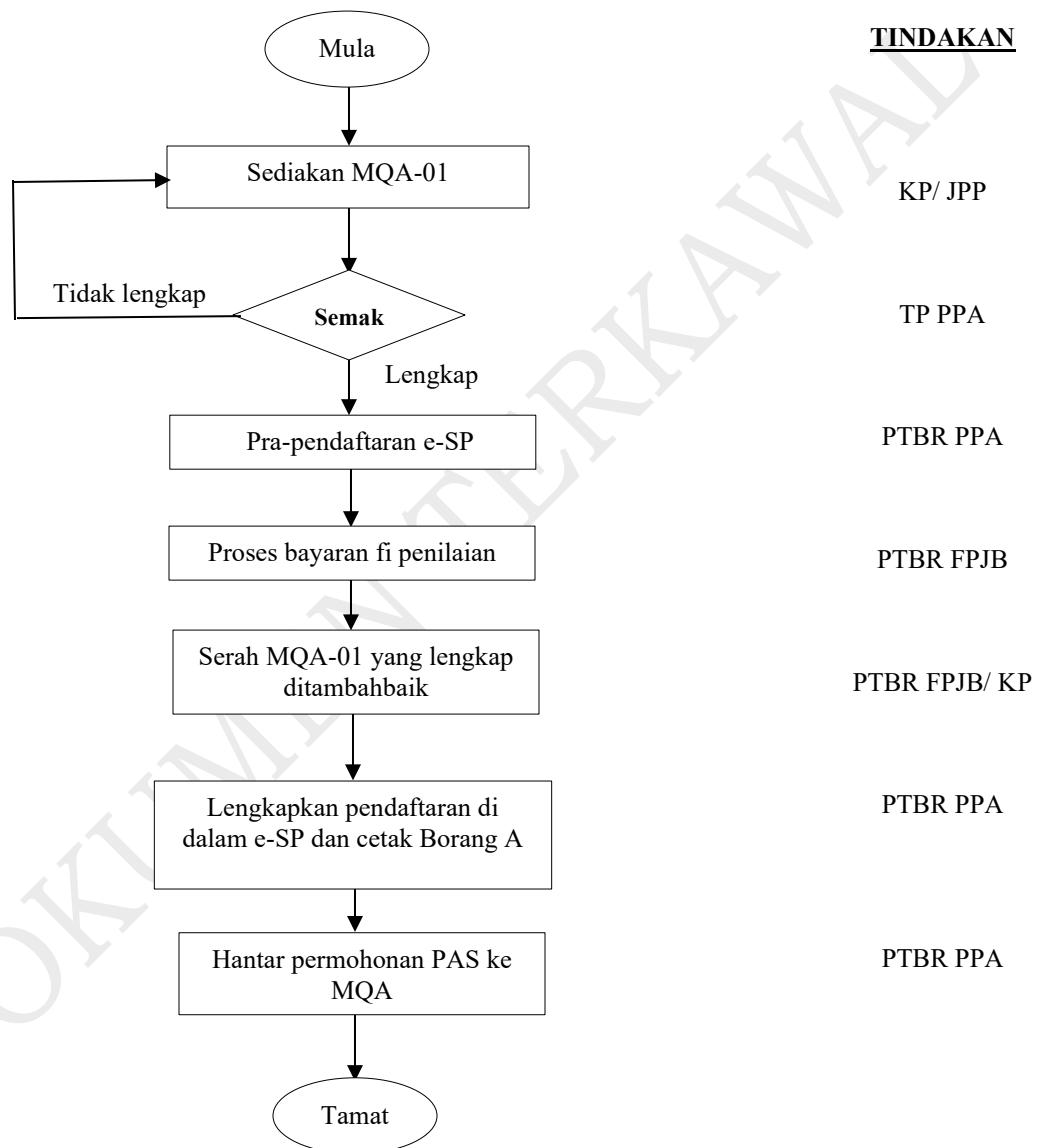
7.0 CARTA ALIR

7.1. Reka Bentuk Program



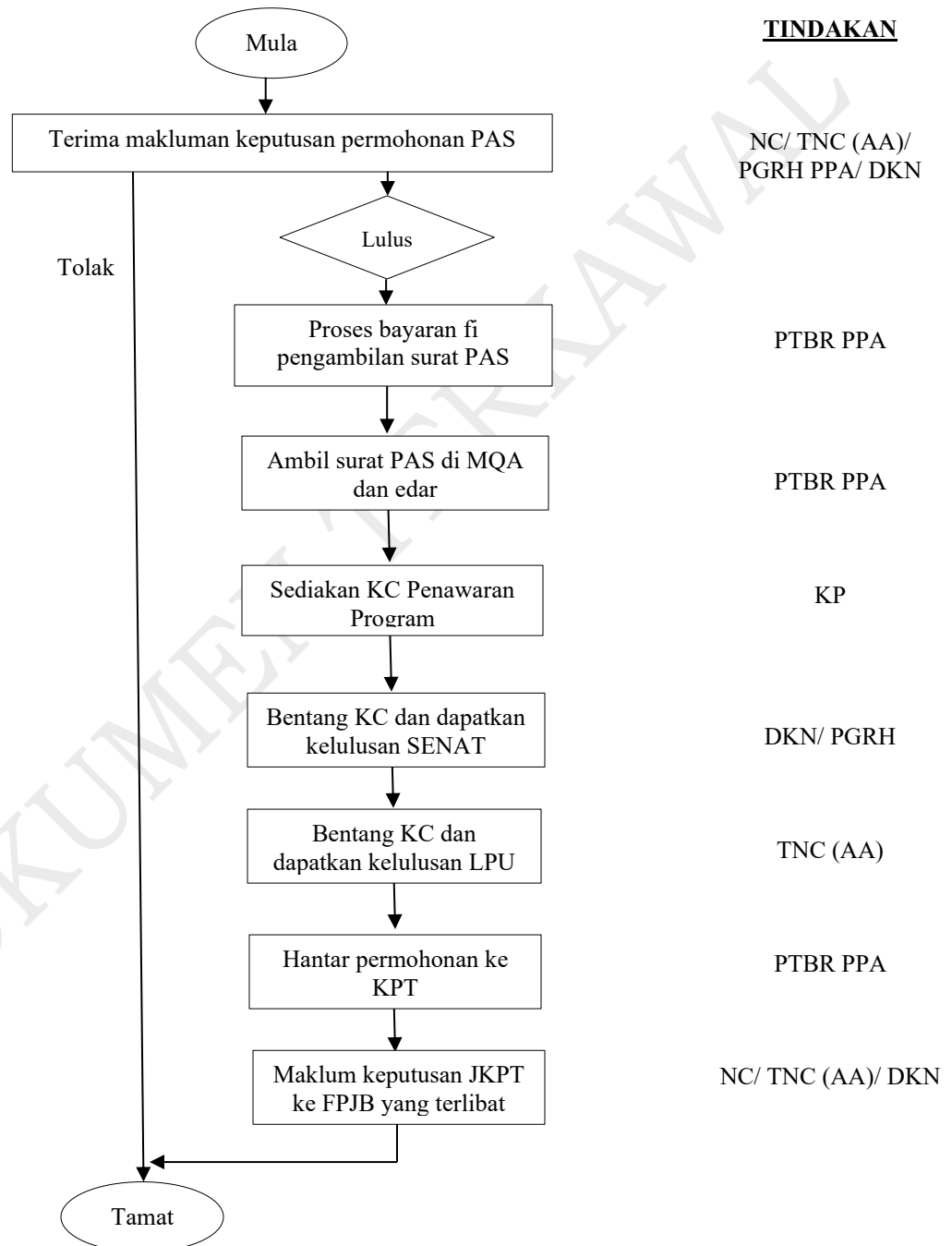
	PROSEDUR PENGURUSAN PROSEDUR PEMBANGUNAN PROGRAM AKADEMIK BAHARU	No. Ruj. Dokumen : PK(P).UPNM.AKAD.03
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7.2 Permohonan Perakuan Akreditasi Sementara (PAS)



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7.3 Permohonan Penawaran Program



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8.0 REKOD KUALITI

BIL	NAMA REKOD	LOKASI	TEMPOH PENYIMPANAN
8.1	Fail Kajian Pasaran	Pejabat DKN	7 Tahun
8.2	Fail Kurikulum/ Program/ MQA-01	Pejabat DKN	7 Tahun
8.3	Fail Program Akademik Baharu	Pejabat DKN/ Pejabat TNC (AA)/ Pejabat PPA	7 Tahun
8.4	Fail Pengurusan Risiko	Pejabat TNC (AA)	7 Tahun

9.0 LAMPIRAN

- 9.1. **Lampiran 1** – Format Kertas Cadangan Permohonan Saringan Awal
- 9.2. **Lampiran 2** – Dokumen COPPA
- 9.3. **Lampiran 3** – Format Maklumat Kursus (*Course Information Template – Table 4*)
- 9.4. **Lampiran 4** – *Evaluation Instrument of COPPA*
- 9.5. **Lampiran 5** – Senarai Semak Pematuhan Kualiti Permohonan PAS
- 9.6. **Lampiran 6** – Format Kertas Cadangan Permohonan Program Akademik Baharu JKPT

FORMAT TERBAHARU KERTAS CADANGAN PERMOHONAN SARINGAN AWAL BAGI PROGRAM AKADEMIK BAHARU

Berikut ialah format terbaharu kertas cadangan permohonan saringan awal program akademik baharu bagi tujuan kelulusan oleh JPT, KPT. Pihak Universiti Awam hendaklah menghantar 2 salinan dokumen beserta 1 cakera padat yang mengandungi kertas kerja dalam bentuk Microsoft Word (doc), saiz font 12 dan jenis font Arial.

