

SURVEY REPORT ON THE EFFECTIVENESS OF PROGRAMME STANDARDS

[This report outlines the results of an online survey conducted between June 27 - July 15, 2016 and between September 2 - 18 2016 in which the stakeholders were asked about the effectiveness of programme standards. The findings of the survey have been used as the basis to review the five programmes standards developed in 2011 and 2012, namely Hospitality and Tourism; Engineering and Engineering Technology; Muamalat and Islamic Finance; Creative Multimedia; and Arts and Design.]

Standards Division
Malaysian Qualifications Agency
2016

English Translation by Syahrizan Shamsuddin

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1.0 INTRODUCTION

- 1.1 Programme standards are developed by the Malaysian Qualifications Agency (MQA) at the request of stakeholders to be used by higher education providers (HEPs) and related agencies as a reference in offering programmes in specific areas.
- 1.2 Throughout the development of programme standards, stakeholder feedback have been gathered to ensure that the standards specified meet their expectations.
- 1.3 Stakeholder engagement is further continued during the programme standards review conducted within five years after the effective date.
- 1.4 A survey to evaluate the effectiveness of programme standards was conducted online by the Standards Division, MQA between June 27-July 15, 2016 and September 2-18, 2016.
- 1.5 The purpose of this report is to communicate to the public the results of the survey conducted among 195 MQA main stakeholders.
- 1.6 Any questions regarding this report may be forwarded to the following secretariat: Puan Farhanah Mohamad: 03-79682617 (farhanah@mqa.gov.my) and Puan Norlida Abdul Hamid: 03-7968 2618 (norlida@mqa.gov.my).

2.0 GENERAL INFORMATION ON THE SURVEY

2.1 The purposes of the survey are to:

- i. obtain feedback on the programme standards;
- ii. obtain feedback on the impact of programme standards in the programme development and reviews;
- iii. look at the impact of programme standards on the employability of graduates; and
- iv. obtain feedback on the need to review the programme standards or areas under programme standards.

2.2 Scope: This study focuses on programme standards developed in 2011 and 2012, namely:

- a) Hospitality and Tourism;
- b) Engineering and Engineering Technology;
- c) Muamalat and Islamic Finance;

- d) Creative Multimedia; and
- e) Arts and Design.

2.3 **Process:** This study is conducted online to maximize the number of respondents. All stakeholders are informed of the online impact study through official letters.

2.4 There are three types of questionnaires developed as per **Appendix 1**, encompassing three main stakeholder groups, i.e. HEPs, Panel of Assessors (PoAs) and MQA officials. The survey form is divided into five parts:

- a) General information;
- b) Feedback on the application of the programme standards;
- c) Suggestion to assist the implementation of programme standards;
- d) Suggestion to improve the implementation of programme standards; and
- e) Proposed new programme standards.

The findings of the survey will be adopted in determining the review of the programme standards mentioned above.

3.0 SURVEY FINDINGS

3.1 The response rates are as follows:

Respondents	Response Percentage	Remarks
HEPs	68%	133 (41%) respondents out of 322 invites
PoAs	24%	47 (10%) respondents out of 470 invites
MQA Officials	8%	15 (32%) respondents out of 47 invites

HEPs were the largest contributors to the study, followed by PoAs and MQA officials.

3.2 General information (**Section A**) on each group of respondents is as follows;

a) **HEPs**

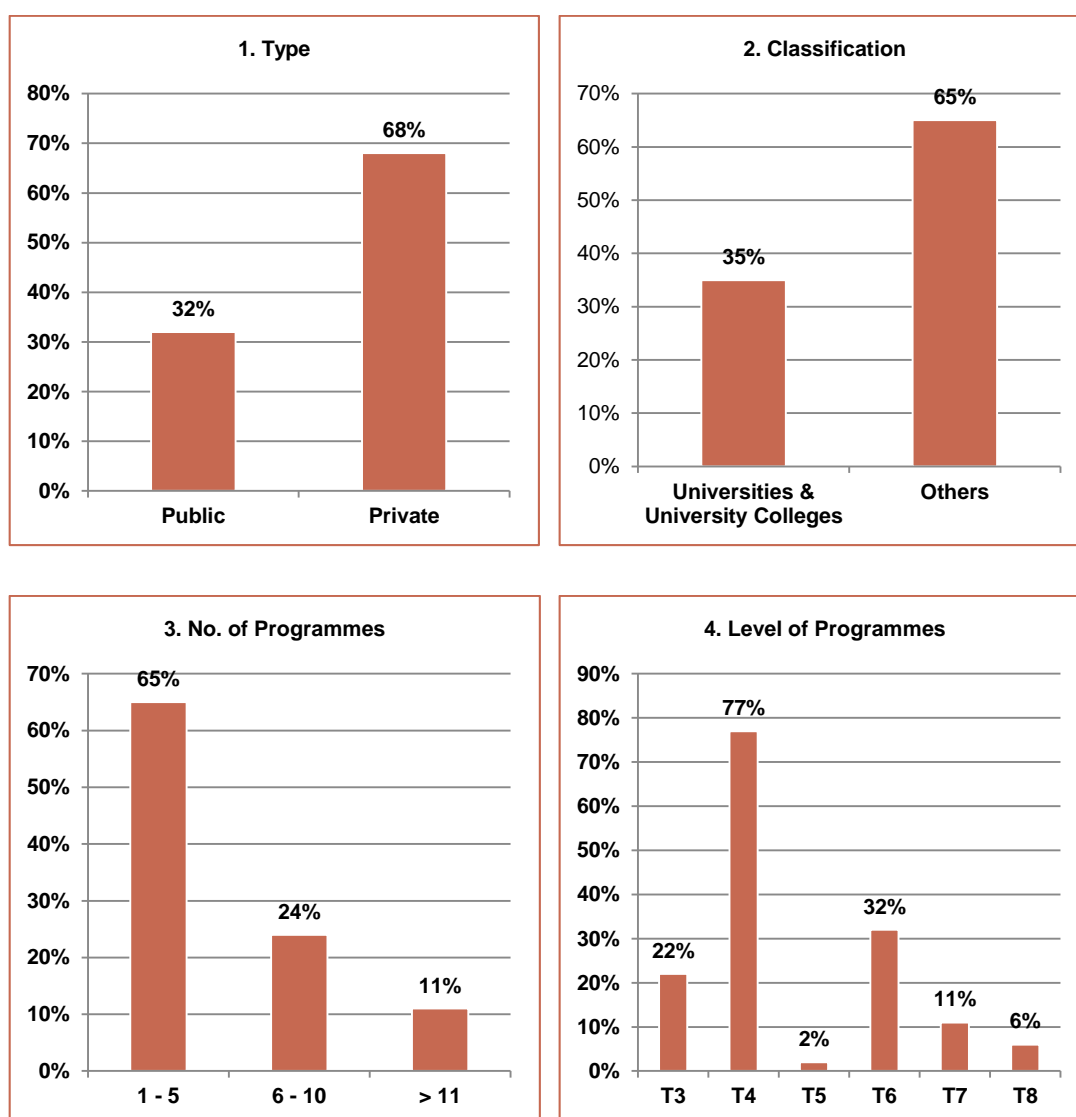


Figure 1: General information on HEPs

Note:

T3: Certificate; T4: Diploma; T5: Advanced Diploma; T6: Bachelor's Degree; T7: Master's Degree; Q8: Doctoral Degree.

Figure 1 shows the general information on HEPs in terms of type, classification, number of programmes as well as level of programmes offered. The majority of the respondents were the private HEPs (68%), while 32% were public HEPs. Respondents from different types of HEPs show that this study covers various types of programme standards users.

The majority of HEPs involved in this study offer at least one programme and a maximum of five programmes related to the programme standards to be reviewed. While 14 (11%) of the total number of HEPs respondents offer more than 10 related programmes. The respondents also offer programmes at various levels of study.

b) PoAs



Figure 2: General information on PoAs

Note:

T3: Certificate, T4: Diploma, T5: Advanced Diploma, T6: Bachelor's Degree, T7: Master's Degree, T8: Doctoral Degree.

Figure 2 shows general information on PoAs, namely type and classification of PoAs' institution, term of appointment and level of programmes assessed.

The majority of PoAs involved in this study were from public institutions and 81% were from universities and university colleges. 27 (57%) respondents have been appointed as PoAs for one to three years, 12 (26%) for four to six years and eight (17%) for over seven years. Most of them assess T4 programmes.

c) MQA Officials

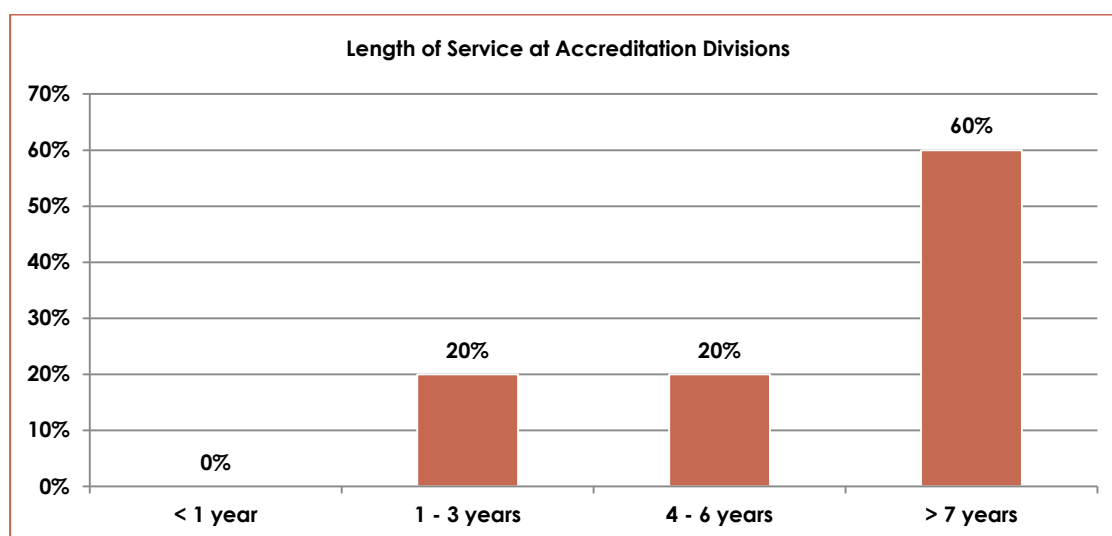


Figure 3: General Information on MQA Officials

Figure 3 shows the length of service of MQA officials who took part in this study. Of the total participating officials, nine (60%) MQA officials have served more than seven years in MQA.

3.3 Feedback on the application of programme standards (**Section B**) for each group of respondents is as follows:

a) HEPs

In Section B, there are 14 questions provided to the HEPs as follows:

No.	Questions
B01	Are the relevant programme standards clear and easily understood?
B02	Are the minimum standards specified realistic and feasible?
B03	Are the relevant programme standards used as a main reference in the development of new programmes and programme reviews?
B04	Do the relevant programme standards help HEPs understand the programme needs of a particular field of study?
B05	Is the programme standards developed relevant to the current needs of the field?
B06	Do the relevant programme standards reduce the cost of developing new programmes as well as programme reviews?
B07	Do the relevant programme standards shorten the duration of development of new programmes and programme reviews?
B08	Do the programme standards improve the communication between MQA and higher education institutions?
B09	Does MQA provide clear guidance regarding the implementation of the programme standards to the HEPs?

B10	Do the programme standards reduce the sense of autonomy among HEPs?
B11	Do the programme standards improve the sense of accountability among HEPs?
B12	Do the relevant programme standards facilitate the HEPs in obtaining provisional accreditation and full accreditation of the programmes?
B13	Do the programme standards meet the industry expectations and have a positive impact on graduates' employability?
B14	Are the programme standards capable of producing entrepreneurs and able to create job opportunities?

