

MQA-03 (SELF-REVIEW PORTFOLIO)

Second Edition

PART A: GENERAL INFORMATION ABOUT THE HIGHER EDUCATION PROVIDER

Part A of the Self-Review Portfolio of this *Code of Practice for Institutional Audit* (COPIA) seeks general information on the Higher Education Provider (HEP). It is basically an institutional profile of the HEP.

There are 22 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 the 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 those in its branch campuses and the number of programmes offered by them as well as details of these programmes.

Items 14, 15, 16 and 18 ask for the details of the academic staff, students and administrative and support staff. Item 17 asks specifically about student attrition rate.

Item 19 requires the HEP to provide the organisational chart of the HEP.

Items 20 and 21 ask for the purpose and details of the submission for the institutional audit.

Item 22 asks for the name and details of the contact person in the HEP.

PART A - GENERAL INFORMATION ABOUT 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	Type of Programme (Collaboration/ Homegrown)	Current No. of students

(PSD: Public Service Department, JPA: *Jabatan Perkhidmatan Awam*)

14. Number and qualification 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. Designation of academic staff:

Designation	Number				Total	
	Local		Foreign		Full-time	Part-time
	Full-time	Part-time	Full-time	Part-time		
Professor						
Associate Professor						
Senior Lecturer						
Lecturer						
Junior Lecturers including tutors, teaching assistants						

List others who are involved in teaching and learning, for example, adjunct professors, visiting professors, exchange professors, fellows, etc.

16. Total number of students:

	Number of students		Total
	Local	Foreign	
Male			
Female			
Total			

17. Student attrition rate:

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

18. Total number of administrative and support staff:

	Job Designation	Number of staff required	Current number of staff	Minimum qualification
1				
2				
3				

19. Provide the organisational chart of the HEP:

20. State the purpose of this audit:

- Comprehensive Institutional Audit
- Thematic audit(please specify)

21. Provide details of the purpose of this audit:

22. Contact person:

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

PART B - INFORMATION ON THE NINE AREAS OF EVALUATION FOR QUALITY ASSURANCE

An audit of an institution 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 with these standards, whilst the latter is expressed by a “should” which means that the HEP is encouraged to fulfil them.

Part B of the Self-Review Portfolio requires the HEP to furnish information on all the standards in the nine areas of evaluation for quality assurance on the institution to be audited. The following pages provide a series of questions and statements that guide the HEP to furnish such information.

Area 1 is on vision, mission, educational goals and learning outcomes. There are 10 questions and statements on the nine benchmarked standards and five on the five enhanced standards.

Area 2 on curriculum design and delivery has 20 questions and statements on the 17 benchmarked standards and eight questions and statements on the eight enhanced standards.

Area 3 on assessment of students has 22 questions and statements on the 12 benchmarked standards and six questions and statements on the five enhanced standards.

Area 4 on student selection and support services has 35 questions and statements on the 24 benchmarked standards and 19 questions and statements on the 16 enhanced standards.

Area 5 on academic staff has 18 questions and statements on the 12 benchmarked standards and seven questions and statements on the four enhanced standards.

Area 6 on educational resources has 32 questions and statements on the 14 benchmarked standards and 14 questions and statements on the 10 enhanced standards.

Area 7 on programme monitoring and review has ten questions and statements on the six benchmarked standards and four questions and statements on the three enhanced standards.

Area 8 on leadership, governance and administration has 25 questions and statements on the 16 benchmarked standards and 11 questions and statements on the 11 enhanced standards.

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

PART B - INFORMATION ON THE NINE AREAS OF EVALUATION FOR QUALITY ASSURANCE

The statements below are meant to be guidelines for data collection in the nine areas of quality assurance.

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

1.1 Statement of Vision, Mission and Educational Goals

Information on Benchmarked Standards

- 1.1.1 State or provide a copy of the HEP's vision and mission and the general educational goals.
- 1.1.2 Describe how the mission statement and educational goals reflect the crucial elements of the processes and outcomes of higher education in line with national and global developments which may include issues of social responsibility, competency, research attainment, community involvement, ethical values, and leadership.
- 1.1.3 Describe the appropriate body and membership responsible for approving the vision, mission and educational goals of the HEP.
- 1.1.4 Describe how the vision, mission and educational goals are made known to the relevant parties.

