**MQA-01-ODL (PROVISIONAL ACCREDITATION)**

**PART B: PROGRAMME DESCRIPTION**

Part B of the MQA-01-ODL of this Code of Practice for Programme Accreditation: Open and Distance Learning (COPPA: ODL) seeks information of the programme such as name of the programme, MQF level, graduating credit, duration of study, entry requirement, mode of delivery and awarding body.

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

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

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

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

1. Method of learning and teaching (e.g. lecture/tutorial/lab/field work/studio/ blended learning/e-learning, etc.):
2. Mode of delivery: Open and Distance Learning (ODL)
3. Duration of study:

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

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

1. Entry requirements:
2. Estimated date of first intake (applicable for provisional accreditation): month/year
3. 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 |

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

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

1. Estimated date of first graduation: month/year
2. Types of job or position for graduates (at least two types):
3. Awarding body:
   * Own
   * Others (Please name)

Please attach the relevant documents, where applicable.

1. 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)
2. 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
3. Proof of approval and supporting letter to conduct the programmefrom certification bodies/awarding bodies/examination bodies
4. A copy of the programme specification as conducted by the collaborative partner (e.g. Handbook)
5. Proof of collaboration with Quality Partners\*\*\* for the programme, where applicable
6. For programmes which require clinical training, please attach proof of approval from the relevant authority
7. Any other documents where necessary.
8. A sample of scroll to be awarded should be attached.
9. Address(s) of the location where the programme is/to be conducted:
10. Details of liaison officer:
11. Name and Title:
12. Designation:
13. Tel.:
14. Fax:
15. Email:

Note:

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

**PART C: PROGRAMME STANDARDS**

Part C of the MQA-01-ODL 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 29 questions and statements related to the 16 standards.

In Area 2 (Assessment of Student Learning), there are 16 questions and statements related to the 11 standards.

In Area 3 (Student Selection and Support Services), there are 28 questions and statements related to the 18 standards.

In Area 4 (Academic Staff), there are 24 questions and statements related to the 14 standards.

In Area 5 (Educational Resources), there are 22 questions and statements related to the 11 standards.

In Area 6 (Programme Management), there are 20 questions and statements related to the 16 standards.

In Area 7 (Programme Monitoring, Review and Continual Quality Improvement), there are 13 questions and statements related to the nine standards.

**INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY**

* 1. **Statement of Educational Objectives of Academic Programme and Learning Outcomes**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 1.1.1 | (a) | Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP, and also how this ODL programme is able to democratise access to education through globalised online learning. |
|  | (b) | Outline the overarching Open and Distance Learning (ODL) policy of the HEP. Provide evidence and explain how the department has considered market and societal demand for the programme. In what way is this proposed programme an enhancement of the others? |
| 1.1.2 | (a) | Provide evidence and explain how the department has considered market and societal demand for the programme to be offered via ODL mode. In what way is this proposed programme an enhancement of the other programmes in the related discipline or field? |
| 1.1.3 | (a) | State the programme educational objectives, learning outcomes, learning and teaching strategies, and assessment. |
|  | (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 Objectives (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 constructive alignment of learning and teaching strategies, and assessment. |

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

|  |  |  |
| --- | --- | --- |
| 1.1.5 | (a) | How are the learning outcomes related to the career and further studies options of 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. **Programme Development: Process, Content, Structure and Learning-Teaching Methods**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 1.2.1 | Describe the provisions (including availability of a unit devoted to the design and development of learning materials for ODL delivery) 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 design, develop and approve the curriculum of the programme. State the highest academic authority involved in the approval to offer the programme. | |
| 1.2.3 | Who and how are the stakeholders including education and ODL experts consulted in the development of the curriculum? | |
| 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 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 refer to *Mata Pelajaran Umum* (MPU) and other courses required by the HEP. | | |
| \*\* | Core courses also include common courses of faculty. | | |
| \*\*\* | Provide information on major, including double major, if applicable. | | |
| \*\*\*\* | Optional/elective courses refer to courses where students can exercise choice. | | |
|  |  | | |
| (c) Provide a brief description of each course offered in the programme. Please arrange courses by year and semester as in Table 3. | | | | |