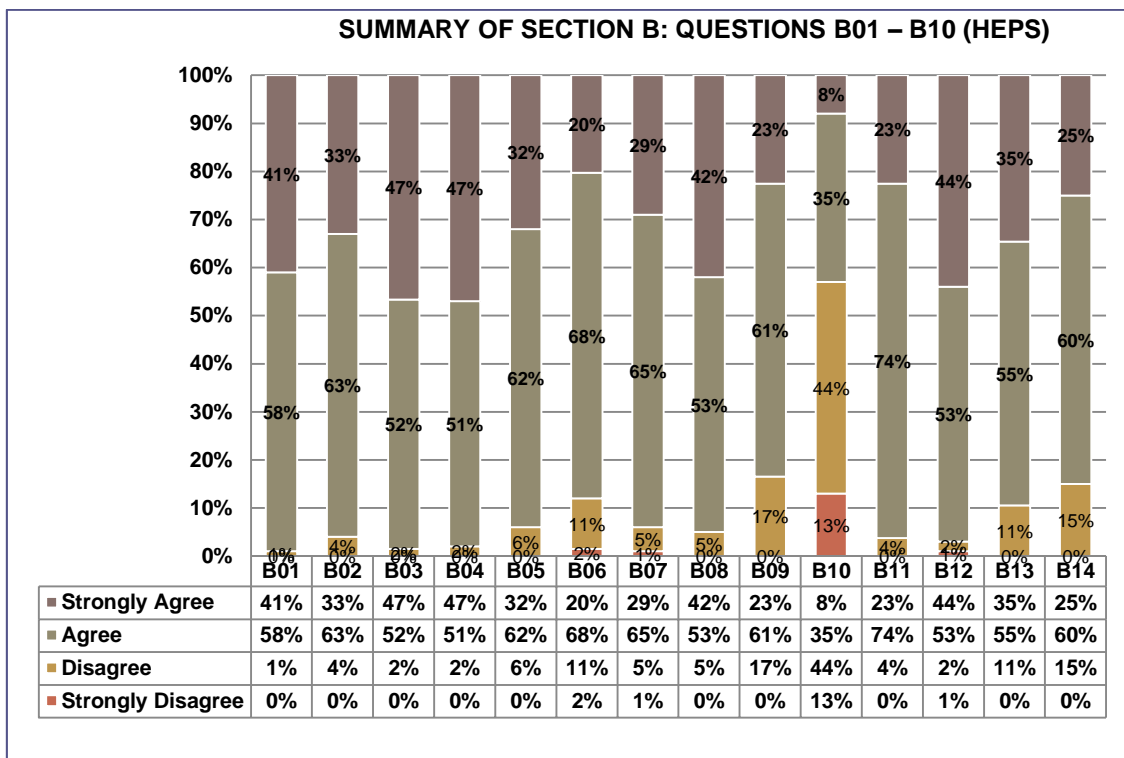


Figure 4: Percentage of respondent feedback for questions in Section B

Figure 4 shows that a large proportion of respondents (80%) agrees and strongly agrees on questions 1 to 9 and questions 11 to 14.

This finding indicates that the programme standards developed can be adopted by HEPs in the programme development process, facilitate the HEPs in obtaining accreditation as well as in producing quality graduates in relevant fields. For question 10, the percentage of respondents who do not agree is 57%. This suggests that the programme standards developed do not reduce the sense of autonomy among HEPs.

b) PoAs

In Section B, there are 9 questions provided for PoAs as follows:

No.	Questions
B01	Are the relevant programme standards clear and easily understood?
B02	Are the minimum standards specified realistic and feasible?
B03	Are the relevant programme standards used as a main reference in the development of new programmes and programme reviews?
B04	Do the relevant programme standards help HEPs understand the programme needs of a particular field of study?
B05	Do the relevant programme standards limit the PoAs from giving views and insights on the latest developments?
B06	Do the relevant programme standards help expedite the programme assessment?
B07	Do the programme standards improve the communication between MQA accreditation officials and PoAs?
B08	Does MQA provide clear guidance regarding the implementation of the programme standards to the HEP?
B09	Do HEPs have greater potential to be granted accreditation with the existence of programme standards?

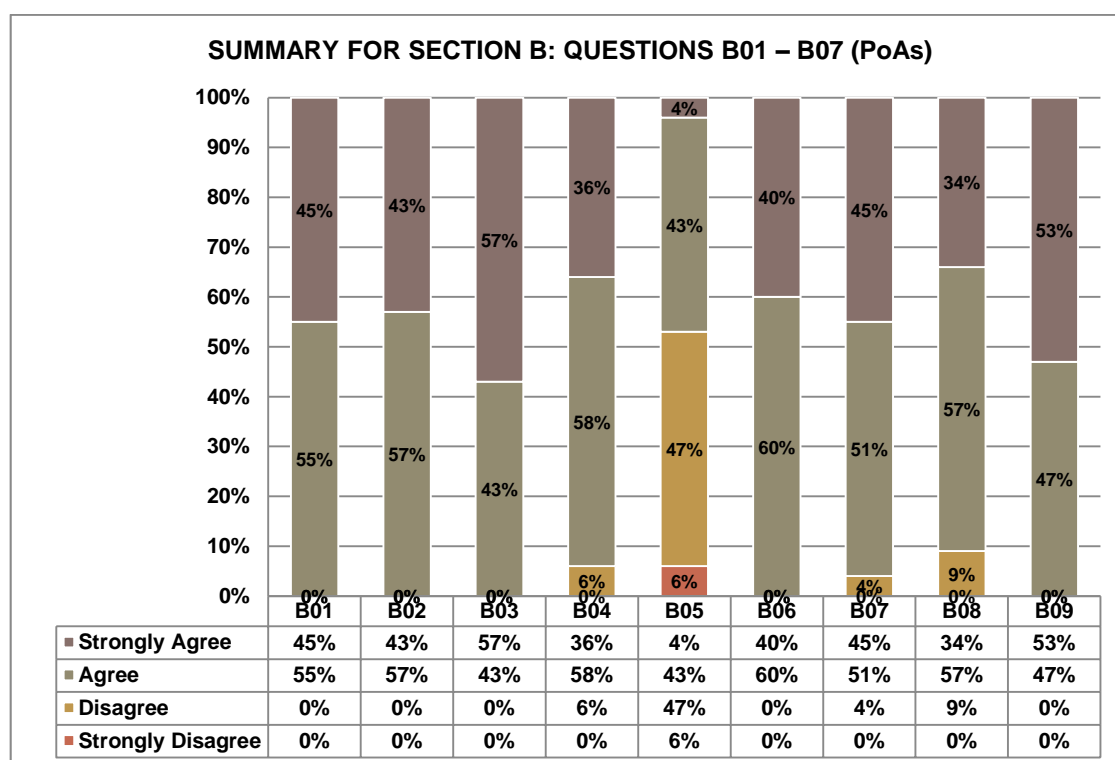


Figure 5: Percentage of respondent feedback for questions in Section B

Figure 5 illustrates that most of PoAs agree that the programme standards are easily understood and can be used as a main reference in the assessment process. In addition, most of the PoAs are of the view that the use of programme standards expedites the programmes' assessment and helps HEPs in obtaining accreditation. 25 (53%) of the respondents disagree that the programme standards limit the PoAs from giving views and insights. This implies that programme standards do not limit them from giving any relevant views.

c) MQA Officials

In Section B, there are eight questions provided to the MQA officials as follows:

No.	Questions
B01	Are the relevant programme standards clear and easily understood?
B02	Are the minimum standards specified realistic and feasible?
B03	Do the relevant programme standards facilitate the assessment of programmes?
B04	Are the programme standards developed relevant to the current needs of the field?
B05	Do the relevant programme standards help shorten the duration of programme assessment?
B06	Do the programme standards improve the communication between MQA accreditation officials and HEPs?
B07	Does MQA provide clear guidance regarding the implementation of the programme standards to the HEP?
B08	Do HEPs have greater potential to be granted accreditation with the existence of programme standards?