Information on Enhanced Standards

- 1.1.5 Provide information to what extent the institutional mission and educational goals incorporate aspects of leadership, social responsibility, research, scholarship, community engagement, ethical values, professionalism and knowledge creation.
- 1.1.6 State that the HEP's planning and evaluation processes, educational programmes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfil its stated goals.

1.2 Participation in the Formulation of Vision, Mission and Educational Goals

Information on Benchmarked Standards

1.2.1 Describe how the HEP involves major stakeholders in the formulation and renewal of the mission and educational goals as well as the educational programmes.

Information on Enhanced Standards

1.2.2 Describe how the HEP consults and involves a wide range of stakeholders in the ongoing refinement of the vision, mission and goals.

1.3 Academic Autonomy

Information on Benchmarked Standards

1.3.1 Describe how the curriculum is designed and the resources allocated to show sufficient autonomy in such functions.

1.3.2 How does the HEP ensure that the members of the academic staff have sufficient autonomy to focus on areas of their expertise?

Information on Enhanced Standards

1.3.3 What are the HEP's plans to expand the boundaries of academic autonomy?

1.4 Learning Outcomes

Information on Benchmarked Standards

1.4.1 Show how the learning outcomes and educational goals are in line with, and supportive of, the vision and mission of the HEP.

1.4.2 Specify the broad competencies and attributes expected of students upon completion of a period of study.

1.4.3 Describe how these relate to the existing and emergent needs of the profession, discipline and the larger society.

Information on Enhanced Standards

1.4.4 Explain how the competencies are related to the needs of the student in his future workplace, further studies and good citizenship.

INFORMATION ON AREA 2: CURRICULUM DESIGN AND DELIVERY

2.1 Curriculum Design and Teaching-Learning Methods

Information on Benchmarked Standards

- 2.1.1 Describe the processes, procedures, and mechanisms for curriculum development. How are the main constituents in the institution involved in this process?
- 2.1.2 Show evidence that the HEP have considered market and societal demand for the programme as well as sufficient resources to run it.
- 2.1.3 Show how the aims and objectives of programmes are in line with, and supportive of, the vision and mission of the HEP.
- 2.1.4 Elaborate how the HEP ensures the principles guiding the design of the curriculum support the attainment of learning outcomes.
- 2.1.5 Describe the various teaching-learning methods to achieve learning outcomes and ensure that students take responsibility for their own learning.
- 2.1.6 Describe how the HEP ensures its curriculum and instructional methods encourage students to take active participation for their learning.
- 2.1.7 Specify how the HEP envisages that the curriculum and instructional methods prepare students for their learning.
- 2.1.8 Give details of HEP policies and practices that show that teaching and learning are consistent with the curriculum. How are elements of inconsistencies redressed?

Information on Enhanced Standards

- 2.1.9 Show how the curriculum encourages a multi-disciplinary approach and co-curricular activities in enhancing and enriching the personal development of the learner. Show how these are monitored and appraised.
- 2.1.10 Show how external sources are engaged in the needs analysis of programmes. Show how their commentaries are utilised to improve them.
- 2.1.11 What are the co-curricular activities that enrich student learning experience, and foster personal development and responsibility?

2.2 Curriculum Content and Structure

Information on Benchmarked Standards

- 2.2.1 Describe how the academic programmes incorporate the core content of the discipline that are essential for understanding the concepts, principles and methods that support the programme outcomes.
- 2.2.2 Describe how the academic programmes fulfil the requirements of the discipline and takes into account discipline standards and international best practices as well as changes in them.
- 2.2.3 Specify the processes by which topics of local, national and international importance are incorporated into the curriculum.

Information on Enhanced Standards

- 2.2.4 Show evidence that the HEP has the mechanism in place to access the latest development in a field of study.