BIL.	PERKARA	KETERANGAN									
1.	UNIVERSITI AWAM	Nyatakan nama universiti.									
2.	PROGRAM AKADEMIK YANG DIPOHON	Nyatakan nama program akademik dalam Bahasa Melayu dan Bahasa Inggeris. Contoh: Sarjana Muda Undang-Undang <i>Bachelor of Law</i>									
3.	TAHAP KERANGKA KELAYAKAN MALAYSIA (KKM)	Nyatakan tahap Kerangka Kelayakan Malaysia (KKM) program akademik baharu yang dipohon. Contoh: Sarjana Muda: Tahap 6									
4.	PENGIKTIRAFAN BADAN PROFESIONAL	Nyatakan sama ada program akademik perlu diiktiraf oleh mana-mana badan profesional. Contoh: Lembaga Kelayakan Profesyen Undang-Undang (<i>Legal Profession Qualifying Board</i>).									
5.	INSTITUSI KERJASAMA	Sekiranya ia melibatkan penawaran bersama institusi lain, nyatakan nama institusi dan nama program yang berkaitan di institusi berkenaan.									
6.	BIDANG TUJAHAN UNIVERSITI	6.1 Nyatakan visi, misi dan matlamat pendidikan universiti. 6.2 Nyatakan bidang tujuhan universiti.									
7.	ENTITI AKADEMIK YANG MEMOHON	Nyatakan nama penuh entiti akademik yang memohon program akademik baharu.									
8.	SESI PENGAJIAN PROGRAM AKADEMIK DIMULAKAN	Nyatakan semester dan sesi pengajian program akademik akan dimulakan. Contoh: Semester I Sesi 2017/2018 (September 2017).									
9.	JENIS PENGAJIAN	Nyatakan jenis pengajian sama ada secara sepenuh masa atau separuh masa									
10.	MOD PENGAJIAN	Nyatakan mod pengajian sama ada kerja kursus, penyelidikan atau campuran									
11.	KAEDAH PENYAMPAIAN	Nyatakan kaedah penyampaian yang meliputi kuliah, tutorial, amali, sesi pembelajaran berpusatkan pelajar, sesi pembelajaran atas talian, dan lain-lain mengikut peratus jam pembelajaran sama ada secara konvensional, jarak jauh dalam/atas talian atau lain-lain.									
12.	JANGKA MASA/TEMPOH PENGAJIAN	Nyatakan tempoh pengajian: Contoh: 4 tahun (8 semester) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Jenis Pengajian</th><th>Minimum</th><th>Maksimum</th></tr> <tr> <td>Sepenuh Masa</td><td></td><td></td></tr> <tr> <td>Separuh Masa</td><td></td><td></td></tr> </table>	Jenis Pengajian	Minimum	Maksimum	Sepenuh Masa			Separuh Masa		
Jenis Pengajian	Minimum	Maksimum									
Sepenuh Masa											
Separuh Masa											

BIL.	PERKARA	KETERANGAN
13.	JUMLAH KREDIT BERGRADUAT	Nyatakan jumlah kredit bergraduat program akademik tersebut.
14.	NATIONAL EDUCATION CODE (NEC)	Nyatakan kod bidang program akademik tersebut berdasarkan manual NEC.
15.	JUSTIFIKASI MENGADAKAN PROGRAM AKADEMIK	Huraikan secara terperinci bagi perkara seperti berikut: a. Unjuran statistik keperluan pekerjaan di sektor awam dan swasta bagi tempoh 5 tahun. b. Jenis pekerjaan yang berkaitan dan jumlah keperluan industri. Hasil dapatan <i>Labour Force Survey</i> (LFS) boleh digunakan sebagai sumber rujukan. c. Peratusan Kebolehgajian Siswazah (<i>Graduate Employability</i>) bagi entiti akademik dan universiti yang ingin menawarkan program akademik baharu. Perkembangan dan perubahan teknologi. d. Lain-lain justifikasi yang berkaitan.
16.	ANALISIS KEPERLUAN	Analisis keperluan perlu mengandungi item di bawah: 16.1 Nyatakan keperluan perjawatan sama ada memadai dengan perjawatan sedia ada atau penambahan baharu. 16.2 Nyatakan keperluan fizikal sama ada memadai dengan keperluan fizikal sedia ada atau penambahan baharu. 16.3 Nyatakan implikasi kewangan yang berkaitan.
17.	KELESTARIAN PROGRAM	Nyatakan kelestarian program dengan memfokuskan kepada isu sejauh manakah program dijangka bertahan di pasaran.
18.	KOS PERLAKSANAAN PROGRAM	Nyatakan kos pelaksanaan program 18.1 Kadar yuran per semester bagi setiap pelajar. 18.2 <i>Break event point</i> dalam Ringgit Malaysia (RM) dan bilangan pelajar.
19.	PERTINDANAN PROGRAM	Nyatakan pertindanan program akademik yang sedia ada di universiti awam dan institut pengajian tinggi swasta.
20.	PROGRAM AKADEMIK SEDIA ADA	Nyatakan program sedia ada di entiti akademik yang memohon program akademik baharu.
21.	PENJUMUDAN PROGRAM	Jika berkaitan, nyatakan program sedia ada yang tidak berdaya maju, tidak relevan dan tidak mendapat sambutan.

MAKLUMAT PEGAWAI PENYEDIA DOKUMEN UNTUK DIHUBUNGI:

Nama	
Jawatan	
No. Tel. Pejabat	
No. Tel. Bimbit	
E-Mel	

**SENARAI SEMAK KERTAS CADANGAN PERMOHONAN SARINGAN AWAL BAGI
PROGRAM AKADEMIK BAHARU**

Bil.	Perkara/Butiran	Tandakan ✓	
		UA	BPPA JPT
1.	Universiti Awam		
2.	Program Akademik Yang Dipohon		
3.	Tahap Kerangka Kelayakan Malaysia		
4.	Pengiktirafan Badan Profesional		
5.	Institusi Kerjasama		
6.	Bidang Tujahan Universiti		
7.	Entiti Akademik Yang Memohon		
8.	Sesi Pengajian Program Akademik Dimulakan		
9.	Jenis Pengajian		
10.	Mod Pengajian		
11.	Kaedah Penyampaian		
12.	Jangka Masa Pengajian		
13.	<i>National Education Code (Nec)</i>		
14.	Jumlah Kredit		
15.	Justifikasi Mengadakan Program Akademik		
16.	Analisis Keperluan		
17.	Kelestarian Program		
18.	Kos Perlaksanaan Program		
19.	Pertindanan Program		
20.	Program Akademik Sedia Ada		
21.	Penjumudan Program		
22.	Maklumat Pegawai Penyedia Dokumen		
23.	2 Salinan Kertas Cadangan		
24.	1 CD Kertas Cadangan		

PENGAKUAN DAN PENGESAHAN PEGAWAI PENYEDIA

Saya mengaku bahawa semua maklumat yang diberikan adalah benar.

.....
(Tandatangan Pegawai)

.....
(Tarikh)

UNTUK KEGUNAAN URUS SETIA MSA

Borang diisi dengan lengkap :

YA ☐ (✓)

TIDAK ☐ (✓)

Disemak oleh Pegawai BPPA:
(Nama) (Tandatangan dan Tarikh)

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**FORMAT RINGKASAN EKSEKUTIF
CADANGAN PERMOHONAN PROGRAM AKADEMIK BAHARU
UNTUK MESYUARAT JKPT**

1.	UNIVERSITI AWAM	Nyatakan nama universiti.
2.	BIDANG TUJAHAN UNIVERSITI	Nyatakan bidang tujahan universiti.
3.	TUJUAN	Nyatakan tujuan kertas kerja.
4.	PROGRAM AKADEMIK YANG DIPOHON	i. Nyatakan nama program dalam Bahasa Melayu. Nyatakan nama program dalam Bahasa Inggeris. ii. Nyatakan sama ada program akademik perlu diiktiraf oleh mana-mana badan profesional. iii. Sekiranya ia melibatkan penawaran bersama institusi lain, nyatakan nama institusi dan nama program yang berkaitan di institusi berkenaan.
5.	ENTITI AKADEMIK YANG MEMOHON	Nyatakan nama penuh entiti akademik yang memohon program akademik baharu ini.
6.	PERINGKAT, MOD DAN JANGKA MASA PENGAJIAN	i. Nyatakan peringkat pengajian. ii. Nyatakan mod pengajian. iii. Nyatakan jangka masa pengajian.
7.	JUSTIFIKASI MENGADAKAN PROGRAM AKADEMIK	Mengambil kira hasil daripada Analisis Keperluan, perbandingan dengan program yang sama di dalam dan luar negara, dan kelulusan/sokongan daripada Lembaga Pengajian, Senat dan Lembaga Pengarah/Gabenor Universiti.
8.	IMPLIKASI STAF, FIZIKAL DAN KEWANGAN	i. Implikasi Staf. ii. Implikasi Fizikal. iii. Implikasi Kewangan.
9.	TARIKH PROGRAM AKADEMIK DILULUSKAN	i. Tarikh Perakuan Memenuhi Kualiti. ii. Tarikh kelulusan Senat. iii. Tarikh kelulusan Lembaga Pengarah/Gabenor Universiti.
10.	SYOR	Nyatakan syor ke atas cadangan program untuk pertimbangan JKPT.