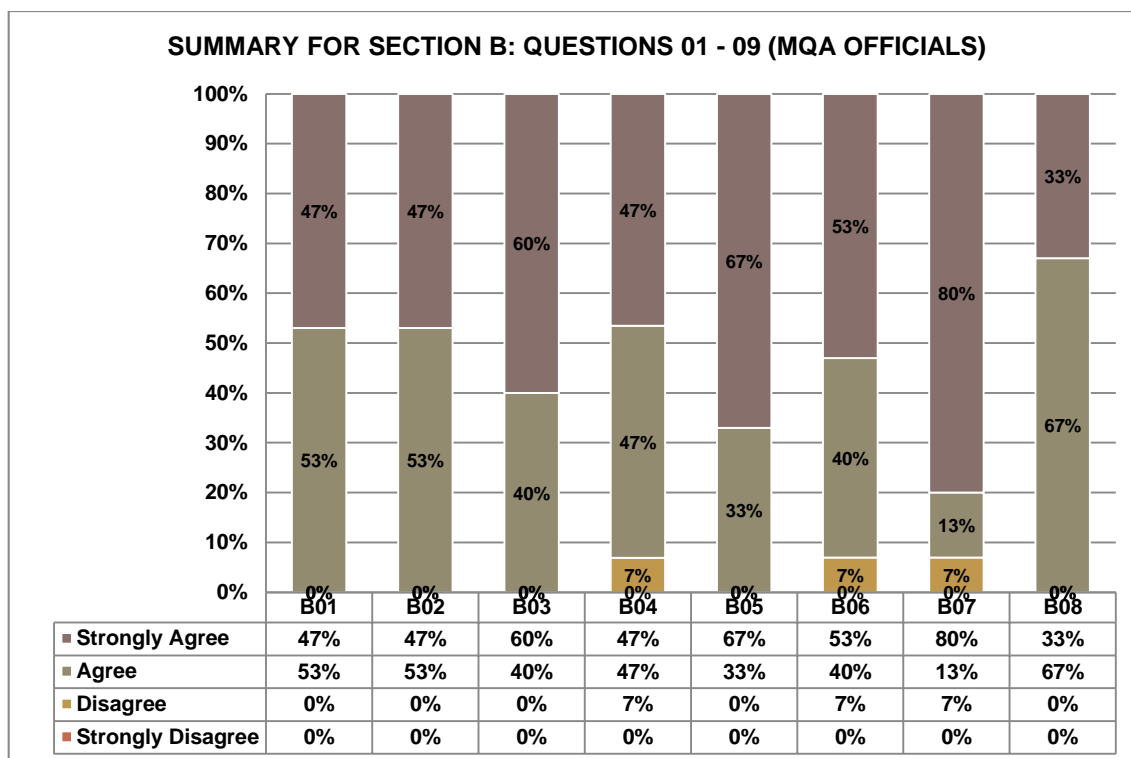


Figure 6: Percentage of respondent feedback for questions in Section B

Figure 6 shows that the majority of MQA officials agree that the relevant programme standards are easily understood, realistic, facilitate the assessment of programmes and relevant to the current needs of the field. The majority of respondents also agree that the programme standards help shorten the duration of programmes assessment, improve communication between accreditation officials and HEPs, and increase the opportunities for HEPs to obtain accreditation.

d) Questions on the cycle and need of the programme standards review were also included in this study. Figure 7 is an illustration of the percentage of the study findings.

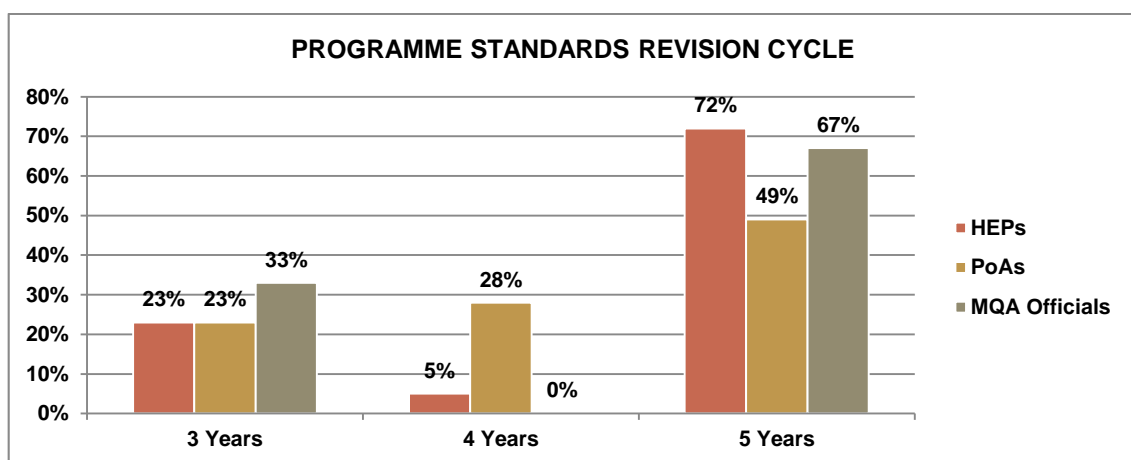


Figure 7: Feedback on the programme standards revision cycle

Based on the feedback, the majority of respondents (HEPs, PoAs and MQA officials) agree that the programme standards be reviewed every five years. The five-year revision cycle could provide enough time for them to evaluate the content and importance of a programme standards. Hence, the existing practice on the programme standards five-year revision cycle will be retained.