2.3 Management of Programmes

Information on Benchmarked Standards

- 2.3.1 Provide a sample of the Student Study Guide, Student Handbook and Student Project Handbook, where applicable.
- 2.3.2 State the designation, responsibility and authority of the main academic officer and committee responsible for a programme. Do they have adequate resources? Show evidence.
- 2.3.3 State the terms of reference of the curriculum committees.
- 2.3.4 What authority do the committees have to resolve conflicts of educational principle and to ensure that the goals and the requirements of the specific disciplines are met?
- 2.3.5 What are the resources given to programme teams to implement teaching-learning activities, and to conduct programme evaluation for quality improvement?
- 2.3.6 Describe the review and evaluation processes of programmes and the utilisation of the results.
- 2.3.7 Show how the learning environment nurtures scholarly and creative achievements.
- 2.3.8 Describe the structures and processes to ensure that all the criteria and standards of a qualification awarded are fulfilled.

Information on Enhanced Standards

- 2.3.9 Explain the HEP's mechanisms and resources for introducing and evaluating innovations in teaching-learning and evaluation methods. Indicate the involvement of internal and external principal stakeholders and experts in these.
- 2.3.10 Show how the HEP engages external expertise nationally and internationally in the review and evaluation of programmes.

2.4 Linkages with External Stakeholders

Information on Benchmarked Standards

- 2.2.1 Describe the links that exist between the HEP and its external stakeholders for the purpose of curriculum improvement.

Information on Enhanced Standards

- 2.2.2 State the existing mechanism to obtain and utilise feedback from employers for the improvement of the curriculum, training and workplace exposure.
- 2.2.3 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 curricula.
- 3.1.2 State how assessment of students is consistent with the levels defined in the MQF and its eight domains of learning outcomes.
- 3.1.3 Indicate how the HEP monitors student assessment to reduce curriculum overload and encourage integrated learning.
- 3.1.4 Describe how the HEP ensures that appropriate attitudes are assessed and inculcated (e.g., respect for socio-cultural diversity, sensitivity to rights of others, 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 and show how these methods, including that of practical training, clinical training, studio projects, demonstrations and the like, can measure the students' achievement of the learning outcomes.
- 3.2.2 Provide information on the summative and formative assessment methods.
- 3.2.3 Describe the mechanism to ensure validity, reliability and fairness of the student assessment system.
- 3.2.4 Explain how the HEP monitors the reliability and validity of assessment over time and across sites.
- 3.2.5 Describe how internal assessments are validated against external standards (e.g., external examiners, external examinations).
- 3.2.6 Explain the various feedback mechanisms to ensure validity, reliability, consistency, currency and fairness of the assessment methods. Explain whether records are available to students for feedback on performance and corrective measures.

- 3.2.7 Explain how the HEP provides feedback to students on their academic performance, including making records available, to ensure that they have sufficient time to undertake remedial measures.
- 3.2.8 Describe how assessment methods are reviewed to ensure currency.
- 3.2.9 How are student assessment methods documented and communicated to students?
- 3.2.10 Append a copy of the Regulations of Examination.

Information on Enhanced Standards

- 3.2.11 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).
- 3.2.12 State whether the curriculum have mechanisms to review and implement new methods of assessment.
- 3.2.13 How does the review of the assessment method incorporate current global developments and best practices in the discipline?
- 3.2.14 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 How autonomous are the departments in the management of student assessment?
- 3.3.2 Indicate the committees and the processes for verification and moderation of assessments, and benchmarking academic standards of assessment. How autonomous are they?
- 3.3.3 Explain how the committees ensure that standards are met.
- 3.3.4 Explain how assessment performance and results are made available to students.
- 3.3.5 State the authority responsible for assessment policy. Describe the composition of the committees involved and their terms of reference.
- 3.3.6 State whether student representatives, academic staff and stakeholders are involved in making changes to the system of student assessment and their mode of involvement.
- 3.3.7 Provide information on the appeal policy.
- 3.3.8 Describe how confidentiality and security are ensured in student assessment processes and academic records.