**Table 3.**  Brief description of courses offered in the programme

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Semester/**  **Year Offered** | **Name and Code of Course** | **Classification (Compulsory Major/ Minor/**  **Elective)** | **Credit Value** | **Programme Learning Outcomes (PLO)** | | | | | **Pre-requisite/Co-requisite** | **Name(s) of Academic Staff / Course coordinator in main campus** |
| **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

Note: HEP must provide the details of the tutors/facilitators/instructors employed to conduct tutorial classes at the regional centre during full accreditation exercise.

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

**Table 4.** Summary of course information

|  |  |
| --- | --- |
| 1. | Name and Code of Course: |
| 2. | Synopsis: |
| 3 | Name(s) of Academic Staff: |
| 4. | Semester and Year offered: |
| 5 | Credit Value: |
| 6 | Pre-requisite/co-requisite (if any): |
|  | Course Learning Outcomes (CLO):  CLO 1 - ….  CLO 2 - ….  CLO 3 - …. |
|  | Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Course Learning Outcomes (CLO)** | **Programme Learning Outcomes (PLO)** | | | | | | | | | | | **Teaching Methods** | **Assess-ment**  **Methods** | | PLO1 | PLO  2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO  9 | PLO  10 | PLO  11 | | CLO 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | | CLO 2 |  |  |  |  |  |  |  |  |  |  |  |  |  | | CLO 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |   Indicate the primary causal link between the CLO and PLO by ticking “✓“ in the appropriate box.  *(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2.)* |
|  | Transferable Skills (if applicable):  (Skills learned in the course of study which can be useful and utilised in other settings.) |
|  | Distribution of Student Learning Time (SLT):   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Course Content Outline | CLO\* | Learning and Teaching Activities | | | | | | | | | | | | Total SLT | | F2F\*\* | | | | | | | | | | | NF2F  Independent Learning (Asynchronous) | | Physical | | | | | | Online / Technology- mediated (Synchronous) | | | | | | L | | T | P | | O | L | T | | P | O |  | | 1 |  |  | |  |  | |  |  |  | |  |  |  |  | | 2 |  |  | |  |  | |  |  |  | |  |  |  |  | | 3 |  |  | |  |  | |  |  |  | |  |  |  |  | | 4 |  |  | |  |  | |  |  |  | |  |  |  |  | | Total SLT | |  | |  |  | |  |  |  | |  |  |  |  | | Continuous Assessment | | % | F2F | | | | | | | NF2F Independent Learning for Assessment (Asynchronous) | | | |  | | Physical | | | Online / Technology- mediated (Synchronous) | | | | | 1 | |  |  | | |  | | | |  | | | |  | | 2 | |  |  | | |  | | | |  | | | |  | | Final Assessment | | % | Physical | | | Online / Technology- mediated (Synchronous) | | | | NF2F Independent Learning for Assessment (Asynchronous) | | | |  | | 1 | |  |  | | |  | | | |  | | | |  | | 2 | |  |  | | |  | | | |  | | | |  | | Total SLT | |  |  | | |  | | | |  | | | |  | | SLT for Assessment | |  |  | | | | | | | | | | |  | | Grand Total SLT | |  | | | | | | | | | | | |  | | % SLT for Open and Distance Learning | |  | | | | | | | | | | | |  | | % SLT for practical component | |  | | | | | | | | | | | |  |   **\* Indicate the CLO based on the CLO’s numbering in Item 8.**  **\*\* Can be conducted through physical or online or combination of both.**  **L = Lecture, T = Tutorial, P= Practical, O= Others, F2F=Face to Face, NF2F=Non-Face to Face** |
|  | Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room): |
|  | References (include required and further readings, and should be the most current) |
|  | Other additional information: |