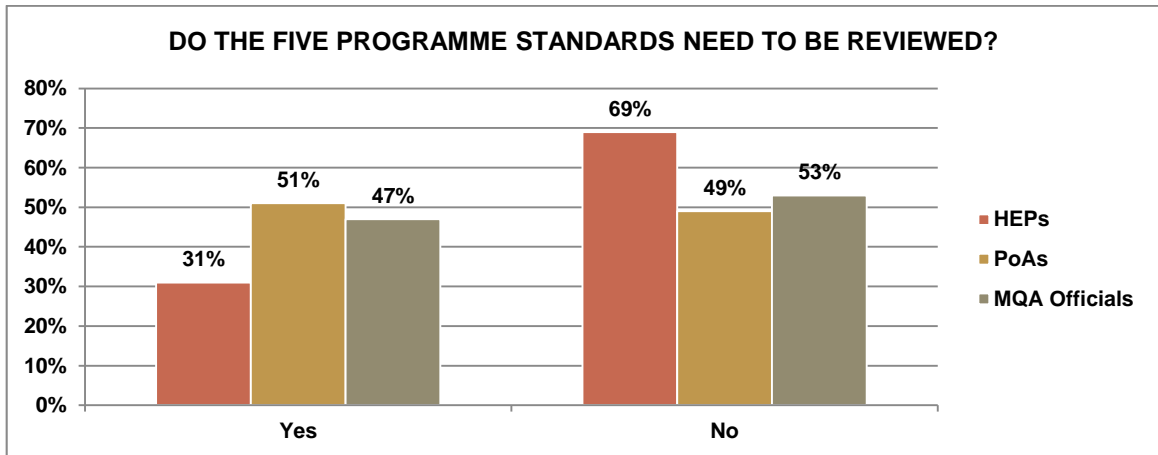


Figure 8: Feedback on the need to review programme standards

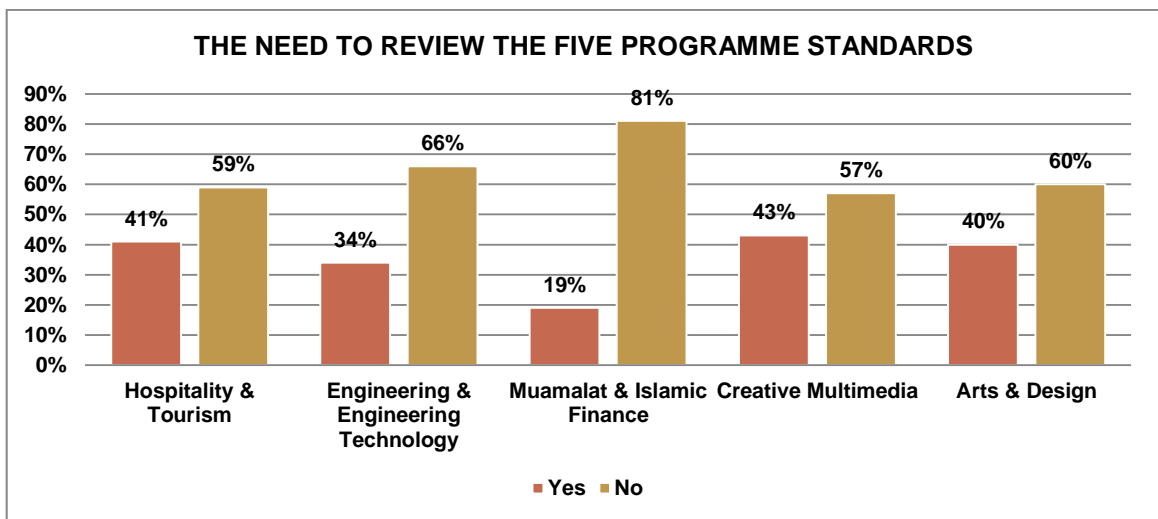


Figure 9: Feedback on the need to review the five programme standards

Based on **Figures 8 and 9**, it is found that the majority of respondents preferred that the five programme standards not to be reviewed. For those who chose 'Yes', the priority order is as follows:

1. Creative Multimedia
2. Hospitality and Tourism
3. Arts and Design
4. Engineering and Engineering Technology
5. Muamalat and Islamic Finance.

Also, 36% of respondents who stated the five programme standards need to be reviewed have chosen some areas for review as shown in **Figure 10** below:

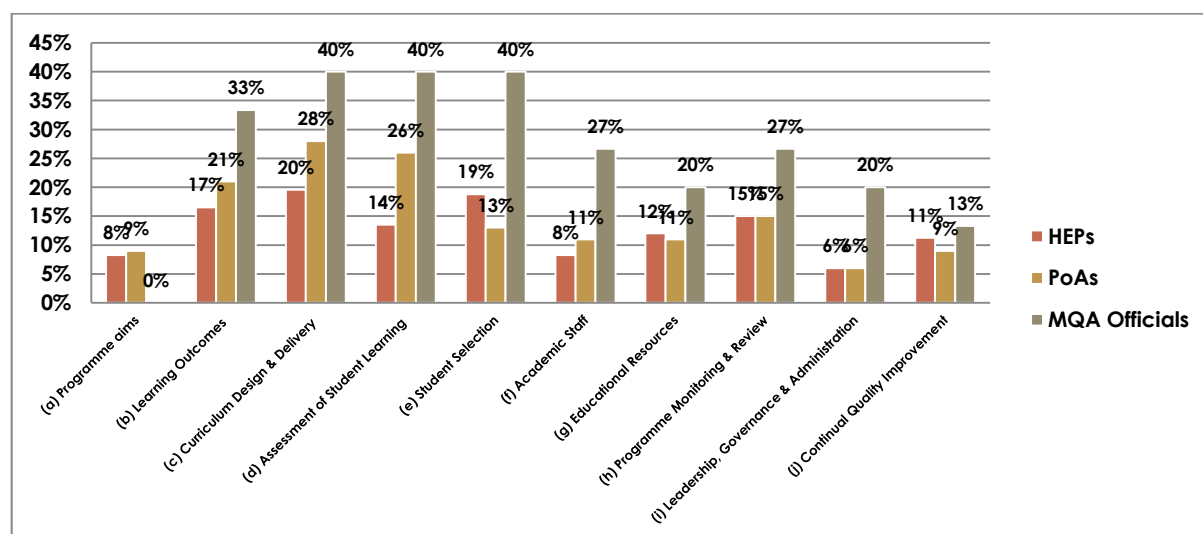


Figure 10: Feedback on areas under programme standards that need to be reviewed

The areas suggested by respondents for review are as follows;

- i. Learning Outcomes
- ii. Curriculum Design and Delivery
- iii. Assessment of Student Learning
- iv. Student Selection
- v. Program Monitoring and Review

3.4 The respondents suggest the following to improve the implementation of the programme standards:

a) Programme Standard: Hospitality and Tourism

- A programme standards focusing on the implementation of Technical Vocational Education and Training (TVET) in community colleges.
- MQA has to be more flexible in determining the percentage of theoretical and practical aspects of the Hospitality programmes as more students need to be exposed to practical aspects in the real industry. If possible, they need to be exposed to practical aspects as early as in the first semester.
- Incorporate programme standards for working adult students particularly for Hospitality and Tourism programmes.
- Exemption of working adult students from industrial training sessions through APEL (C) if feasible. Explanation on the process and assessment are required.
- Description of industrial training and portfolio differences, credits allocation, function of academic visits and industrial training assessment processes. What are required by students is reported.