Information on Enhanced Standards

3.3.9 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 programmes and any other additional requirements.
- 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 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.
- 4.1.5 Show how the criteria and mechanisms are published and disseminated.
- 4.1.6 Provide information on the prerequisite knowledge and skills for student entry.
- 4.1.7 If a selection interview is utilised, describe it.
- 4.1.8 Show evidence that the admission policy and mechanism is fair and transparent.
- 4.1.9 Describe the appeal policy and mechanism.
- 4.1.10 State what are the special programmes provided for those who are selected but need additional remedial assistance.
- 4.1.11 Summarise the methods of orientation of new students, early warning system for academic difficulty and system of academic counselling, tutoring and remediation.
- 4.1.12 Indicate the student intake in the last three years and the projection of student intake for the next five years. Describe how the size of student intake is determined in relation to the capacity of the HEP and explain the mechanisms that exist for adjustments, taking into account the admission of visiting, exchange and transfer students.
- 4.1.13 How does the HEP continuously monitor and periodically review student selection processes?
- 4.1.14 Describe how the selection methods are reviewed to comply with the social responsibilities, human resource requirements and needs for further studies and lifelong learning.

Information on Enhanced Standards

- 4.1.15 Show how the student performance is monitored as a feedback mechanism to improve student selection.
- 4.1.16 How does the HEP engage the relevant stakeholders in the review of its admission policy and processes?
- 4.1.17 Describe how student intake incorporates social responsibility by privileged consideration for people with special needs.
- 4.1.18 Show the relationship between student selection, programmes, and learning outcomes.

4.2 Articulation Regulations, 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 are these disseminated.

Information on Enhanced Standards

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

4.3 Transfer of Students

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 bridging courses for students who need it. Provide figures for the last five years.
- 4.3.2 Describe the mechanism to ensure transfer students are given exemptions by taking into account their previous experience, qualifications obtained from another programme and credits accumulated. Provide figures for the last five years.
- 4.3.3 Indicate how students accepted for transfer have comparable achievements in their previous institution of study. Provide the relevant data to support this.

Information on Enhanced Standards

- 4.3.4 Describe the policies and mechanisms to facilitate student mobility, exchanges and transfers, nationally and internationally.

4.4 Student Support Services and Co-Curricular Activities

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 If the HEP has campuses that are geographically separated, how are student support services provided at these sites?
- 4.4.3 How are the adequacy, effectiveness and safety of these services evaluated and ensured?
- 4.4.4 What mechanism is available for students to complain and to appeal on matters relating to student support services?
- 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 Describe the accessibility, confidentiality and effectiveness of the academic and non-academic counselling and support services (e.g., preventive and therapeutic health services, financial aid, sports and cultural activities, career and academic counselling) available to the students.
- 4.4.8 Provide information on the availability of an early warning system to detect students with academic difficulties.
- 4.4.9 Provide information on the qualification of those who provide these services. Explain how the HEP ensures that those who provide these services are qualified.
- 4.4.10 How are students orientated into academic programmes of the HEP?
- 4.4.11 Describe additional support programmes provided by other organisations that the students could access.

Information on Enhanced Standards

- 4.4.12 Describe the importance given to student support services in the organisational structure of the HEP.
- 4.4.13 Provide information on the unit dedicated to academic and non-academic counselling.
- 4.4.14 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 counselling services?
- 4.4.15 Describe the mechanisms that exist to identify students who are in need of spiritual, psychological, social and academic support.
- 4.4.16 Describe how student supervision is instituted. Explain how the HEP deals with situations where it anticipates a student encountering academic difficulty (e.g., a student entering with a marginal academic qualification).
- 4.4.17 Describe any courses, training or reparatory sessions organised for remediation.
- 4.4.18 Describe the training and development plan to enhance the skills and professionalism of the academic and non-academic counsellors. How many have benefitted from this in the last five years?