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LAMPIRAN B

FORMAT PERMOHONAN KELULUSAN PROGRAM AKADEMIK PRASISWAZAH DAN PASCASISWAZAH BAHARU UNTUK MOD KERJA KURSUS DAN CAMPURAN

Berikut ialah format kertas kerja permohonan program akademik baharu mod kerja kursus dan campuran bagi tujuan kelulusan oleh JKPT, KPT.

1. **UNIVERSITI AWAM**
Nyatakan nama universiti.
2. **BIDANG TUJAHAN UNIVERSITI**
 - 2.1 Nyatakan visi, misi dan matlamat pendidikan universiti.
 - 2.2 Nyatakan bidang tujahan universiti.
3. **TUJUAN**
Nyatakan dengan ringkas tujuan kertas kerja, sama ada untuk kelulusan atau makluman JKPT.
4. **PROGRAM AKADEMIK YANG DIPOHON**
 - 4.1 Nyatakan nama program akademik dalam Bahasa Melayu dan Bahasa Inggeris. Contoh:
Sarjana Muda Undang-Undang
Bachelor of Law
 - 4.2 Nyatakan sama ada program akademik perlu diiktiraf oleh mana-mana badan profesional. Contoh: Lembaga Kelayakan Profesyen Undang-Undang (*Legal Profession Qualifying Board*).
 - 4.3 Sekiranya ia melibatkan penawaran bersama institusi lain, nyatakan nama institusi dan nama program yang berkaitan di institusi berkenaan.
5. **ENTITI AKADEMIK YANG MEMOHON**
 - 5.1 Nyatakan nama penuh entiti akademik yang memohon program akademik baharu.
 - 5.2 Nyatakan sejarah penubuhan dari segi tarikh penubuhan, bilangan program akademik dan bilangan pelajar terkini yang berdaftar.
6. **PERINGKAT DAN MOD PENGAJIAN**
 - 6.1 Nyatakan peringkat pengajian, sama ada diploma, sarjana muda, sarjana atau kedoktoran dan tahap MQF bagi program akademik yang dipohon. Contoh: Sarjana Muda, MQF Tahap 6.
 - 6.2 Nyatakan mod pengajian sama ada kerja kursus atau mod campuran.
7. **SESI PENGAJIAN PROGRAM AKADEMIK DIMULAKAN**
Nyatakan semester dan sesi pengajian program akademik akan dimulakan. Contoh: Semester I Sesi 2015/2016 (September 2015).

8. **JANGKA MASA PENGAJIAN DAN KAEDAH PENYAMPAIAN**
- 8.1 Nyatakan jenis pengajian sama ada sepenuh masa atau separuh masa serta jangka masanya dalam semester dan tahun.
- 8.2 Nyatakan tempoh minimum dan maksimum pengajian.
- 8.3 Nyatakan kaedah penyampaian yang meliputi kuliah, tutorial, amali, sesi pembelajaran berpusatkan pelajar, sesi pembelajaran atas talian, dan lain-lain mengikut peratus jam pembelajaran sama ada konvensional, jarak jauh atau dalam/atas talian atau lain-lain.
9. **JUSTIFIKASI MENGADAKAN PROGRAM AKADEMIK**
- Justifikasi yang dikemukakan boleh merangkumi rasional berikut:
- 9.1 Keperluan tenaga manusia negara. Peluang pekerjaan di sektor awam dan swasta mengikut permintaan dalam pasaran semasa dan prospek jangka panjang. Analisis di bahagian ini perlu membincangkan:
- a. unjuran statistik keperluan tenaga manusia;
 - b. jenis pekerjaan yang berkaitan;
 - c. bidang-bidang perkhidmatan yang memerlukan graduan-graduan program akademik ini; dan
 - d. keperluan pasaran.
- 9.2 Rancangan lima tahun semasa dan dokumen penting kerajaan seperti Pelan Induk Perindustrian (IMP), Rancangan Malaysia, Dasar-Dasar Kerajaan dan lain-lain.
- 9.3 Permintaan semasa terhadap program akademik termasuk permohonan daripada agensi/industri berkenaan atau arahan dari Kementerian yang berkaitan. Sertakan Kajian Halatuju (rujuk kajian yang dijalankan oleh JPT, KPT, jika berkaitan).
- 9.4 Perkembangan dan perubahan teknologi.
- 9.5 Jika program dijalankan bersama institusi lain, nyatakan keperluan kerjasama dan justifikasi pemilihan institusi berkenaan.
- 9.6 Justifikasi lain.
10. **MATLAMAT DAN OBJEKTIF PENDIDIKAN PROGRAM**
- 10.1 Nyatakan Matlamat dan Objektif Pendidikan Program.
- 10.2 Nyatakan kesesuaian dengan visi, misi dan matlamat universiti serta aspirasi negara dan kepentingan global.
11. **HASIL PEMBELAJARAN PROGRAM**
- 11.1 Nyatakan keupayaan keterampilan kompetensi khusus (*specific competencies*) yang akan ditunjukkan oleh pelajar di akhir program, seperti domain yang dinyatakan dalam MQF dan Standard Program (jika berkaitan).
- 11.2 Tunjukkan matriks Objektif Pendidikan Program (PEO) lawan Hasil Pembelajaran Program (PLO).
12. **ANALISIS KEPERLUAN**
- Analisis keperluan perlu mengandungi item di bawah:
- 12.1 Nyatakan bagaimana program yang dipohon relevan dengan Bidang Keutamaan Ekonomi Negara (NKEA) seperti di bawah:
- a. Minyak, Gas dan Tenaga;
 - b. Minyak Sawit dan Getah;
 - c. Pemborongan dan Peruncitan;
 - d. Perkhidmatan Kewangan;
 - e. Pelancongan;
 - f. Elektronik dan Elektrik;

- g. Perkhidmatan Perniagaan;
- h. Kandungan Komunikasi dan Infrastruktur;
- i. Pendidikan;
- j. Pertanian; atau
- k. Penjagaan Kesihatan.

- 12.2 Nyatakan hasil kajian pasaran guna tenaga yang dijalankan oleh universiti terhadap program yang dipohon. Contoh format kajian pasaran adalah seperti yang ditunjukkan di **Lampiran 2.1**. Universiti dibenarkan mengguna instrumen yang berbeza namun ianya perlu merangkumi maklumat seperti dilampirkan dimana penekanan perlu diberi kepada isu kebolehpasaran graduan. Nyatakan kebolehpasaran pelajar di peringkat fakulti yang memohon. Nyatakan keperluan program bagi membantu pencapaian visi, misi, bidang tujuan dan matlamat program. Laporan hasil kajian pasaran ini perlu disertakan sebagai lampiran dalam kertas kerja.
- 12.3 Rumuskan ulasan oleh pakar di luar Universiti Awam/pihak industri tempatan dan antarabangsa terhadap kesesuaian program. Ulasan ini dihasilkan melalui mesyuarat Jawatankuasa Pengajian yang dianggotai oleh pakar bidang dan pihak berkepentingan termasuk industri (rujuk item 20).
- 12.4 Nyatakan keperluan badan profesional (jika berkaitan).
- 12.5 Nyatakan keperluan perjawatan sama ada memadai dengan perjawatan sedia ada atau penambahan baharu.
- 12.6 Nyatakan keperluan fizikal sama ada memadai dengan keperluan fizikal sedia ada atau penambahan baharu.
- 12.7 Nyatakan implikasi kewangan yang berkaitan.
- 12.8 Nyatakan kelestarian program dengan memfokus kepada isu sejauh manakah program dijangka bertahan di pasaran.
- 12.9 Jika berkaitan, nyatakan kajian/keperluan penjumlahan program sedia ada seperti saranan JPT (surat JPT(A)1000/013/013/02 Jld. 11 (25) bertarikh 13 Mei 2013).
- 12.10 Dokumen sokongan lain.

13. STRUKTUR KURIKULUM

13.1 Program Prasiswazah

- a. Nyatakan agihan peratusan kredit seperti ditunjukkan dalam **Lampiran 2.2** berdasarkan keperluan yang ditetapkan dalam **Bahagian 1.9**.
- b. Nyatakan struktur kurikulum berdasarkan agihan jam kredit dalam bentuk jadual seperti di **Lampiran 2.3** mengikut semester (12-20 kredit) atau tertakluk kepada kelulusan Senat.
- c. Sertakan komponen yang disenaraikan dalam **Lampiran 2.4**. Sekiranya ia telah dimuatkan dalam dokumen MQA-01, dokumen MQA-01 (dalam bentuk digital) boleh menggantikan lampiran ini.

13.2 Program Pascasiswazah

- a. Nyatakan jumlah jam kredit program. Pastikan jumlah kredit minimum adalah mengikut MQF. Pecahan kursus teras dan elektif adalah seperti saranan Standard Bidang yang berkaitan dikeluarkan oleh MQA (jika ada). Struktur kurikulum perlu merangkumi kursus Kaedah Penyelidikan. Projek atau disertasi adalah juga satu keperluan. Jangka masa maksimum pengajian perlu dinyatakan dengan jelas. Untuk mod campuran, nisbah kerja kursus dan penyelidikan boleh merangkumi 50:50 atau 40:60 atau 30:70.
- b. Sertakan komponen yang disenaraikan dalam Lampiran 2.4. Sekiranya ia telah dimuatkan dalam dokumen MQA-01, dokumen MQA-01 boleh menggantikan lampiran ini.

14. ETIKA DAN KEMANUSIAAN

Huraikan bagaimana aspek etika dan kemanusiaan dimasukkan ke dalam kurikulum untuk membantu membangunkan individu yang seimbang, peka masyarakat, mahir berkomunikasi dan mampu membuat keputusan.

15. UNJURAN PELAJAR

Nyatakan unjuran pelajar dari segi bilangan pengambilan, enrolmen dan keluaran (graduan) untuk tempoh lima tahun.

16. SYARAT KEMASUKAN

- 16.1 Nyatakan keperluan kelayakan asas termasuk Band MUET.
- 16.2 Nyatakan keperluan dan kemahiran prasyarat serta syarat/kelayakan lain jika diperlukan.
- 16.3 Nyatakan syarat am, khusus dan khas fakulti/program akademik.
- 16.4 Nyatakan keperluan pelajar untuk mengambil apa-apa kursus khas bagi mereka yang tidak memenuhi kriteria kemasukan, syarat am dan khusus mengikut kelulusan Senat.

17. IMPLIKASI STAF, FIZIKAL DAN KEWANGAN

17.1 Implikasi Staf

- Senaraikan tenaga akademik yang terlibat dengan program pengajian.
- Nyatakan jumlah dan nama tenaga pengajar sedia ada untuk program akademik yang dipohon berserta kelayakan, kepakaran dan kemahiran serta kesepadanan kelayakan dan kepakaran dengan bidang pengajian.
- Nyatakan bilangan tenaga pengajar tambahan yang diperlukan bagi tempoh lima tahun (bahagian ini perlu disokong oleh Analisis Keperluan, item 12.6).
- Nyatakan jumlah staf sokongan sedia ada dan unjuran lima tahun.

17.2 Implikasi Fizikal

- Senaraikan kemudahan fizikal/makmal/peralatan dan lain-lain yang sedia ada dan tambahan yang diperlukan bagi tempoh lima tahun (bahagian ini perlu disokong oleh Analisis Keperluan, item 12.7).

17.3 Implikasi Kewangan

- Nyatakan keperluan peruntukan pembangunan (nyatakan perancangan universiti berdasarkan Rancangan Malaysia Lima Tahun).
- Nyatakan keperluan peruntukan mengurus (termasuk emolumen staf) bagi tempoh lima tahun.
- Nyatakan keperluan peruntukan lain yang menyokong kepada keberkesanan program (bahagian ini perlu disokong oleh Analisis Keperluan, item 12.8).
- Nyatakan kos menghasilkan seorang graduan dari program ini.

17.4 Implikasi Kepada Pembiayaan Pelajar

- Sekiranya program ini dijalankan bersama institusi lain, nyatakan implikasi pembiayaan pelajar dalam bentuk yuran dan kos sara hidup di institusi dan negara berkenaan.
- Nyatakan cadangan dan perancangan untuk menangani masalah ini.

18. PERTINDIHAN PROGRAM AKADEMIK YANG DIPOHON DENGAN UNIVERSITI AWAM LAIN

18.1 Nyatakan Universiti Awam dan program akademik yang berkaitan.

18.2 Nyatakan kelainan dan kekuatan program akademik yang dipohon berbanding dengan Universiti Awam lain.

19. PERBANDINGAN DENGAN PROGRAM AKADEMIK DI UNIVERSITI LUAR NEGARA

19.1 Berikan contoh program akademik yang ditawarkan oleh universiti di luar negara.

19.2 Nyatakan perbandingan dari segi persamaan/perbezaan dan kekuatannya.

20. KEAHLIAN JAWATANKUASA PENGAJIAN FAKULTI/PROGRAM

Senaraikan keahlian Jawatankuasa Pengajian Fakulti/Program. Keahlian perlu melibatkan pakar bidang dan pihak berkepentingan termasuk industri.

21. TARIKH PROGRAM AKADEMIK DILULUSKAN

Nyatakan tarikh program akademik diluluskan oleh pihak berikut:

21.1 Perakuan Akreditasi Sementara.

21.2 Senat.

21.3 Lembaga Pengarah/Gabenor Universiti.

22. SYOR

Nyatakan syor kepada JKPT bahawa tujuan kertas kerja adalah untuk pertimbangan kelulusan.

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KAJIAN PASARAN MENGENAI PROGRAM YANG AKAN DITAWARKAN

[Sila tandakan (/) di mana yang sesuai]

Nyatakan jenis organisasi/industri anda:

- i. Organisasi/industri milik tempatan ☐
- ii. Organisasi/industri milik asing ☐

BAHAGIAN I: KANDUNGAN PROGRAM DAN KESESUAIAN DENGAN KEPERLUAN ORGANISASI

1. Adakah program yang dicadangkan memenuhi asas teori dalam bidang berkenaan?
☐ Memenuhi sepenuhnya
☐ Memenuhi sebahagian
☐ Tidak memenuhi langsung
2. Adakah pemakaian konsep teori sesuai dalam keadaan semasa?
☐ Ya
☐ Tidak
3. Adakah kursus-kursus yang ditawarkan ini menyumbang kepada kekuatan program?
☐ Ya
☐ Tidak
4. Adakah program yang dicadangkan ini meliputi semua kursus yang difikirkan perlu?
☐ Ya
☐ Tidak

Jika tidak, sila nyatakan kursus yang perlu ditambahkan.

- a. _____
- b. _____
- c. _____
- d. _____

5. Adakah program yang dicadangkan meliputi kursus yang difikirkan tidak perlu?

☐ Ya

☐ Tidak

Jika ya, sila nyatakan kursus yang perlu dikeluarkan.

- a. _____
b. _____
c. _____
d. _____

6. Sila nyatakan sekiranya program memenuhi kriteria berikut:

	Memenuhi keperluan	Memenuhi sebahagian keperluan	Gagal memenuhi keperluan	Ulasan (jika ada)
a. Teori asas	☐	☐	☐	☐
b. Konsep semasa	☐	☐	☐	☐
c. Perundangan	☐	☐	☐	☐
d. Penggunaan ICT	☐	☐	☐	☐
e. Penggunaan kaedah kuantitatif	☐	☐	☐	☐
f. Hubungkait dengan pasaran/industri	☐	☐	☐	☐

7. Adakah anda berpendapat program yang dicadangkan ini mencukupi dari segi:

- a. Tempoh ☐ Ya pengajian
☐ Tidak

Jika tidak, nyatakan tempoh pengajian yang sesuai. Sila jelaskan.

- b. Tempoh latihan ☐ Ya praktikal
☐ Tidak

Jika tidak, nyatakan tempoh latihan praktikal yang sesuai. Sila jelaskan.

BAHAGIAN II : PELUANG KERJAYA

- a. Adakah graduan program ini sesuai bekerja di organisasi anda?
Jika ya, nyatakan dalam bidang apa?

Contoh: i. Kewangan
ii. Pengurusan personel
iii. Kesihatan

1. _____
2. _____
3. _____
4. _____

- b. Apakah jawatan yang sesuai di organisasi anda bagi graduan program ini?

Contoh i. Eksekutif Pemasaran
ii. Setiausaha Syarikat
iii. Eksekutif Pengurusan

1. _____
2. _____
3. _____
4. _____

- c. Berapa banyak jawatan yang sesuai diisi dalam organisasi anda oleh graduan program ini?

☐ 1 – 3 jawatan

☐ 4 – 6 jawatan

☐ 7 – 9 jawatan

☐ Lain-lain. Sila nyatakan: _____

- d. Apakah pendapatan yang sesuai ditawarkan kepada graduan ini?

☐ Kurang dari RM 1,000.00

☐ RM 1,001.00 – 1,500.00

☐ RM 1,501.00 – 2,000.00

☐ RM 2,001.00 – 2,500.00

☐ Lain-lain. Sila nyatakan: _____

e. Adakah program ini sesuai untuk dilanjutkan ke peringkat yang lebih tinggi?

☐ Ya

☐ Tidak

Jika ya, sila nyatakan peringkat pengajiannya.

☐ Sarjana Muda

☐ Sarjana

☐ Kedoktoran

BAHAGIAN III : LAIN-LAIN

1. Penajaan

a. Adakah organisasi anda menaja pelajar dalam bidang ini?

☐ Ya

☐ Tidak

b. Adakah anda akan menggalakkan staf anda untuk mengikuti program ini?

☐ Ya

☐ Tidak

Jika tidak, sila nyatakan alasannya.

2. Hasil Program

a. Pada pendapat anda, adakah program ini dapat menghasilkan graduan yang diingini oleh pasaran?

☐ Ya

☐ Tidak

Jika ya, sila nyatakan alasannya.

Jika tidak, sila nyatakan alasannya.

MARKET SURVEY ON PROGRAMME TO BE OFFERED

[Please tick (/) where applicable]

State the type of your organisation/industry:

- i. Locally owned organisation/industry ☐
- ii. Foreign owned organisation/industry ☐

PART I : CONTENT OF PROGRAMME AND ITS RELEVANCE TO THE NEEDS OF ORGANISATION

1. Does the proposed programme fulfills the basic theories required in the related discipline?
- ☐ Completely
- ☐ Partially
- ☐ Not at all
2. Are the theories used relevant to the current situation?
- ☐ Yes
- ☐ No
3. Do the courses offered contribute to the strength of the programme?
- ☐ Yes
- ☐ No
4. Does the proposed programme covers all relevant courses?
- ☐ Yes
- ☐ No

If no, please indicate additional courses to be included.

- a. _____
- b. _____
- c. _____
- d. _____

5. Does the proposed programme include unnecessary course?

☐ Yes

☐ No

If yes, please list the courses to be omitted.

- a. _____
b. _____
c. _____
d. _____

6. Please state if the programme satisfies the following criteria:

	Fully	Partially	None	Remark (if any)
a. Fundamental theory	☐	☐	☐	☐
b. Current concept	☐	☐	☐	☐
c. Legal	☐	☐	☐	☐
d. Use of ICT	☐	☐	☐	☐
e. Use of quantitative method	☐	☐	☐	☐
f. Market/industry relevancy	☐	☐	☐	☐

7. In your opinion, does the proposed programme sufficient in terms of:

- a. Duration of ☐ Yes study
☐ No.

If no, please state the appropriate duration of study. Please explain.

- b. Duration of ☐ Yes practical training
☐ No

If no, please state the appropriate duration of practical training. Please explain.

PART II : CAREER OPPORTUNITIES

- a. Are the graduates of this programme suitable to work in your organisation?
If yes, please indicate the areas?

For example: i. Finance
ii. Personnel management
iii. Health

1. _____
2. _____
3. _____
4. _____

- b. What are the relevant jobs available in your organisation for the graduates of this programme?

For example i. Marketing Executive
ii. Company Secretary
iii. Management Executive

1. _____
2. _____
3. _____
4. _____

- c. How many suitable positions are available in your organisation that can be filled by graduates of this programme?

☐ 1 – 3 positions

☐ 4 – 6 positions

☐ 7 – 9 positions

☐ Others. Please specify: _____

- d. What is the appropriate income to be offered to these graduates?

☐ Less than RM 1,000.00

☐ RM 1,001.00 – 1,500.00

☐ RM 1,501.00 – 2,000.00

☐ RM 2,001.00 – 2,500.00

☐ Others. Please specify: _____

e. Is the programme suitable to be advanced to a higher level?

☐ Yes

☐ No

If yes, please specify the appropriate level(s).

☐ Bachelor's degree

☐ Master's degree

☐ Doctorate

PART III : OTHERS

1. Sponsorship

a. Does your organisation sponsor any student in this field?

☐ Yes

☐ No

b. Would you encourage your staff to enroll in this programme?

☐ Yes

☐ No

If no, please state the reason.

2. Outcome of Programme

a. In your opinion, will this programme be able to produce the right graduates for the labour market?

☐ Yes

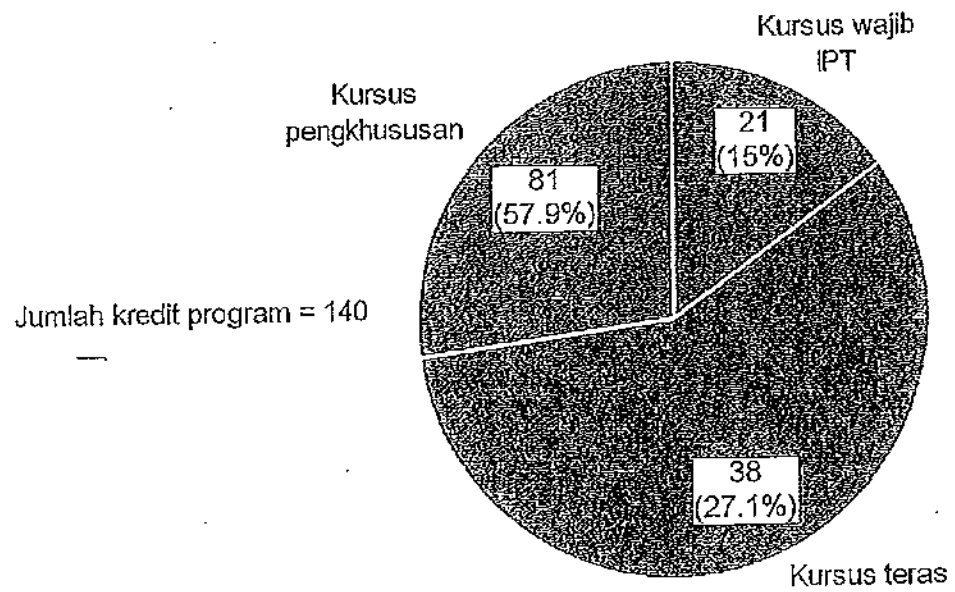
☐ No

If yes, please elaborate.

If no, please state the reason.

LAMPIRAN 2.2

Komposisi Kurikulum Berdasarkan Pengkelasan MPTN



Struktur Kurikulum Program

LAMPIRAN 2.3

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib Universitas									
	Kursus Teras Fakulti									
	Kursus Teras Program									
	Kursus Elektif									
	Jumlah Jam Kredit									
2	Kursus Wajib Universitas									
	Kursus Teras Fakulti									
	Kursus Teras Program									
	Kursus Elektif									
	Jumlah Jam Kredit									
3	Kursus Wajib Universitas									
	Kursus Teras Fakulti									
	Kursus Teras Program									
	Kursus Elektif									
	Jumlah Jam Kredit									
4	Kursus Wajib Universitas									
	Kursus Teras Fakulti									
	Kursus Teras Program									
	Kursus Elektif									
	Jumlah Jam Kredit									

Jumlah Kredit Keseluruhan:

Nota: Aghian kredit setiap semester lazim ialah 12 -19 kredit manakala semester pendek ialah maksimum 6 kredit.

**KOMPONEN DALAM DOKUMEN MQA-01 YANG DIPERLUKAN UNTUK
KELULUSAN PROGRAM AKADEMIK BAHARU**

Universiti Awam perlu memastikan komponen berikut disertakan dalam dokumen MQA-01:

1. Kemukakan 5 matriks berikut:
 - a. Objektif Pendidikan Program (PEO) lawan Hasil Pembelajaran Program (PLO) (contoh diberi di Lampiran 2.4a);
 - b. Kursus lawan PLO (contoh diberi di Lampiran 2.4b);
 - c. Kursus lawan Taksonomi Pembelajaran (contoh diberi di Lampiran 2.4c);
 - d. Kursus lawan Kemahiran Insaniah (KI) (contoh diberi di Lampiran 2.4d); dan
 - e. Kursus lawan Jam Pembelajaran Pelajar (SLT) (contoh diberi di Lampiran 1.1).
2. Silibus perlu merangkumi
 - a. Hasil Pembelajaran Kursus (CLO) ditulis berteraskan PLO, KI dan aras Taksonomi Pembelajaran (contoh diberi di Lampiran 2.4e);
 - b. Aktiviti pembelajaran dan pengajaran, dan kaedah penaksiran perlulah diijarkan dengan CLO (contoh diberi di Lampiran 2.4e);
 - c. Sinopsis perlu menggambarkan kandungan kursus;
 - d. Agihan pemberatan/ pemarkahan perlu dinyatakan bagi setiap kaedah penaksiran;
 - e. Senarai rujukan perlulah terkini (5 tahun kebelakang);
 - f. Jumlah jam pembelajaran pelajar hendaklah dikira mengikut format di Lampiran 1.1; dan
 - g. Contoh format silibus adalah seperti dalam Bidang 2: Reka Bentuk dan Penyampaian Kurikulum, COPPA.

LAMPIRAN 2.4a

Objektif Pendidikan Program (PEO)

Objektif pendidikan program Sarjana Muda Teknologi Kejuruteraan Awam dengan Kepujian ialah melahirkan graduan yang berupaya:

- PEO1. Mengaplikasi pengetahuan dan kemahiran praktikal dalam bidang Teknologi Kejuruteraan Awam;
- PEO2. Memimpin dan berkomunikasi secara berkesan dengan ahli pasukan dalam menyelesaikan isu berkaitan Teknologi Kejuruteraan Awam secara kreatif, dan inovatif melalui pendekatan mapan; dan
- PEO3. Menunjukkan kemahiran keusahawan dan menyedari keperluan pembelajaran sepanjang hayat dalam pembangunan kerjaya.

Hasil Pembelajaran Program (PLO)

Di akhir Program Sarjana Muda Teknologi Kejuruteraan Awam dengan Kepujian, graduan akan berupaya:		Domain pembelajaran MQF/KPT
PLO1.	Menggunakan dan mengaplikasi pengetahuan sains dan teknologi dan asas kejuruteraan dalam bidang Teknologi Kejuruteraan Awam;	Pengetahuan
PLO2.	Menunjukkan kepakaran teknikal yang menyeluruh dalam bidang Teknologi Kejuruteraan Awam;	Kemahiran Praktikal
PLO3.	Berkomunikasi secara berkesan dalam bentuk penulisan dan percakapan di antara para Teknologis Kejuruteraan serta komuniti;	Kemahiran Komunikasi
PLO4.	Mengenalpasti, memformulasi dan memberikan penyelesaian yang kreatif, inovatif dan efektif dalam masalah Teknologi Kejuruteraan Awam melalui penggunaan perkakasan yang tepat dan reka bentuk rutin;	Pemikiran Kritikal, Penyelesaian Masalah & Reka Bentuk Rutin
PLO5.	Berfungsi dengan berkesan secara individu atau berkumpulan dengan keupayaan untuk menjadi pemimpin;	Kemahiran Kerja Berkumpulan
PLO6.	Melibatkan diri dalam pembelajaran sepanjang hayat, pengurusan maklumat dan pembangunan profesional;	Pembelajaran Sepanjang Hayat dan Pembangunan Profesional
PLO7.	Memotivasikan diri, meningkatkan kemahiran keusahawanan dan kemahiran mengurus untuk pembangunan kerjaya;	Kemahiran Keusahawanan dan Pengurusan
PLO8.	Memahami dan melakukan kewajipan profesional dan kemanusiaan secara beretika, dalam aspek teknologi kejuruteraan, keselamatan dan kesihatan pekerjaan untuk pembangunan lestari;	Moral, Etika Profesional dan Keselamatan
PLO9.	Menguasai dan menunjukkan tanggungjawab kepimpinan yang berkesan.	Kemahiran Kepimpinan

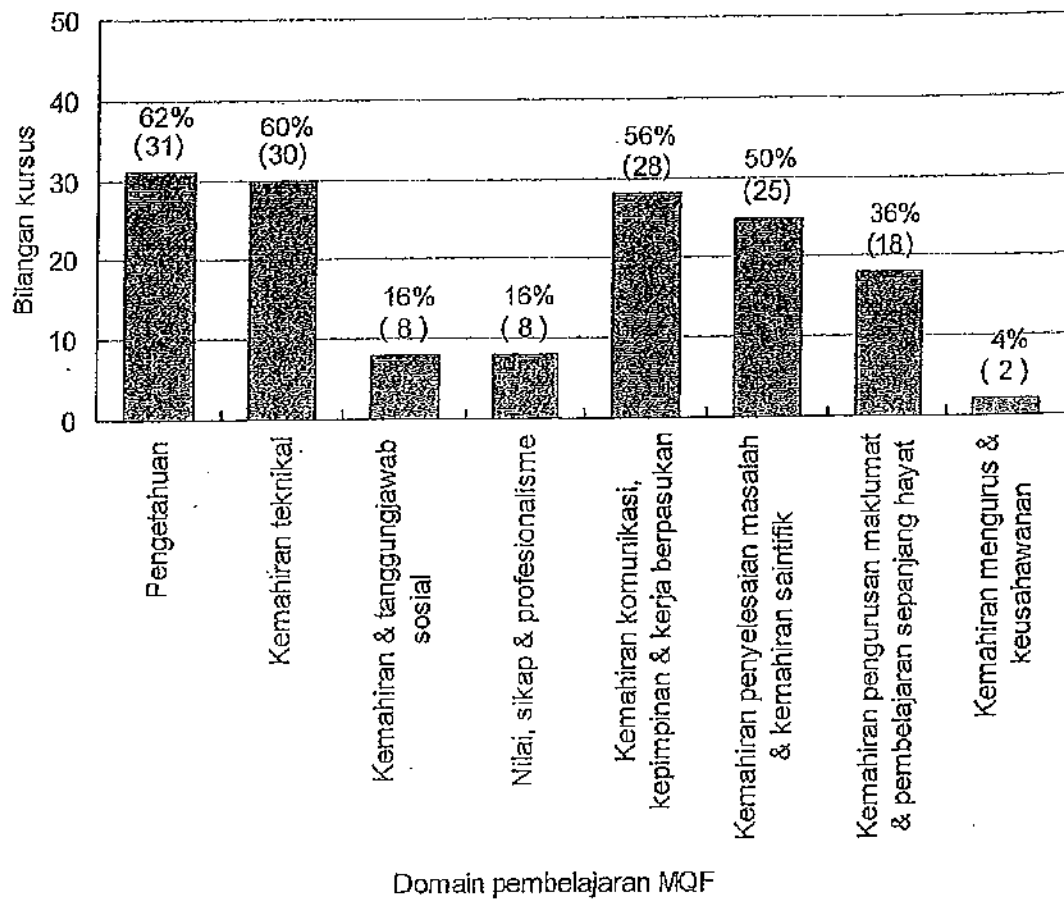
Matriks Pemetaan PLO Kepada PEO

PLO \ PEO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
PEO1	x	x							
PEO2			x	x	x			x	x
PEO3						x	x		

LAMPIRAN 2.4b

Matriks Kursus lawan Hasil Pembelajaran Program (PLO)

Bil.	Kursus	Hasil Pembelajaran Program							
		PLO1 Pengetahuan	PLO2 Kemahiran psikomotor/ amali/teknikal	PLO3 Kemahiran komunikasi	PLO4 Kemahiran penyelesaian masalah dan kemahiran saintifik	PLO5 Kemahiran kerja berpasukan	PLO6 Kemahiran pengurusan maklumat dan pembelajaran sepanjang hayat	PLO7 Kemahiran mengurus dan keusahawanan	PLO8 Kemahiran dan tanggungjawab sosial, nilai, sikap dan profesionalisme
Kursus Wajib Universiti									
Kursus Teras Fakulti									
Kursus Teras Program									
Kursus Elektif									
	Jumlah								

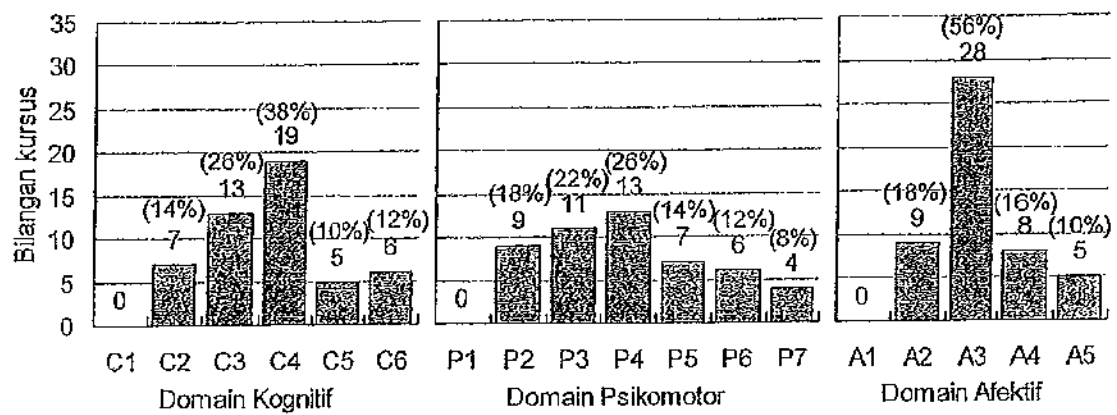


Komposisi kurikulum berdasarkan domain pembelajaran MQF

LAMPIRAN 2.4c

Matriks Kursus lawan Taksonomi Pembelajaran

Bil.	Kursus	Aras Taksonomi													
		Domain Kognitif						Domain Psikomotor							
		Pengertian	Pemahaman	Aplikasi	Analisis	Sintesis	Penilaian	Persepsi	Set	Respons berpandu	Mekanisme	Respons ketara kompleks	Adaptasi	Lakuan tulen	Domain Afektif
		C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	P6	P7	
	Kursus Wajib Universiti														
	Kursus Teras Fakulti														
	Kursus Teras Program														
	Kursus Elektif														
	Jumlah														



Komposisi kurikulum berdasarkan domain Kognitif, domain Psikomotor, dan domain Afektif

Matriks Kursus lawan Kemahiran Insaniah (KI)

Bil	Kursus	Kemahiran Komunikasi (CS)								Pemikiran Kritis dan Penyelesaian Masalah (CTPS)							Kerja Berpasukan (TS)					Pembelajaran Berterusan dan Pengurusan Maklumat (LL)			Kemahiran Keusahawanan (ES)				Etika Profesional dan Moral (EM)			Kemahiran Kepemimpinan (LS)						
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CT-PS1	CT-PS2	CT-PS3	CT-PS4	CT-PS5	CT-PS6	CT-PS7	TS1	TS2	TS3	TS4	TS5	LL1	LL2	LL3	ES1	ES2	ES3	ES4	EM1	EM2	EM3	LS1	LS2	LS3	LS4			
Kursus Wajib Universiti																																						
	Jumlah																																					
Kursus Teras Fakulti																																						
	Jumlah																																					
Kursus Teras Program																																						
	Jumlah																																					
Kursus Elektif																																						
	Jumlah																																					

Nota: 1. ☒ Kemahiran Insaniah Mesti (KIM) ☐ Kemahiran Insaniah Tambahan (KIT)

2. Sila rujuk Modul Pembangunan Kemahiran Insaniah (Soft Skills) untuk Institusi Pengajian Tinggi Malaysia (KPT, 2006)

LAMPIRAN 2.4e

Matriks Hasil Pembelajaran Kursus (CLO) lawan Hasil Pembelajaran Program (PLO)

Fakulti :
Program :
Kod Kursus :
Kursus :

Hasil Pembelajaran Kursus (CLO)		Pemetaan kepada PLO										Kaedah Penyampaian	Kaedah Penaksiran	Petunjuk Prestasi Utama (KPI)
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9				
1	Menyelesaikan masalah pemuliharaan alam sekitar berdasarkan peraturan alam sekitar kebangsaan.	C3										Kuliah dan perbincangan	Ujian, Tugas dan Peperiksaan Akhir	50% pelajar mendapat 55% dan ke atas
2	Memasang peralatan makmal yang sesuai untuk ujikaji		P4									Kuliah, perbincangan, dan projek	Laporan dan pembentangan projek	50% pelajar mendapat 55% dan ke atas
3	Mengorganisasi usaha pemuliharaan komuniti bandar dan desa.								A4			Kuliah, perbincangan, dan projek	Laporan dan pembentangan projek	50% pelajar mendapat 55% dan ke atas
Jumlah		1	1							1				

MQA-01 2017 (PROVISIONAL ACCREDITATION)
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PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER

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

1. Name of the HEP:
2. Date of establishment:
3. Date of registration (if applicable):
4. Reference No. of registration (if applicable):
5. Name of the chief executive officer (however designated):
6. Address:
 - i. Address:
 - ii. Correspondence (if different from above):
7. Tel.:
8. Fax:
9. Email:
10. Website:
11. Names and addresses of Faculties/Schools/Departments/Centres (if located outside the main campus):
 - i.
 - ii.
 - iii.
12. Names and addresses of branch campuses (if applicable):
 - i.
 - ii.
 - iii.
13. List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and number of programmes offered:

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

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

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

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

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

15. Total number of academic staff:

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

16. Total number of students:

	Number of Students		Total	Disabled Student
	Local	International		
Male				
Female				
Total				

17. Student attrition:

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

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

18. Total number of administrative and support staff:

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

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

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

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

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

21. Details of liaison officer:

- i. Name and Title:
- ii. Designation:
- iii. Tel.:
- iv. Fax:
- v. Email:

PART B: PROGRAMME DESCRIPTION

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

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

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

Undergraduate Programme		Postgraduate Programme	
Coursework		Coursework	
Industry Mode (2u2l)		Mixed mode	
		Research	

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

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

13. Duration of study:

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

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

14. Entry requirements:

15. Estimated date of first intake: month/year

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

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

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

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

18. Estimated date of first graduation: month/year

19. Types of job/position for graduate (at least two types):

20. Awarding body:

- 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 Higher Education for programmes in collaboration with Malaysian public universities
- iii. Proof of approval and supporting letter to conduct the programme from certification bodies/awarding bodies/examination bodies
- iv. A copy of the programme specification as conducted by the collaborative partner (eg. Handbook)
- v. Proof of collaboration with Quality Partners for the programme, where applicable
- vi. For programmes which require clinical training, please attach proof of approval from the relevant authority
- vii. Any other document where necessary

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

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

Note:

- * Validation report is an evaluation by the collaborative partner on the readiness and capability of the institution to offer the programme.
- ** Collaborative partner is the institution who owned the curriculum of the programme and conferred the award (franchisor), while the programme delivery is conducted by another institution (franchisee).
- *** Quality partners are usually better established universities which attest to the quality of a programme through the involvement or oversight of curriculum design, teaching and learning, or assessment.

PART C: PROGRAMME STANDARDS

Part C of the MQA-02 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 23 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 9 standards.

INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY**1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes**

- 1.1.1 Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP.
- 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?
- 1.1.3 a) State the educational objectives, learning outcomes, teaching and learning strategies, and assessment of the programme.
- b) Map the programme learning outcomes against the programme educational objectives. (Provide information in Table 1).

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

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

- c) Describe the strategies for the attainment of PLOs in term of teaching and learning strategies, and assessment.
- 1.1.4 Map the programme learning outcomes to MQF level descriptors and the eight MQF learning outcomes domains.
- 1.1.5 a) How are the learning outcomes related to the career and further studies options of the student on completion of the programme?
- b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry and the discipline? How was this established?

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

- 1.2.1 Describe the provisions and practices that indicate the autonomy of the department in the design of the curriculum, and its utilisation of the allocated resources.
- 1.2.2 Describe the processes to develop and approve curriculum.
- 1.2.3 a) Who and how are the stakeholders consulted in the development of the curriculum?
- b) Explain the involvement of educational experts in this curriculum development.
- 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.	Core**/Major(s)***/Specialisation: • Courses • Projects/Thesis/Dissertation		
3.	Optional/Elective courses****		
4.	Minor courses (if applicable)		
5.	Industrial training/Practicum		
6.	Others (specify)		
Total Credit Value			100

Note:

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

** Core courses also include faculty common courses.

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

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

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

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)					Prerequisite/ co-requisite	Name(s) of Academic Staff
					PLO1	PLO2	PLO3	PLO4	PLO5		
1.											
2.											
3.											
4.											
5.											

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

Table 4: Course information (a template in Excel format is provided separately for HEP to fill in)

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

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assessment
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9		
CLO 1											
CLO 2											
CLO 3											

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

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

10. Distribution of Student Learning Time (SLT):

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

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

- 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?

1.3 Programme Delivery

- 1.3.1 Provide evidence on how the department ensures the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.
- 1.3.2 Show evidence that the students are provided with, and briefed on, the current information about the programme, for example, Student Study Guide, Student Handbook and Student Project Handbook.
- 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.
- 1.3.4 Show how the department provides favourable conditions for teaching and learning.
- 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 uses 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

- 2.1.1 Explain how assessment principles, methods and practices are aligned to the achievement of learning outcomes of the programme consistent with MQF level.

(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)

- 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.

2.2 Assessment Methods

- 2.2.1 Describe how a variety of assessment methods and tools are used in assessing learning outcomes and competencies. Show the utilisation of both summative and formative assessment methods within the programme.

(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)

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

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

- b) Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.
- c) How are results made available to the students for purposes of feedback on performance, review and corrective measures?
- d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?
- e) Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.

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

2.3 Management of Student Assessment

- 2.3.1 Explain the roles, rights and power of the department and the academic staff in the management of student assessment.
- 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 guidelines and mechanisms on students' appeal against course results are in place?
- 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.

INFORMATION ON AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

3.1 Student Selection

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

- 3.2.1 Describe how the department facilitates student 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

- 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

- 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

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.

INFORMATION ON AREA 4: ACADEMIC STAFF

4.1 Recruitment and Management

- 4.1.1 Explain how the department's academic staff plan is consistent with HEP's policies and programme requirements.
- 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 teaching-learning methods and consistent with the programme requirements.
- 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.											

- b) Provide Curriculum Vitae of each academic staff teaching in this programme containing the following:
- Name
 - Academic Qualifications
 - Current Professional Membership
 - Current Teaching and Administrative Responsibilities
 - Previous Employment
 - Conferences and Training
 - 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 teaching and learning in the programme.

4.2 Service and Development

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 the teaching-learning 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

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				No.	Capacity
				In Year 2		In Year 3			
		No.	Capacity	No.	Capacity	No.	Capacity		
1	Lecture Halls								
2	Tutorial Rooms								
3	Discussion Rooms								
4	Laboratories and Workshops								
	- IT lab								
	- Science lab								
	-Engineering workshop								
	-Processing workshop								
	- Manufacturing workshop								
	-Studio								
	-Mock kitchen								
	-Moot court								
	-Clinical lab								
	-Others								
5	Library and Information Centres								
	Learning Support Centres								
6	Learning Resources Support								
7	Student Social Spaces								

No.	Facilities required	Provisional Accreditation						Full Accreditation	
		Available for Year 1		To be provided				No.	Capacity
				In Year 2		In Year 3			
		No.	Capacity	No.	Capacity	No.	Capacity		
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.

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 the 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)

- 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 teaching-learning 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 review its research resources and facilities and the steps taken to enhance its research capabilities and environment.

5.3 Financial Resources

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

INFORMATION ON AREA 6: PROGRAMME MANAGEMENT

6.1 Programme Management

- 6.1.1 a) Describe the management structure and functions, and the main decision-making components of the department, as well as the relationships between them. How are these relationships made known to all parties involved?
- 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 policies, procedures and mechanisms for regular review and updating of the department's structures, functions, strategies and core activities to ensure continuous quality improvement. Identify person(s) responsible for continuous quality improvement within the department.
- b) Highlight the improvements resulting from these policies, procedures and mechanisms.
- 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.
- 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.
- 6.1.6 Show evidence of internal and external consultations, and market needs and graduate employability analyses.

6.2 Program Leadership

- 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 HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

6.3 Administrative Staff

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

Table 8: Administrative staff for the programme

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

- 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 department's review policies on security of records and safety systems and its plans for improvements.

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

7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

- 7.1.1 Describe the policies and mechanisms for regular monitoring and review of the programme.
- 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 the 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 a programme review? Describe their involvement and show how their views are taken into consideration.
- 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.

- 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 the achievement of the institutional purpose.

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**FORMAT RINGKASAN EKSEKUTIF
CADANGAN PERMOHONAN PROGRAM AKADEMIK BAHARU
UNTUK MESYUARAT JKPT**

1.	UNIVERSITI AWAM	Nyatakan nama universiti.
2.	BIDANG TUJAHAN UNIVERSITI	Nyatakan bidang tujuan universiti.
3.	TUJUAN	Nyatakan tujuan kertas kerja.
4.	PROGRAM AKADEMIK YANG DIPOHON	i. Nyatakan nama program dalam Bahasa Melayu. Nyatakan nama program dalam Bahasa Inggeris. ii. Nyatakan sama ada program akademik perlu diiktiraf oleh mana-mana badan profesional. iii. Sekiranya ia melibatkan penawaran bersama institusi lain, nyatakan nama institusi dan nama program yang berkaitan di institusi berkenaan.
5.	ENTITI AKADEMIK YANG MEMOHON	Nyatakan nama penuh entiti akademik yang memohon program akademik baharu ini.
6.	PERINGKAT, MOD DAN JANGKA MASA PENGAJIAN	i. Nyatakan peringkat pengajian. ii. Nyatakan mod pengajian. iii. Nyatakan jangka masa pengajian.
7.	JUSTIFIKASI MENGADAKAN PROGRAM AKADEMIK	Mengambil kira hasil daripada Analisis Keperluan, perbandingan dengan program yang sama di dalam dan luar negara, dan kelulusan/sokongan daripada Lembaga Pengajian, Senat dan Lembaga Pengarah/Gabenor Universiti.
8.	IMPLIKASI STAF, FIZIKAL DAN KEWANGAN	i. Implikasi Staf. ii. Implikasi Fizikal. iii. Implikasi Kewangan.
9.	TARIKH PROGRAM AKADEMIK DILULUSKAN	i. Tarikh Perakuan Memenuhi Kualiti. ii. Tarikh kelulusan Senat. iii. Tarikh kelulusan Lembaga Pengarah/Gabenor Universiti.
10.	SYOR	Nyatakan syor ke atas cadangan program untuk pertimbangan JKPT.

**FORMAT PERMOHONAN KELULUSAN PROGRAM AKADEMIK
PASCASISWAZAH BAHARU UNTUK MOD PENYELIDIKAN**

Berikut ialah format kertas kerja permohonan program akademik baharu untuk mod penyelidikan bagi tujuan pemakluman kepada JKPT, KPT.

1.	UNIVERSITI AWAM Nyatakan nama universiti.
2.	BIDANG TUJAHAN UNIVERSITI 2.1 Nyatakan visi, misi dan matlamat pendidikan universiti. 2.2 Nyatakan bidang tujuhan universiti.
3.	TUJUAN Nyatakan dengan ringkas tujuan kertas kerja, sama ada untuk kelulusan atau makluman JKPT.
4.	PROGRAM AKADEMIK YANG DIPOHON 4.1 Nyatakan nama program akademik dalam Bahasa Melayu dan Bahasa Inggeris. Contoh: Sarjana Muda Undang-Undang <i>Bachelor of Law</i> 4.2 Nyatakan sama ada program akademik perlu diiktiraf oleh mana-mana badan profesional. Contoh: Lembaga Kelayakan Profesyen Undang-Undang (<i>Legal Profession Qualifying Board</i>). 4.3 Sekiranya ia melibatkan penawaran bersama institusi lain, nyatakan nama institusi dan nama program yang berkaitan di institusi berkenaan.
5.	ENTITI AKADEMIK YANG MEMOHON 5.1 Nyatakan nama penuh entiti akademik yang memohon program akademik baharu. 5.2 Nyatakan sejarah penubuhan dari segi tarikh penubuhan, bilangan program akademik dan bilangan pelajar terkini yang berdaftar.
6.	PERINGKAT DAN MOD PENGAJIAN 6.1 Nyatakan peringkat pengajian, sama ada sarjana atau kedoktoran dan tahap MQF bagi program akademik yang dipohon. Contoh: Sarjana, MQF Tahap 7. 6.2 Nyatakan mod pengajian adalah mod penyelidikan.
7.	SESI PENGAJIAN PROGRAM AKADEMIK DIMULAKAN Nyatakan semester dan sesi pengajian program akademik akan dimulakan. Contoh: Semester I Sesi 2015/2016 (September 2015).
8.	JANGKA MASA PENGAJIAN DAN KAEDAH PENYAMPAIAN 8.1 Nyatakan jenis pengajian sama ada sepenuh masa atau separuh masa serta jangka masanya dalam semester dan tahun. 8.2 Nyatakan tempoh minimum dan maksimum pengajian. 8.3 Nyatakan kaedah penyampaian sama ada konvensional, jarak jauh atau dalam talian atau lain-lain.

- 9. JUSTIFIKASI MENGADAKAN PROGRAM AKADEMIK**
Justifikasi yang dikemukakan boleh merangkumi rasional berikut:
9.1 Perkembangan dan perubahan teknologi.
9.2 Justifikasi lain.
- 10. MATLAMAT DAN OBJEKTIF PENDIDIKAN PROGRAM**
10.1 Nyatakan Matlamat dan Objektif Pendidikan Program.
10.2 Nyatakan kesesuaian dengan visi, misi dan matlamat universiti serta aspirasi negara dan kepentingan global.
- 11. HASIL PEMBELAJARAN PROGRAM**
11.1 Nyatakan keupayaan keterampilan kompetensi khusus (*specific competencies*) yang akan ditunjukkan oleh pelajar di akhir program seperti yang dinyatakan di dalam MQF, Standard Program dan Standard: Ijazah Sarjana dan Kedoktoran (MQA, 2013a).
11.2 Tunjukkan matriks Objektif Pendidikan Program (PEO) lawan Hasil Pembelajaran Program (PLO).
- 12. ANALISIS KEPERLUAN**
Analisis keperluan perlu mengandungi item di bawah:
12.1 Nyatakan bagaimana program akademik yang dipohon relevan dengan bidang tujahan universiti.
12.2 Dokumen sokongan lain.
- 13. STRUKTUR KURIKULUM**
Nyatakan kursus prasyarat, jangka masa maksimum pengajian dan format tesis. Keperluan MQF, Standard Program dan Standard: Ijazah Sarjana dan Kedoktoran (MQA, 2013a) hendaklah dipatuhi.
- 14. ETIKA DAN KEMANUSIAAN**
Huraikan bagaimana aspek etika dan kemanusiaan dimasukkan ke dalam kurikulum untuk membantu membangunkan individu yang seimbang, peka masyarakat, mahir berkomunikasi dan mampu membuat keputusan.
- 15. UNJURAN PELAJAR**
Nyatakan unjuran pelajar dari segi bilangan pengambilan, enrolmen dan keluaran (graduan) untuk tempoh lima tahun.
- 16. SYARAT KEMASUKAN**
16.1 Nyatakan keperluan kelayakan asas termasuk Band MUET.
16.2 Nyatakan keperluan dan kemahiran prasyarat serta syarat/kelayakan lain jika diperlukan.
16.3 Nyatakan syarat am, khusus dan khas fakulti/program akademik.
16.4 Nyatakan keperluan pelajar untuk mengambil apa-apa kursus khas bagi mereka yang tidak memenuhi kriteria kemasukan, syarat am dan khusus mengikut kelulusan Senat.
- 17. IMPLIKASI STAF, FIZIKAL DAN KEWANGAN**
17.1 Implikasi Staf
Senaraikan nama tenaga pengajar sedia ada untuk program akademik yang dipohon berserta kelayakan, kepakaran dan kemahiran serta kesepadanan kelayakan dan kepakaran dengan bidang pengajian.
17.2 Implikasi Fizikal
Senaraikan kemudahan fizikal/makmal/peralatan dan lain-lain yang sedia ada.

17.3	Implikasi Kewangan Nyatakan keperluan peruntukan lain yang menyokong kepada keberkesanan program.
18.	PERTINDIHAN PROGRAM AKADEMIK YANG DIPOHON DENGAN UNIVERSITI AWAM LAIN Nyatakan jika ada.
19.	PERBANDINGAN DENGAN PROGRAM AKADEMIK DI UNIVERSITI LUAR NEGARA Nyatakan jika ada.
20.	KEAHLIAN JAWATANKUASA PENGAJIAN FAKULTI/PROGRAM Senaraikan keahlian Jawatankuasa Pengajian Fakulti/Program. Keahlian perlu melibatkan pakar bidang dan pihak berkepentingan termasuk industri.
21.	TARIKH PROGRAM AKADEMIK DILULUSKAN Nyatakan tarikh program diluluskan oleh pihak berikut: 21.1 MQA 21.2 Senat 21.3 Lembaga Pengarah/Gabenor Universiti
22.	SYOR Nyatakan syor kepada JKPT sama ada tujuan kertas kerja adalah untuk pemakluman atau pertimbangan kelulusan.

PENGHANTARAN DOKUMEN

Dokumen yang perlu dihantar untuk kelulusan JPT, KPT ialah dokumen permohonan kelulusan saringan awal program akademik baharu, dan dokumen permohonan kelulusan program akademik.

DOKUMEN PERMOHONAN KELULUSAN PROGRAM AKADEMIK

Dokumen permohonan yang dikemukakan kepada JPT, KPT perlu merangkumi perkara berikut:

- i. Ringkasan Eksekutif.
- ii. Kertas cadangan permohonan mengikut format yang dinyatakan dan
- iii. Semua dokumen di atas perlu dikemukakan sebanyak dua (2) salinan bercetak (*hardcopy*) dan satu (1) salinan digital (*softcopy*). Dokumen MQA-01 hanya perlu dikemukakan dalam satu (1) salinan digital (*softcopy*).

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			
	Sub-total			
Part-time	PhD			
	Masters			
	Bachelors			
	Diploma			
	Professional			
	Others			
	Sub-total			
	Total			

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

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

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

	Semester/ Year Offered	Name and Code of Course/Module	Classification (Major/Minor/ Elective/Audit)	Credit Value	Name(s) of Lecturer
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.	• Main references supporting the course • Additional references supporting the course					
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:

- Full Name
- Academic Qualifications
- Current Professional Membership
- Current Teaching and Administrative Responsibilities
- Previous Employment
- Conferences and Training
- Research and Publications
- Consultancy
- Community Service
- 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			
				Year 1		Year 2	
		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						

	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

	Job Category	Numbers required	Current numbers	Minimum qualification
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?

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