- MQA can hold a bi-annual meeting with academic staff of Hospitality discipline to discuss the improvement of standards and provide standards that are mapped against the industry needs.

b) Programme Standards: Engineering and Engineering Technology

- Make comparisons on learning outcomes such as the International Engineering Alliance (IEA) and the Washington Accord. Also, explain the role of the Engineers Accreditation Council (EAC) and the Malaysian Technology Council (MBOT).
- Extend the academic staff qualifications to staff with expertise in skills and professional certificates in related fields.
- MQA should work with the Department of Skills Development (JPK) in developing specific programme standards so that higher quality skilled manpower can be produced to meet industry demands.
- Additional information regarding Post Graduate Certificate and Post Graduate Diploma is required.
- Make a summary of programme standards. Feedback from MQA needs to be clearer. The MQA should clearly distinguish between standards of Engineering, Engineering Technology and Technology.
- Solve the issue of defining and understanding the Program Educational Outcome (PEO).
- Expand the involvement of TVET experts from relevant HEPs in refining and developing programme standards for Engineering Technology.
- Establish a separate programme standards for Engineering Technology.
- Include additional specific fields such as Manufacturing clusters and Industrial Mechatronics clusters.

c) Programme Standards: Arts and Design

- Simplify the applications based on programme standards.
- The need to market programme standards.
- Creative Multimedia should be excluded because it has separate programme standards. In addition to the programmes that are subject to the standards, programmes that are not subject to these standards such as Creative Multimedia, Interior Designs and so on are also listed.
- The use of the term common core, programme core, discipline core, concentration, elective, minor and so on needs to have a standard definition for each field. In the programme standards, the definition of elective is not accurate.
- To connect industry experts, instructors and PoAs at least once a year so as to identify current industrial trends, requirements and technology as well as to look at any 'loop holes' and evaluate the 'outcomes' throughout the implementation of standards.

3.5 The general feedback on other matters is as follows:

No.	Actions	Feedback
1.	MQA Training Centre	<ul style="list-style-type: none"> • Conduct courses and briefings for an in-depth understanding of programme standards. • Exposure to HEPs from time to time on the importance of the programme standards as a reference in the development and implementation of related programmes via roadshows, seminars and so on. • Selection and training for assessors/ auditors so that they understand the concepts and principles of programme evaluation, one of which is to provide opportunities for improvement on academic programmes. • The MQA may conduct a series of tours to the HEPs (especially private HEPs) to provide detailed clarification and guidance according to the standards set by the MQA. • Detailed explanation of each area of assessment particularly areas 1 to 3 as additional references to standards through the current MQA and MOHE policies and regulations.
2.	Public and International Affairs Unit	<ul style="list-style-type: none"> • Provide pamphlets or brochures on programme standards for public distribution especially HEPs. • Provide the latest information pertaining to the industry concerned. • Spread the information to all public and private university lecturers.
3.	Standards Division	<ul style="list-style-type: none"> • Create measurement instruments for monitoring CQI. • Provide guidance for measuring achievement of programme and course learning outcomes in accordance to the implementation of 'Outcome-Based Education'. • Provide reference on the method and process of programme review (method of determining the 30% of changes). • Any content changes in the programme

No.	Actions	Feedback
		<p>standards should involve HEPs taking into account the strengths and weaknesses of each HEP.</p> <ul style="list-style-type: none"> • Explore the standards (benchmarking) applied globally so that graduates are able to penetrate the international market. Also, to invite field experts identified in helping develop the programme standards. It is recommended that MQA also invites foreign experts in the formulation of the standards. • MQA to conduct survey on industrial needs from time to time. • Conduct curriculum review in accordance with the latest changes by involving industry and the HEPs so that the vision and mission to produce skilled workforce and meet the industries market expectations are achieved. • Ensure that the panels of experts in the development of programme standards are from the relevant areas so that the assessment process will become more transparent and relevant to market expectations.
4.	Policy Division	<ul style="list-style-type: none"> • Require each HEP to have a functioning quality department.
5.	Institutional Audit Division/Accreditation Division	<ul style="list-style-type: none"> • Monitor and evaluate programme standards more frequently so that they are compatible with the job market. • MQA can assist in the implementation of programme standards through programme monitoring from time to time so that the quality of learning can be improved in the future. • Improve the implementation of the programme standards • MQA is advised to make a visit to the HEPs as a monitoring measure in the implementation of the established programme standards.

3.6 The proposed new programme standards to be developed are as follows:

No.	Proposed Standards	Frequency	Field	Remarks
	Architecture & Town Planning <ul style="list-style-type: none"> • Landscape Architecture • Architecture Interior Design/ Interior Architecture Built Environment 	<p>1</p> <p>3/ 1</p> <p>1</p>	Engineering and Built Environment	
	Engineering Technology <ul style="list-style-type: none"> • Specific Engineering Technology/ Engineering Technology Management. • Programmes categorized as TVET • Clearly classify Engineering standards, Engineering Technology and Technology • Programme Standards for Technology 	<p>2</p> <p>1</p> <p>1</p> <p>1</p>	Engineering and Built Environment	
	Audio Visual Technic and Media Production <ul style="list-style-type: none"> • Digital Animation Design and Digital Game Design • Digital games that combine design and computer elements 	<p>3</p> <p>1</p>	Arts and Humanities	
	Business and Administration <ul style="list-style-type: none"> • Halal Industry Management 	3	Social Sciences	
	Agriculture and Farming <ul style="list-style-type: none"> • Agrotechnology • Farming 	<p>1</p> <p>1</p>	Science and Medicine	
	Economy <ul style="list-style-type: none"> • Economy 	2	Social Sciences	