4.5 Student Representation and Participation

Information on Benchmarked Standards

- 4.5.1 State the HEP's policy on student participation in the teaching-learning process. Describe how students contribute to the development of these policies.
- 4.5.2 Explain the measures taken by HEP to encourage student self-government and participation in the activities of the governing bodies of the HEP.
- 4.5.3 Show evidence of the statement of student rights and responsibilities and its availability to the campus community.
- 4.5.4 Describe the jurisdiction of judicial bodies, the disciplinary responsibilities of HEP officials, and all disciplinary procedures and their dissemination.

4.5.5 Describe the policy on active student participation and show how students are encouraged to actively participate in curriculum development, teaching-learning processes as well as in other areas that affect their welfare.

Information on Enhanced Standards

4.5.6 How are students and student organisations facilitated to gain managerial and leadership experience, to encourage character building, to inculcate a sense of belonging and responsibility, and to promote active citizenship?

4.5.7 What is the policy regarding student publication?

4.5.8 Describe the appropriate channels to allow student participation in the formulation, management and evaluation of the curriculum, and in academic matters relevant to them.

4.5.9 What facilities are available to encourage student involvement in publication?

4.6 Alumni

Information on Benchmarked Standards

4.6.1 How does the HEP encourage active linkages and continuous relationship between it and its alumni?

Information on Enhanced Standards

4.6.2 Describe the role of the alumni in curriculum development, the achievement of the learning outcomes and the future direction of the HEP.

4.6.3 How does the HEP encourage the alumni to assist the students in preparing for their professional future? Show the result of this initiative.

INFORMATION ON AREA 5: ACADEMIC STAFF

5.1 Recruitment and Management

Information on Benchmarked Standards

- 5.1.1 Provide the HEP policies on academic staff recruitment to include the requirements related to the qualifications for appointment.
- 5.1.2 Provide data to show that the staffing profile matches the range and balance of teaching skills, specialisations and qualifications required to deliver each programme. Identify any problem areas and describe corrective actions needed and planned.
- 5.1.3 Provide evidence to show that the number of academic staff involved in conducting each programme is sufficient.
- 5.1.4 Describe the teaching responsibility, research and scholarly activities, consultancy, community services and administrative functions of the academic staff to show a balance of functions and responsibilities in line with academic conventions.
- 5.1.5 State the policy to ensure the equitable distribution of responsibilities among the academic staff.
- 5.1.6 State the HEP's policy for ensuring that teaching, research and service contributions are appropriately recognised and rewarded.
- 5.1.7 Describe the policies, criteria and processes in the appointment and promotion to academic positions, particularly that of professorship and associate professorship.

Information on Enhanced Standards

- 5.1.8 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.
- 5.1.9 Describe the nature and extent of the HEP's national and international linkages in the effort to enhance its scholarly activities.

5.2 Service and Development

Information on Benchmarked Standards

- 5.2.1 Show evidence of, and state the mechanisms and procedures for, professional development and career advancement of the academic

staff (including study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.)

- 5.2.2 Show evidence of the existence of, or academic staff access to, institutions, centres or activities (e.g., centres of excellence, research institutes, professional bodies, learned societies, academic forums) that supports academic staff development.
- 5.2.3 Describe how participation in staff development programmes is encouraged.
- 5.2.4 Provide information on the institutional policy on service, development and appraisal of the academic staff. Describe the HEP policy to retain the academic staff. Give information on the academic staff leaving the institution in the last five years.
- 5.2.5 Describe the policy on consultancy and private practice.
- 5.2.6 Describe the HEP's criteria and administrative procedures for initial appointment, promotion and tenure. Provide written guidelines. If there are multiple tracks for academic staff, describe these and the criteria for advancement.
- 5.2.7 Describe the processes and procedures in handling disciplinary cases involving the academic staff.
- 5.2.8 Describe the mentoring and guidance system for new academic staff. Provide information for the recent intake of new academic staff.
- 5.2.9 Describe the support available to assist new academic staff to develop teaching skills in line with current trends in pedagogy, curriculum design, instructional materials, and assessment.
- 5.2.10 Show evidence that academic staff are provided with the necessary training, tools and technology.
- 5.2.11 Describe how the student appraisal of the academic staff is conducted. Indicate its frequency.