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

|  |  |  |
| --- | --- | --- |
| 1.2.5 | Explain the appropriateness of learning and teaching methods applied to achieve the objectives and learning outcomes of the programme which covers the following: | |
|  | (a) | A mechanism/system where all forms of interaction and delivery are integrated. |
|  | (b) | The provision of appropriate self-instructional material (SIM) for ODL learners. HEP is required to submit complete SIM for courses in Semester 1 of the programme. |
|  | (c) | The establishment of this unit or section (to manage the design and development of SIM) within the institutional organisation structure and outline the roles and responsibilities in this unit. |
|  | (d) | The design (adapt/adopt/create) of the SIM including licensing and copyright matters. |
|  | (e) | Online learning platform used. |
|  | (f) | Mode of interactions between learners. |
|  | (g) | Face-to-face synchronous session (physical or virtual). |
|  |  |  |

* 1. **Programme Delivery**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 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 (including those available in the learning portal and/or the learning management system) that the students are provided with, and briefed on, the current information about the programme, for example, Student Handbook and Student Project Handbook. | |
| 1.3.3 | (a) | Provide details of the leader/coordinator of the programme and members of the team responsible for the programme. State the manner in which the above mentioned team manages the programme explaining their line of authority and responsibilities. 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 | Describe how the department provides favourable conditions for learning, teaching and the execution of practical based training, both in the virtual and/or physical environment, based on the requirements of the programme. | |
| 1.3.5 | Describe the department’s initiatives to encourage innovations in learning, teaching and assessment, including the use of tools such as analytics to monitor student activities. | |
| 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**

* 1. **Relationship between Assessment and Learning Outcomes**

Information on Standards

|  |  |
| --- | --- |
| 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. |
| 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. |

* 1. **Assessment Methods**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 2.2.1 | Describe how a variety of assessment methods and tools (including innovative techniques) are used in assessing learning outcomes and competencies. Show the utilisation of both summative and formative assessment methods within the programme. | |
| 2.2.2 | (a) | Explain how the department ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites, i.e. ODL environment (if applicable). |
|  | (b) | Indicate the authority and processes for verification and moderation of summative assessments. |
|  | (c) | Indicate the guidelines and mechanisms which have been put in place to address plagiarism among students. |
|  | (d) | State how often is the assessment methods reviewed. |
|  | (e) | 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 how the frequency, methods and criteria of student assessment – including the grading criteria and appeal policies – are documented and communicated to students on the commencement of the programme. |
|  | (b) | Append a copy of the rules, regulation, policies on assessment which will outline the duration, diversity, weightage, criteria and coverage of the assessment. |
| 2.2.4 | Explain the processes in making changes to the assessment method. How are the changes made known to the students? | |

* 1. **Management of Student Assessment**

Information on Standards

|  |  |
| --- | --- |
| 2.3.1 | Explain the roles and autonomy of the department and the academic staff in the management of student assessment. |
| 2.3.2 | Describe how the security of student assessment documents and records are ensured. |
| 2.3.3 | Explain when the continuous and final assessments’ results are made available and communicated to students to facilitate progression decision. |
| 2.3.4 | Show and elaborate on the guidelines and mechanisms on students’ appeal against course results. |
| 2.3.5 | Explain how the department periodically reviews the management of student assessment and measures it takes to address the issues highlighted by the review. |

**INFORMATION ON AREA 3: STUDENT SELECTION AND SUPPORT SERVICES**

* 1. **Student Selection**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 3.1.1 | (a) | State the criteria and the mechanisms for student selection including candidates with prior experiential learning (accreditation of prior experiential learning, APEL), transfer students and any other additional requirements. |
|  | (b) | Provide evidence that the students selected fulfil the admission policies that are consistent with applicable requirements. If it is a new programme submission, outline only the admission policies and the entry requirements. |
| 3.1.2 | (a) | Explain how the selection criteria are accessible to the public. If other additional selection criteria are utilised, describe them. |
|  | (b) | 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. If it is a new programme show the projected figures for three years. |
|  | (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 any transfer students. |
| 3.1.4 | Describe the policies and mechanisms for appeal on student selection, if applicable. | |
| 3.1.5 | (a) | State and describe the support provided covering the orientation, developmental or remedial support for ODL students including new students, incoming transfer students and students with special needs. |
|  | (b) | Show how these support systems are evaluated regularly. |

* 1. **Articulation and Transfer**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 3.2.1 | (a) | Describe how the department facilitates and manages credit transfer/exemptions and student mobility which may include student transfer within and between institutions as well as cross-border. |
|  | (b) | Explain how the department keeps abreast of the latest development on the processes of credit transfer/ exemption through networking with other parties, including cross-border collaborative provisions. |
| 3.2.2 | Indicate how students accepted for transfer could successfully follow the current programme and demonstrate comparable achievements with their previous programme of study. | |

* 1. **Student Support Services**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 3.3.1 | (a) | Describe the learning support services that are provided by the department to the students. |
|  | (b) | Show evidence that those who provide the counselling services are qualified personnel. |
| 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 support services records. |
| 3.3.3 | Describe how are students orientated into the programme where they are exposed to the requirements of ODL and trained to cultivate self-directed learning. | |
| 3.3.4 | (a) | Describe the provision of the academic and career counselling services to students. |
|  | (b) | Describe how the effectiveness of the provision of the academic and career counselling services are measured, monitored, reviewed and improved. |
| 3.3.5 | Describe the mechanisms that exist to identify and assist students who are in need of academic and career counselling. | |
| 3.3.6 | Describe the processes and procedures in handling student disciplinary cases. | |
| 3.3.7 | Describe the mechanism and avenues available for students to raise their complaints and appeal on academic and non-academic matters. | |
| 3.3.8 | Describe how the student support services are evaluated regularly for their adequacy and effectiveness to ensure student well-being and safety. | |

* 1. **Student Representation and Participation**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 3.4.1 | Describe the policy and procedures to actively engage students in areas that affect their interest and welfare during their duration of studies. | |
| 3.4.2 | (a) | Describe the efforts undertaken by the department to help students to develop linkages with external stakeholders. |
|  | (b) | Describe how the department facilitate students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace or enhancing their current skills in the workplace. |

* 1. **Alumni**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 3.5.1 | (a) | Describe how the department establishes linkages with the alumni. |
|  | (b) | Describe the role of the alumni in the development, review and continuous improvement of the programme. |

**INFORMATION ON AREA 4: ACADEMIC STAFF**

* 1. **Recruitment and Management**

Information on Standards

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| --- | --- | --- |
| 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 and/or relevant work experience in ODL as well as in the field related to the course 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. |
|  | (c) | 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 ODL experiences. |
| 4.1.3 | Provide data on the staff–student ratio appropriate to the learning- teaching methods and consistent with the requirements in the programme standards (where applicable). | |
| 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 (course coordinator) involved in the programme

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Name and Designation of Academic Staff | Appointment Status (full-time, part-time, contract, etc.) | Nationality | Courses Taught in This Programme | Courses Taught in Other Programmes | Academic Qualifications | | Research Focus Areas  (Bachelor and above) | Past Work Experience | | |
| Qualifications, Field of Specialisation, Year of Award | Name of Awarding Institution and Country | Positions Held | Employer | Years of Service (start and end) |
| 1 |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | (b) | Provide curriculum vitae of each academic staff teaching in this programme, which contains the following:   1. Name 2. Academic Qualifications 3. Current Professional Membership 4. Current Teaching and Administrative Responsibilities 5. Previous Employment 6. Conferences and Training 7. Research and Publications 8. Consultancy 9. Community Service 10. Other Relevant Information |
|  | (c) | Provide information and details on the policy related to the appointment of part-time academics from other institutions for learning and teaching purposes. |
|  | (d) | Provide information on turnover of full-time academic staff for the programme (for Full Accreditation only). |
| 4.1.5 | Describe how the department ensures equitable distribution of duties and responsibilities of the academic staff which ranges from content preparation, teaching (including facilitating student learning in the online learning platform), research and scholarly activities, consultancy, community services and administrative functions. | |
| 4.1.6 | (a) | State the policies, procedures and criteria (including involvement in professional, academic and other relevant activities, at national and international levels) for recognising academic staff for promotion, salary increment or other remuneration of academic staff such as incentives to reward innovation in ODL. |
|  | (b) | Describe how are the above information made known to the academic staff. |
| 4.1.7 | Describe the nature and extent of the national and international linkages to enhance learning and teaching in the programme. | |
| 4.1.8 | (a) | Describe how the department conducts training and continuous professional development (CPD) programmes related to ODL to all full-time/part-time academic staff or academic support staff. |
|  | (b) | State the policies for training, professional development and career advancement (e.g., study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.) for the new and existing academic staff. |
|  | (c) | Describe the mentoring system, tools, support and technology for self-learning and formative guidance for new academic staff as part of its staff development programme. |

* 1. **Service and Development**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 4.2.1 | Provide information on the departmental policy on service, development and appraisal of the academic staff. | |
| 4.2.2 | Describe 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 | 1. State the HEP policies on conflict of interest and professional conduct of academic staff. 2. State the HEP procedures for handling staff 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) | 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. |
|  | (b) | Describe how through this participation the results are utilises to enhance the learning-teaching experience of the students. |
| 4.2.6 | Describe how the department encourages and  facilitates academic staff in community and industry engagement activities and how they are rewarded. | |

**INFORMATION ON AREA 5: EDUCATIONAL RESOURCES**

* 1. **Physical and Virtual Facilities**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 5.1.1 | Explain the policy regarding the selection and effective use of electronic devices, internal and external networks, eContent and other effective means of using information and communication technology in the programme. | |
| 5.1.2 | (a) | List the infrastructure and infostructure facilities required for the programme in Table 6. |

**Table 6.** List of physical and virtual facilities required for the programme

| **No.** | **Learning and teaching activities** | **Infrastructure and infostructure provided by HEP** | **PA** | | | | | | **FA** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Available for Year 1** | | **To be provided** | | | | **No.** | **Capacity** |
| **In Year 2** | | **In Year 3** | |
| **No.** | **Capacity** | **No.** | **Capacity** | **No.** | **Capacity** |  |  |
| 1 | Lecture & Tutorial |  |  |  |  |  |  |  |  |  |
| 2 | Discussion/ Forum |  |  |  |  |  |  |  |  |  |
| 3 | Learning Resources Development |  |  |  |  |  |  |  |  |  |
| 4 | Learning Resources Delivery |  |  |  |  |  |  |  |  |  |
| 5 | Laboratory/ Practical session |  |  |  |  |  |  |  |  |  |
| 6 | Self-directed/Online Learning  (eContent) |  |  |  |  |  |  |  |  |  |
| Assessment (continuous and final assessments) |  |  |  |  |  |  |  |  |  |
| 7 | Data storage |  |  |  |  |  |  |  |  |  |
| 8 | Others |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | (b) | Describe the adequacy of the infrastructure and infostructure 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) | Explain how the infrastructure and infostructure facilities are user friendly to those with special needs. Provide a copy of any technical standards that have been deployed for students with special needs. |
| 5.1.3 | Provide evidence that the department has put in place a LMS to support and facilitate the learning of students through ODL. | |
| 5.1.4 | Show that the infrastructure and infostructure facilities, system and eContent comply with the relevant laws and regulations including issues of licensing. | |
| 5.1.5 | (a) | Describe how the HEP maintains, reviews and improves the adequacy, currency and quality of its educational resources and the role of the department in these processes. |
|  | (b) | Provide information on, and provision for, the maintenance of the physical learning facilities. |
|  | (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 ROMs, video and electronic lessons/reference materials** | | Number of Title | Number of Collection | Number of Title | Number of Collection | |  |  |  |  |  | | |
|  |  |  |
| 5.1.6 | (a) | Describe how the HEP maintains, reviews and improves the adequacy, currency and quality of its educational resources (including ICT resources and facilities such as learning management system, digital/virtual library, video conferencing, virtual labs, online helpdesk) and eContent, and the role of the department in these processes. |
|  | (b) | Provide the information on, and provision for, the maintenance of the 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 learning-teaching activities in the department. |
|  | (b) | State any initiatives taken by the department to engage students in research. |
| 5.2.3 | Describe the processes by which the department review its research resources and facilities and the steps taken to enhance its research capabilities and environment, where a link between research, development and the industry could be created. | |

**5.3 Financial Resources**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 5.3.1 | Provide audited financial statements or certified supporting documents for the last three consecutive years. Explain the financial viability and sustainability based on the provided statements/documents. | |
| 5.3.2 | Demonstrate that the department has clear budgetary and procurement procedures to ensure that its financial resources are sufficient and managed efficiently to maintain high standards of quality. | |
| 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**

* 1. **Programme Management**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 6.1.1 | (a) | Describe the management structure and functions, and the main decision-making componentsof the department, as well as the relationships between them. How are these relationships made known to all parties involved? |
|  | (b) | Indicate the structure and composition of the committees in the department and provide the frequency of the meetings. |
| 6.1.2 | Describe how the department ensure accuracy, relevancy and timeliness of disseminating the information about the programme which are easily and publicly accessible, especially to prospective students. | |
| 6.1.3 | 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. | |
| 6.1.4 | Show evidence (such as terms of reference, minutes of meeting) that theacademic 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 regional centres or partner institutions to assure functional integration and comparability of educational quality. | |
| 6.1.6 | Show evidence that the department has conducted periodic internal and external consultations as well as graduate employability analyses to ensure currency and relevancy of the programme in meeting market demand. | |

* 1. **Programme Leadership**

Information on Standards

|  |  |
| --- | --- |
| 6.2.1 | Outline the criteria for the appointment and job description of the programme leader. |
| 6.2.2 | Name the academic leadership of this programme. State the qualifications, experiences, tenure and responsibilities of the programme leader. Prove that the programme leader has sufficient authority for curriculum design, delivery and review. |
| 6.2.3 | Describe the mechanism and processes to ensure 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. |

* 1. **Administrative and Academic Support Staff**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 6.3.1 | (a) | Describe the structure of the administrative and academic support staff which support the programme. |
|  | (b) | Explain how the number of administrative and academic support 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 and academic support staff of the programme. |

**Table 8**. Administrative and academic support 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 and academic support staff of the programme. |
| 6.3.3 | Describe the training scheme including ODL related training for the advancement of the administrative and academic support staff and show how this scheme fulfils the current and future needs of the programme. |

* 1. **Academic Records**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 6.4.1 | (a) | State the policies and practices on the nature, content and security of student, academic staff and other academic recordsat 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 (including the information and data in the electronic Learning Management System) 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**

* 1. **Mechanisms for Programme Monitoring, Review and Continual Quality Improvement**

Information on Standards

|  |  |  |
| --- | --- | --- |
| 7.1.1 | Describe the policies and mechanisms for regular monitoring and review including its structures, functions, strategies, policies, standard operating procedures (SOPs) and core activities to ensure continual quality improvement complements the department’s effort in continual quality improvement. | |
| 7.1.2 | Describe the roles and the responsibilities of the Quality Assurance (QA) unit/personnel responsible for internal QA of the department. | |
| 7.1.3 | (a) | Describe the structure and the workings of the internal programme monitoring and review committee in ensuring the continual review of the programme content and ODL learning support services. |
|  | (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. |
|  | (e) | Describe how the learning support services (including the online system, learning materials, assessment, administration / management of the programmes, ICT system including bandwidth management, physical facilities) are reviewed periodically. |
| 7.1.4 | Explain who and how are the stakeholders involved (including ODL or technology experts) in the programme review 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 as well as review and how their views on the report are taken into consideration in the continuous improvement and development of the programme. | |
| 7.1.6 | Explain how the said benchmarked data, learning-teaching methods and technologies, and administration related educational services are analysed as part of the programme monitoring and review as well as for the purposes 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 | Show how the departmental quality assurance processes are integrated with the achievement of the institutional purpose. | |

**-END-**