No.	Proposed Standards	Frequency	Field	Remarks
	Language <ul style="list-style-type: none"> Programme Standards for Language Programmes (Malay, English, Arabic and others) 	1	Arts and Humanities	
	Management and Administration <ul style="list-style-type: none"> Event Management Marketing & International Business 	1 1	Social Sciences	<ul style="list-style-type: none"> Already developed
	Biology and Biochemistry <ul style="list-style-type: none"> Biodiversity and Environmental Conservation Biotech Technology 	1 1	Sciences and Medicine	<ul style="list-style-type: none"> Already developed
	General Sciences <ul style="list-style-type: none"> Standards for science fields (including Applied Sciences, Physics, Chemistry, Mathematics and Statistics) 	1	Sciences and Medicine	
	Arts and Design <ul style="list-style-type: none"> Programmes that involve 'multi-discipline'. Post Graduate Programmes by coursework. Fine Art in Metal Fine Art in Ceramics 	1 1 1	Arts and Humanities	<ul style="list-style-type: none"> Already developed Already developed
	Fisheries <ul style="list-style-type: none"> Aquaculture 	1	Sciences and Medicine	
	Religion <ul style="list-style-type: none"> Turath @ Pondok Study 	1	Arts and Humanities	

4.0 CONCLUSION

4.1 In conclusion, the survey clearly shows that the five MQA programme standards have positive impacts on users, facilitated HEPs in the process of developing and reviewing the programme curricula as well as helped improve graduate marketability.

4.1 It has also gathered some views and suggestions for improvements from the main stakeholders that will guide the process of reviewing the relevant programme standards, as well as some proposals on the programme standards that need to be developed in the future.

4.3 A dialogue session with the industry will be conducted to obtain feedback on graduates for the five fields of the programme standards to be reviewed.

4.4 It is anticipated that with the input from this study, the programme standards to be developed and reviewed will meet the needs of stakeholders and market expectations as well as facilitate all parties in producing quality graduates.

APPENDIX 1

**SURVEY ON THE EFFECTIVENESS OF PROGRAMME STANDARDS XXXX
FOR HIGHER EDUCATION PROVIDERS**

**Introduction**

This questionnaire is designed to evaluate the impact of programme standards published by the Malaysian Qualifications Agency (MQA) on Higher Education Providers' (HEPs) programmes. All feedback will be treated as confidential. The information provided is very useful for MQA to plan, manage and collaborate with HEPs in improving the quality of Malaysian higher education.

Instruction

Please fill out this questionnaire by ticking (✓) the relevant box. Should there be any questions, please contact Pn. Farhanah Mohamad at 03 - 7968 2617 or email farhanah@mqa.gov.my or Pn. Norlida Abdul Hamid at 03- 7968 2618 or email norlida@mqa.gov.my.

A. General Information

1. Type of HEPs (select one)

Public Private

2. Classification of HEPs (select one)

University and University Colleges Others (i.e college, institution)

3. Number of programmes offered for the relevant programme standards

1 - 5 6 - 10 11 - above

4. Level of programme offered for the relevant programme standards (Level of Malaysian Qualifications Framework (MQF) (select all that apply)

Level 3 (Certificate) Level 4 (Diploma) Level 5 (Advanced Diploma)

Level 6 (Bachelor) Level 7 (Master) Level 8 (Doctoral)

Rating Scale

1	2	3	4		
Strongly Disagree	Disagree	Agree	Strongly Agree		
B. Feedback on the Application of Programme Standards					
Description	Scale				Remarks
	1	2	3	4	
1. Are the relevant programme standards clear and easily understood?					
2. Are the minimum standards specified realistic and feasible?					
3. Are the relevant programme standards used as a main reference in the development of new programmes and programme reviews?					
4. Do the relevant programme standards help HEPs understand the programme needs for a particular field of study?					
5. Is the programme standards developed relevant to the current needs of the field?					
6. Do the relevant programme standards reduce the cost of developing new programmes as well as programme reviews?					
7. Do the relevant programme standards reduce the duration of the development of new programmes and programme reviews?					
8. Do the programme standards improve communication between MQA and HEPs?					
9. Does MQA provide clear guidance regarding the implementation of the programme standards to the HEPs?					
10. Do the programme standards reduce the sense of autonomy among HEPs?					
11. Do the programme standards improve the sense of accountability among HEPs?					
12. Do the relevant programme standards facilitate the HEPs in obtaining provisional accreditation and full accreditation of the programmes?					
13. Do the programme standards meet					

1	2	3	4		
Strongly Disagree	Disagree	Agree	Strongly Agree		
B. Feedback on the Application of Programme Standards					
Description	Scale				Remarks
	1	2	3	4	
the industry expectations and have positive impacts on graduates' employability?					
14. Are the programme standards capable of producing entrepreneurs and able to create job opportunities?					
15. In general, MQA sets out the review of a programme standards within five years from its effective date. a) What is the appropriate revision cycle of programme standards? b) Does the programme standards need to be reviewed now?	<p>Within 3 years <input type="checkbox"/></p> <p>Within 4 years <input type="checkbox"/></p> <p>Within 5 years <input type="checkbox"/></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>				
16. If yes, please tick the section to be reviewed for improvement. (select all that apply)	a. Programme Aims			<input type="checkbox"/>	
	b. Learning Outcomes			<input type="checkbox"/>	
	c. Curriculum Design & Delivery			<input type="checkbox"/>	
	d. Student Learning Assessment			<input type="checkbox"/>	
	e. Student Selection			<input type="checkbox"/>	
	f. Academic Staff			<input type="checkbox"/>	
	g. Educational Resources			<input type="checkbox"/>	
	h. Monitoring & Programme Review			<input type="checkbox"/>	
	i. Leadership, Governance & Administration			<input type="checkbox"/>	
	j. Continual Quality Improvement			<input type="checkbox"/>	
C. In your opinion, what can MQA do to help implement programme standards?					
D. In your opinion, what can MQA do to improve the implementation of programme standards?					
E. In your opinion, what is the new programme standards required by the HEPs?					

Name:
Designation:
Phone:

Email:

**SURVEY ON THE EFFECTIVENESS OF PROGRAMME STANDARDS XXXX
FOR PANEL OF ASSESSORS (PoAs)**



Introduction

The questionnaire is designed to evaluate the impact of programme standards published by the Malaysian Qualifications Agency (MQA) on the Panel of Assessors (PoAs). All feedback will be treated as confidential. The information provided is very useful for MQA to plan, manage and collaborate with PoAs in improving the quality of Malaysian higher education.