Information on Enhanced Standards

- 5.2.12 List and describe the major conferences organised by the HEP in the last five years.
- 5.2.13 List and describe the major conferences attended and actively participated by members of the academic staff in the last five years. 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?

5.2.14 Give evidence of national and international recognition of staff members (e.g., journal editorship, service as peer reviewers, study and expert-groups and national committee membership).

5.2.15 Show the research activities of the academic staff in the last five years.

5.2.16 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 the major physical facilities available to conduct educational programmes of the HEP.

	Facilities	Current		Projection			
				Next Year		Next Two Years	
		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						
	-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 For programmes requiring workshop or laboratory support, provide a brief description of the facilities.
- 6.1.5 Show how educational resources are distributed and scheduled according to educational needs.
- 6.1.6 Show evidence that the physical facilities comply with the relevant laws, and with health and safety regulations.
- 6.1.7 Describe the collection available in the library and resource centre. State the database system used in them.

Field of specialisation	Resources supporting the programmes (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	

- 6.1.8 State the number of staff in the library and resource centre and their qualifications.
- 6.1.9 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 programmes.
- 6.1.10 Describe the mechanism to obtain feedback from users on the library policy, services and procedures.
- 6.1.11 Explain the steps taken and the facilities provided by the HEP to promote research activities.
- 6.1.12 State the policy on the use of information and communication technology (ICT) in the HEP. Describe the ICT infrastructure that supports academic programmes.
- 6.1.13 List the ICT staff and their qualifications that support the implementation of the ICT policy at the HEP.
- 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.
- 6.1.16 Indicate what plans exist to improve these facilities in line with the development in the teaching practice.
- 6.1.17 Describe how students and faculty are provided with opportunities to learn the various and most current methods to access information.
- 6.1.18 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 and university colleges)

Information on Benchmarked Standards

- 6.2.1 Describe the policy and planning that identifies the priorities, facilities and development in research and commercialisation.
- 6.2.2 Summarise the major research interests at the HEP. Describe the research facilities to support these areas of interest.
- 6.2.3 Describe any programmes on ethics in research for staff and graduate students. Describe the formal policy related to scientific misconduct in research (e.g., deception, fabrication of results, plagiarism, and conduct outside the norm of scientific behaviour) and how it is disseminated.
- 6.2.4 Specify the administrative entity that is responsible for protecting the integrity of the research processes.
- 6.2.5 Describe the facilities and the budget allocation made available by the HEP to support research.
- 6.2.6 List the major research activities and the academic staff involved in them in the last five years.
- 6.2.7 Describe how the HEP fosters interaction between its research and educational activities.
- 6.2.8 Explain the mechanism that exists to ensure research activities are reflected in the curriculum and teaching.
- 6.2.9 State any initiatives taken by departments to engage students in research.

Information on Enhanced Standards

- 6.2.10 Show the link between research, development and commercialisation.

- 6.2.11 List and describe the research, development and commercialisation activities and achievements in the last five years.
- 6.2.12 Describe the processes where the HEP reviews its research resources and facilities and the steps taken to enhance its research capabilities.
- 6.2.13 Describe the incentives to academic staff to engage in publication, including in reputable refereed journals.
- 6.2.14 List and describe the major publications of the academic staff in the last five years.

6.3 Educational Expertise

Information on Benchmarked Standards

- 6.3.1 Describe the policy and practice on the use of appropriate educational expertise in planning educational programmes and in the development of new teaching and assessment methods.

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 practice of the HEP in collaborating and cooperating with other providers for exchanges of student, staff, and resources in compliance with the HEP's policy. Provide information on these exchanges for the last five years.
- 6.4.2 Describe how is this collaboration disseminated to students and faculty.
- 6.4.3 How do the educational exchanges benefit the HEP?

Information on Enhanced Standards

- 6.4.4 Describe the future plans to strengthen international collaborative activities.
- 6.4.5 How would a policy on exchanges with international institutions benefit the HEP?
- 6.4.6 Describe the facilities and financial allocation to support educational exchanges.

6.5 Financial Allocation

Information on Benchmarked Standards

- 6.5.1 Provide information on the HEP's financial standing and sources which supports its academic, research and service missions.
- 6.5.2 Demonstrate how the financial allocation dedicated to the HEP -- and its utilisation -- is sufficient for it to achieve its purpose.
- 6.5.3 Indicate the responsibilities and line of authority in terms of budgeting and resource allocation in the HEP.
- 6.5.4 Describe the policy on tuition fees and other payments, and the policy of refund to students who withdraw or who are dismissed from the institution.
- 6.5.5 Provide information on number of students who are funded through loans, grants or scholarship. What are the major sources of student funding?

Information on Enhanced Standards

- 6.5.6 Describe how those responsible for a programme enjoy sufficient autonomy to allocate and utilise resources to achieve the programme objectives.

INFORMATION ON AREA 7: PROGRAMME MONITORING AND REVIEW

7.1 Mechanisms for Programme Monitoring and Review

Information on Benchmarked Standards

- 7.1.1 Describe the processes, procedures and mechanisms for monitoring and reviewing a curriculum.
- 7.1.2 Describe the structure and workings of programme review committees.
- 7.1.3 Describe the nature of the relationship and the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.
- 7.1.4 How does a self-review process assist in identifying weaknesses and in improving academic programmes?
- 7.1.5 Explain how the HEP ensures that identified concerns are addressed.
- 7.1.6 Describe how the HEP uses the feedback from programme review in programme development.
- 7.1.7 Describe how evaluation activities are being enhanced and refined to cover all important components of the programmes.
- 7.1.8 How are student performance and progression analysed to ascertain that learning outcomes have been achieved?

Information on Enhanced Standards

- 7.1.9 Explain how the HEP utilises the analysis of student performance and progression to provide feedback to committees responsible for student selection, curriculum planning and student counselling. Provide examples.

7.2 Involvement of Stakeholders

Information on Benchmarked Standards

- 7.2.1 Which stakeholders are consulted in the monitoring and review of programmes? 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 Show how feedbacks obtained from stakeholders are incorporated in a programme review exercise.
- 7.2.4 Do stakeholders have access to the final report of a programme review?

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 HEP are consistent with its statement of purpose.
- 8.1.2 Describe the governance structures and functions, and the relationships between them. How are these made known to all parties involved?
- 8.1.3 Describe the functions, structure, leadership, membership and reporting protocol of the major permanent decision-making bodies of the HEP.
- 8.1.4 Describe how the HEP ensures the effectiveness of relationship between the institutional leadership and the departments.
- 8.1.5 Describe the representation and role of the academic staff, students and other principal stakeholders in the various institutional governance structures and committees. Indicate the type and frequency of meetings held during the past academic year.
- 8.1.6 Show evidence that the governing board is an effective policy-making body with adequate autonomy.
- 8.1.7 Describe the mechanisms to ensure functional integration and comparability of educational quality in campuses that are geographically separated.
- 8.1.8 Describe the department or unit set up to assure educational quality. Describe the internal quality assurance system and mechanism.
- 8.1.9 Highlight the major community engagement activities of members of the HEP. How is involvement in such activities recognised?

Information on Enhanced Standards

- 8.1.10 Describe the committee system responsible for academic programmes in the HEP and how it utilises consultation and feedback, and considers market needs analysis and employability projections.
- 8.1.11 Describe the representation and role of the academic staff, students and other stakeholders in the various governance structures and committees of the HEP.
- 8.1.12 Describe the role and function of the Chair of the governing board.
- 8.1.13 Describe how free is the governing board from undue external pressures.

- 8.1.14 Describe the policy pertaining to conflict of interest, particularly in relation to private practice and part-time employment of its employees.
- 8.1.15 Describe the HEP's participation in the socio-economic activities of the community in which it is located.

8.2 Institutional and Academic Leadership

Information on Benchmarked Standards

- 8.2.1 Describe the selection criteria, selection process, job description, and the qualification and experience required of members of the institutional executive management team of the HEP.
- 8.2.2 Describe the current leaders of academic programmes and departments (i.e., the academic leadership) in terms of their qualifications, experience and expertise on issues of curriculum design, delivery and review. Describe the procedures and criteria for their selection, appointment and evaluation.
- 8.2.3 Describe the relationship between the HEP leadership and the academic leadership in matters such as recruitment and training, student admission, and allocation of resources and decision-making processes.
- 8.2.4 Describe how the performance of the academic leadership of the departments and programmes is periodically evaluated.

Information on Enhanced Standards

- 8.2.5 Show how the HEP leadership and the academic leadership create a conducive environment to generate innovation and creativity in the institution.
- 8.2.6 Describe the policies to enhance the leadership capabilities of the HEP leadership and the academic leadership. List the programmes that the HEP and the academic leadership have undergone for this purpose in the last five years.

8.3 Administrative and Management Staff

Information on Benchmarked Standards

- 8.3.1 Describe the structure of the administrative staff which supports the educational programmes.

- 8.3.2 Explain how the number of the administrative staff is determined in accordance to the needs of the programmes and other activities. Describe the recruitment processes and procedures. State the terms and conditions of service.
- 8.3.3 Describe the effectiveness and efficiency of the administrative support for academic programmes.
- 8.3.4 State the mechanisms for training and career advancement for administrative and management staff of the HEP. Describe the achievements of this training and career advancement activity in the last five years.
- 8.3.5 Describe how the HEP conducts regular performance review of its administrative and management staff.
- 8.3.6 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.
- 8.3.7 Describe the processes and procedures in managing the discipline of the staff.

Information on Enhanced Standards

- 8.3.8 Describe the training scheme for the administrative and management staff to fulfil the needs of the educational programmes.

8.4 Academic Records

Information on Benchmarked Standards

- 8.4.1 State the policies on the secure retention, retrieval and disposal of student and academic staff records.
- 8.4.2 Describe how the HEP ensures the rights of individual privacy and the confidentiality of records. How are these made known?

Information on Enhanced Standards

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

8.5 Interaction with External Sectors

Information on Benchmarked Standards

- 8.5.1 Describe the mechanisms to ensure that the HEP interacts constructively with the external sectors, including its external stakeholders.
- 8.5.2 Describe the effectiveness of the relationships between the HEP and the external sectors.
- 8.5.3 Describe any type of shared responsibility between the HEP and the external sectors.

Information on Enhanced Standards

- 8.5.4 Describe the formal agreements between the HEP and its external sectors.

INFORMATION ON AREA 9: CONTINUAL QUALITY IMPROVEMENT

9.1 Quality Improvement

Information on Benchmarked Standards

- 1.1.1 Describe the policies and procedures for regular reviewing and updating of the internal quality assurance activities of the HEP.
- 1.1.2 Describe the efforts taken by the internal quality assurance unit to keep abreast with the changes and best practices in quality assurance.
- 9.1.3 Identify those responsible for continual quality improvement within the HEP and their qualifications and experiences.
- 9.1.4 How does the unit or department dedicated to quality assurance support the HEP's attempt to ensure continuous quality improvement?
- 9.1.5 Describe how the HEP implement the recommendations for quality improvement and record the achievements of such implementations.
- 9.1.6 Describe the link between the quality assurance processes and the achievement of the institutional goals.

Information on Enhanced Standards

- 9.1.7 How prominent is the internal quality assurance unit in the organisational structure of the HEP?
- 9.1.8 Describe the recent and projected activities undertaken by the HEP with the purpose to ensure that it remains responsive to its changing environment and in embracing the spirit of continual quality improvement.
- 9.1.9 What are the attempts made by the HEP to have its internal quality assurance system accredited and recognised by a relevant, external and authoritative accreditation body?

PART C – SELF-REVIEW REPORT

The Self-Review Report should include the following:

- Strengths of the HEP in meeting its goals;
- Areas of concern that need to be addressed;
- Strategies for maintaining and enhancing the strengths;
- Steps that have been taken to address the problem areas; and
- Conclusions and recommendations for change.