Instructions

Please fill out this questionnaire by ticking (✓) the relevant box. Should there be any queries, please contact Pn. Farhanah Mohamad at 03 - 7968 2617 or email mahfiza@mqa.gov.my or Pn. Norlida Abdul Hamid at 03- 7968 2618 or email norlida@mqa.gov.my.

A. Maklumat Umum

1. Institution of PoAs

Public Private

2. Classification of PoAs' Institution

University & University Colleges Others

3. Term of Appointment (years)

Less than a year 1 - 3 4 - 6 7 - above

4. Level of programmes assessed (Level of Malaysian Qualifications Framework (MQF) (select all that apply)

Level 3 (Certificate) Level 4 (Diploma) Level 5 (Advanced Diploma)

Level 6 (Bachelor) Level 7 (Master) Level 8 (Doctorate)

Rating Scale

1	2	3	4		
Strongly Disagree	Disagree	Agree	Strongly Agree		
B. Feedback on the Application of Programme Standards					
Description	Scale				Remarks
	1	2	3	4	
1. Are the relevant programme standards clear and easily understood?					
2. Are the minimum standards specified realistic and feasible?					
3. Are the relevant programme standards used as a main reference in the development of new programmes and programme reviews?					
4. Do the relevant programme standards help HEPs understand the programme needs for a particular field of study?					
5. Do the relevant programme standards limit the PoAs from giving views on the latest developments?					
6. Do the relevant programme standards help expedite the duration of programme assessment?					
7. Do the programme standards improve the communication between MQA accreditation officials and PoAs?					
8. Does MQA provide clear guidance regarding the implementation of the programme standard to the HEP?					
9. Do HEPs have greater potential to be granted accreditation with the existence of programme standards?					
10. In general, MQA sets out the review of a programme standards within five years from the effective date. a) What is the appropriate revision cycle of programme standards? b) Does the program standard need to be reviewed now?	<p>Within 3 years <input type="checkbox"/></p> <p>Within 4 years <input type="checkbox"/></p> <p>Within 5 years <input type="checkbox"/></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>				
11. If yes, please tick the section to be reviewed for improvement. (select all that apply).	a. Programme Aims		<input type="checkbox"/>		
	b. Learning Outcomes		<input type="checkbox"/>		
	c. Curriculum Design & Delivery		<input type="checkbox"/>		

1	2	3	4		
Strongly Disagree	Disagree	Agree	Strongly Agree		
B. Feedback on the Application of Programme Standards					
Description	Scale				Remarks
	1	2	3	4	
d. Student Assessment			<input type="text"/>		
e. Student Selection			<input type="text"/>		
f. Academic Staff			<input type="text"/>		
g. Educational Resources			<input type="text"/>		
h. Monitoring & Programme Review			<input type="text"/>		
i. Leadership, Governance & Administration			<input type="text"/>		
j. Continual Quality Improvement			<input type="text"/>		
C. In your opinion, what can MQA do to help implement programme standards?					
D. In your opinion, what can MQA do to improve the implementation of programme standards?					
E. In your opinion, what is the new programme standards required by the PoAs?					

Name:
 Designation:
 Phone:
 Email:

**SURVEY ON THE EFFECTIVENESS OF PROGRAMME STANDARDS XXXX
FOR MQA ACCREDITATION OFFICIALS**



Introduction

This questionnaire is designed to evaluate the impact of programme standards published by the Malaysian Qualifications Agency (MQA) on MQA officials. All feedback will be treated as confidential. The information provided is very useful for MQA to plan, manage and collaborate with MQA officials in improving the quality of Malaysian higher education.

Instructions

Please fill out this questionnaire by ticking (✓) the relevant box. Should there be any queries, please contact Pn. Farhanah Mohamad at 03 - 7968 2617 or email mahfiza@mqa.gov.my or Pn. Norlida Abdul Hamid at 03- 7968 2618 or email norlida@mqa.gov.my.

A. General Information

1. Length of service at accreditation division (year)

Less than a year 1 - 3 4 - 6 7 - above

Rating Scale

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

B. Feedback on the Application of Programme Standards

Description	Scale				Remarks
	1	2	3	4	
1. Are the relevant programme standards clear and easily understood?					
2. Are the minimum standards specified realistic and feasible?					
3. Do the relevant programme standards facilitate the assessment of a programme?					
4. Is the programme standards developed relevant to the current needs of the field?					
5. Do the relevant programme standards help expedite the duration of programme assessment?					

1	2	3	4		
Strongly Disagree	Disagree	Agree	Strongly Agree		
B. Feedback on the Application of Programme Standards					
Description	Scale				Remarks
	1	2	3	4	
6. Do the programme standards improve the communication between MQA accreditation officials and HEPs?					
7. Does MQA provide clear guidance regarding the implementation of the programme standards to the HEPs?					
8. Do HEPs have greater potential to be granted accreditation with the existence of programme standards?					
9. In general, MQA sets out the review of a programme standards within five years from its effective date. a) What is the appropriate revision cycle of programme standards? b) Does the program standard need to be reviewed now?	<p style="text-align: center;">Within 3 years <input type="checkbox"/></p> <p style="text-align: center;">Within 4 years <input type="checkbox"/></p> <p style="text-align: center;">Within 5 years <input type="checkbox"/></p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p>				
10. If yes, please tick the section to be reviewed for improvement. (select all that apply)	a. Programme Aims	<input type="checkbox"/>			
	b. Learning Outcomes	<input type="checkbox"/>			
	c. Curriculum Design & Delivery	<input type="checkbox"/>			
	d. Student Assessment	<input type="checkbox"/>			
	e. Student Selection	<input type="checkbox"/>			
	f. Academic Staff	<input type="checkbox"/>			
	g. Educational Resources	<input type="checkbox"/>			
	h. Monitoring & Programme Review	<input type="checkbox"/>			
	i. Leadership, Governance & Administration	<input type="checkbox"/>			
	j. Continual Quality Improvement	<input type="checkbox"/>			
C. In your opinion, what can MQA do to help implement program standards?					
D. In your opinion, what can MQA do to improve the implementation of programme standards?					

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

B. Feedback on the Application of Programme Standards

Description	Scale				Remarks
	1	2	3	4	

E. In your opinion, what is the new programme standard required by the MQA accreditation officials?

Name:
 Designation:
 Phone:
 Email: