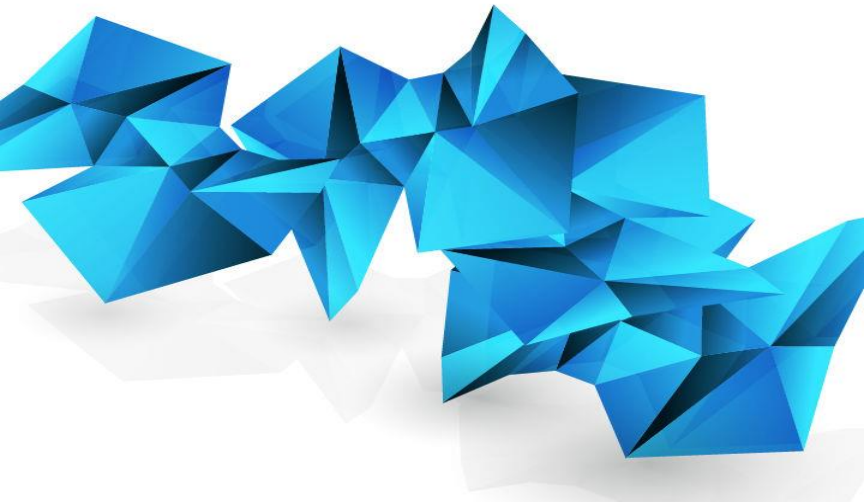
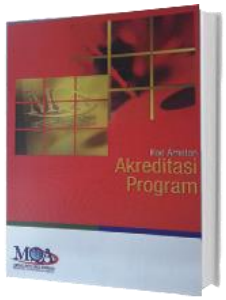
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

Code of Practice for Programme Accreditation (COPPA) 2nd Edition (2017)



COPPA 2nd Edition Roadshow
19th & 20th April 2017



Introduction

- The COPPA document was approved by MQA Council on 18th January 2008 and first published in September 2008.

- COPPA guides the higher education providers (HEPs) and MQA in assuring the quality of educational programmes offered by HEPs.

- Section 2, COPPA contains nine (9) areas of evaluation for quality assurance, with two (2) attainment levels, i.e. basic standards and enhanced standards.

- Streamline and strengthen the standards based on the current Quality Assurance (QA) requirements.

- Restructure the areas of evaluation and reduce redundancy of the standards for better reports of accreditation exercise.

- Align to the regional QA frameworks.

The review primarily focused on the standards for accreditation in Section 2 COPPA, while the rest of the sections in the COPPA were basically reviewed in term of updating information about the agency, and related forms and processes.

The revised Standards for Programme Accreditation and Seven Areas of Evaluation have been approved by MQA Council Meeting No. 7/2016 on 14 November 2016

Mapping of Sections 2, 3 and 6 of COPPA 2nd Edition (2017)

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY[1]

Mapping of COPPA 2nd Edition 2017		
Section 2: Criteria and Standards for Programme Accreditation	**Section 3: Submission for Programme Accreditation**	**Section 6: Guidelines for Preparing the Programme Accreditation Report**
1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes	**1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes**	**5.1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes**
1.1.1 The programme must be consistent with, and supportive of, the vision, mission and goals of the HEP.	1.1.1 Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP.	5.1.1.1 How does the programme relate to, and is consistent with, the larger institutional goals of the HEP?
1.1.2 The programme must be considered only after a needs assessment has indicated that there is a need for the programme to be offered. *(This standard must be read together with standards 1.2.2 in Area 1, page 4 and 6.1.6 in Area 6, page 38)*	1.1.2 Provide evidence and explain how the department has considered market and societal demand for the programme. In what way is this proposed programme an enhanced of the other?	5.1.1.2 What are the evidence that show the demand for this programme? How was the needs assessment for the programme conducted?

Standards of seven areas

Information on standards – to be provided by HEPs

Guidance to the POA for assessment

Standards for Programme Accreditation (2017)

- The 9 areas of evaluation were collapsed to 7 areas

Area 1
Program Development and Delivery
(COPPA 08: A1+A2)

Area 3
Student Selection and Support Services

Area 5
Educational Resources

Area 7
Programme Monitoring, Review and CQI
(COPPA 08: A7+ A9)

Area 2
Assessment of Student Learning

Area 4
Academic Staff

Area 6
Programme Management

- The 2 levels of attainment (basic and enhanced standards) were restructured into 1 attainment level and named as '**standards**'.
  - Relevant enhanced standards were absorbed into the basic standards, whilst the others were omitted from the document.

- Standards for Programme Accreditation (Section 2) were revised and restructured. This resulted in reduction in the number of standards from 159 standards (100 basic & 59 enhanced standards) to only **98 standards**.

Areas of Evaluation	COPPA 2008		Areas of Evaluation	COPPA 2nd edition
	No. of BS*	No. of ES*		No. of Standards
Area 1: Vision, Mission, Educational Goals and Learning Outcomes	7	4	Area 1: Programme Development and Delivery	17
Area 2: Curriculum Design and Delivery	19	11		
Area 3: Assessment of Students	11	5	Area 2: Assessment of Student Learning	11
Area 4: Student Selection and Support Services	21	13	Area 3: Student Selection and Support Services	20
Area 5: Academic Staff	11	4	Area 4: Academic Staff	15
Area 6: Educational Resources	12	10	Area 5: Educational Resources	10
Area 8: Leadership, Governance and Administration	11	6	Area 6: Programme Management	16
Area 7: Programme Monitoring and Review	5	4	Area 7: Programme Monitoring, Review and Continual Quality Improvement	9
Area 9: Continual Quality Improvement	3	2		
TOTAL	100	59		**98**
GRAND TOTAL	**159**			

*BS = Basic Standards *ES = Enhanced Standards

Standards for Programme Accreditation (2017)

Significant **new and improved standards** for accreditation:

i. Standards 3.5.1 (Area 3)

The department must foster active linkages with alumni to develop, review and continuously improve the programme.

Significant new and improved standards for accreditation:

ii. Standards 5.3.1 (Area 5)

The HEP must demonstrate financial viability and sustainability for the programme.

Significant **new and improved standards** for accreditation:

iii. Standards 6.3.2 (Area 6)

The department must maintain student records relating to their admission, performance, completion and graduation in such form as is practical and preserve these records for future reference.

Significant **new and improved standards** for accreditation:

iv. Standards 7.1.2 (Area 7)

The department must have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.

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Application Forms for Programme Accreditation

MQA-01 2017

MQA-02 2017

MQA-01: Provisional Accreditation (2017)

Part A : General Information
(Institutional profile of the HEP)

Part B : Programme Description
(Including its name, level, credit value, duration of study, entry requirement, mode of delivery and the awarding body)

Part C : Programme Standards
(Based on the standards in 7 areas of evaluation)

MQA-02: Full Accreditation (2017)

- This consists of an **updated** information of Part A, B and C.

- However, **Part C in MQA-02 (2017) requires a Self-Review Report*** at the end of **each of the seven areas of evaluation**.

- The Self-Review Report should include the following in each of the seven areas of evaluation with appropriate evidence:
  i) strength of the programme in meeting the standards;
  ii) strategies for maintaining and enhancing the strengths of the programme;
  iii) areas of concern that need to be addressed; and
  iv) steps that have been taken to address the problems areas.

*Guided by Section 4.1 [Programme Self Review]

PART A : General Information

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

No.	Name of Programme	MQF Level	Awarding Body	Location conducted	Type of Programme (Collaboration/ Home grown/ external programme)	Approval authority and Date of Approval	Date and Duration of Accreditation by MQA/ Professional Bodies	Student enrolment (hyperlink to glossary, others where relevant)

* Includes programme which is approved but not offered. For public universities (UA), this includes programme which is approved but ceased or freezed and includes approved programme without student intake.

PART A : General Information

15. Total number of academic staff:

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

16. Total number of students:

	Number of students		Disabled Student	Total
	Malaysian	Non-Malaysian		
Male				
Female				
Total				

17. Student attrition:

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

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

NEW

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

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

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

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

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PART C: Programme Standards

Area	No. of standards	Questions and Statements	Table
1	17	23	Table 1 Table 2 Table 3 Table 4
2	11	18	-
3	20	32	-
4	15	21	Table 5
5	10	24	Table 6 Table 7
6	16	18	Table 8
7	9	14	
Total	98	150	

Systematic display of required course information

Table 4. 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.	Prerequisite / co-requisite (if any)
7.	Course Learning Outcomes (CLO) CLO 1: CLO 2: CLO 3:
8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:

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

Indicate the relevancy between the CLO and PLO by ticking "√"the appropriate relevant box.*(This description must be read together with standards 2.1.2 , 2.2.1 and 2.2.2 in Area 2 - pages 16 & 18)*

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

10.	

Distribution of Student Learning Time (SLT)Course Content Outline	CLO*	Teaching and Learning Activities						Total SLT
		Guided Learning (F2F)				Guided Learning (NF2F) e.g. e-Learning	Independent Learning (NF2F)	
		L	T	P	O			
1								
2								
3								
4								

Continuous Assessment	Percentage (%)	Total SLT
1		
2		
Final Assessment	**Percentage (%)**	**Total SLT**
1		
2		
GRAND TOTAL SLT		

*Indicate the CLO based on the CLO's numbering in Item 8.
L = Lecture, T = Tutorial, P = Practical, O = Others, F2F = Face to Face, NF2F = Non Face to Face

11.	Identify special requirement to deliver the course (e.g., software, nursery, computer lab, simulation room)
12.	• Main references • Additional references (References should be the most current)
13.	Other additional information

Notes on Submission of PA & FA Applications

- All applications will be in **Word** and in **softcopy** format with **all attachments/evidences hot-linked** within the text of the application. The HEP must ensure that all hot-linked attachments are working properly before submission.

- In preparation for the MQA-01, the HEP must describe, state or explain the policies, processes, and procedures as applied to the 7 areas of evaluation that is in place to manage its academic programmes.

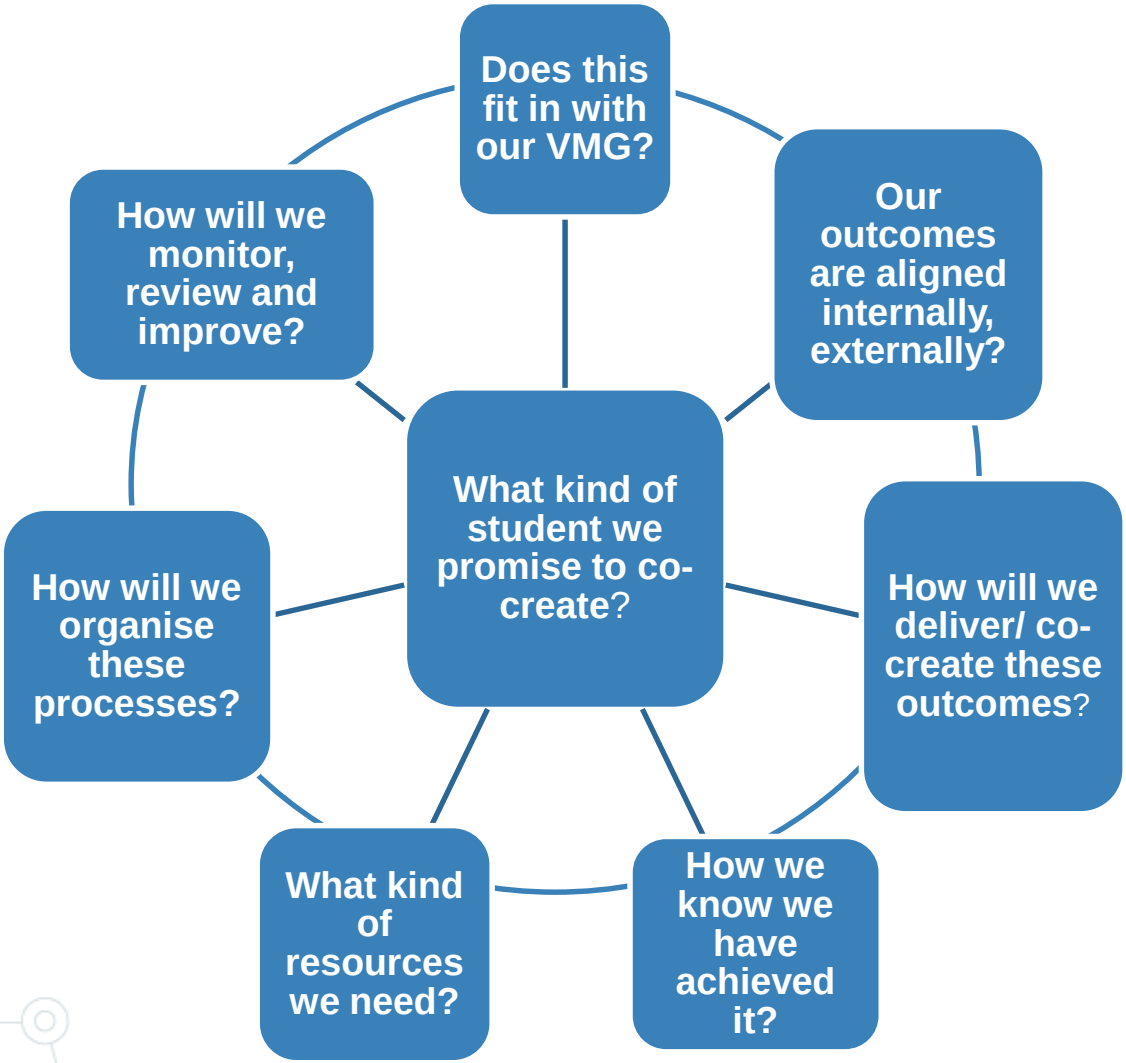
- All plans, policies, processes, and procedures submitted as part of the application must be officially approved documents of the HEP. These documents **MUST NOT** be draft or procedures pending approval by the HEP.

Notes on Submission of PA & FA Applications…2

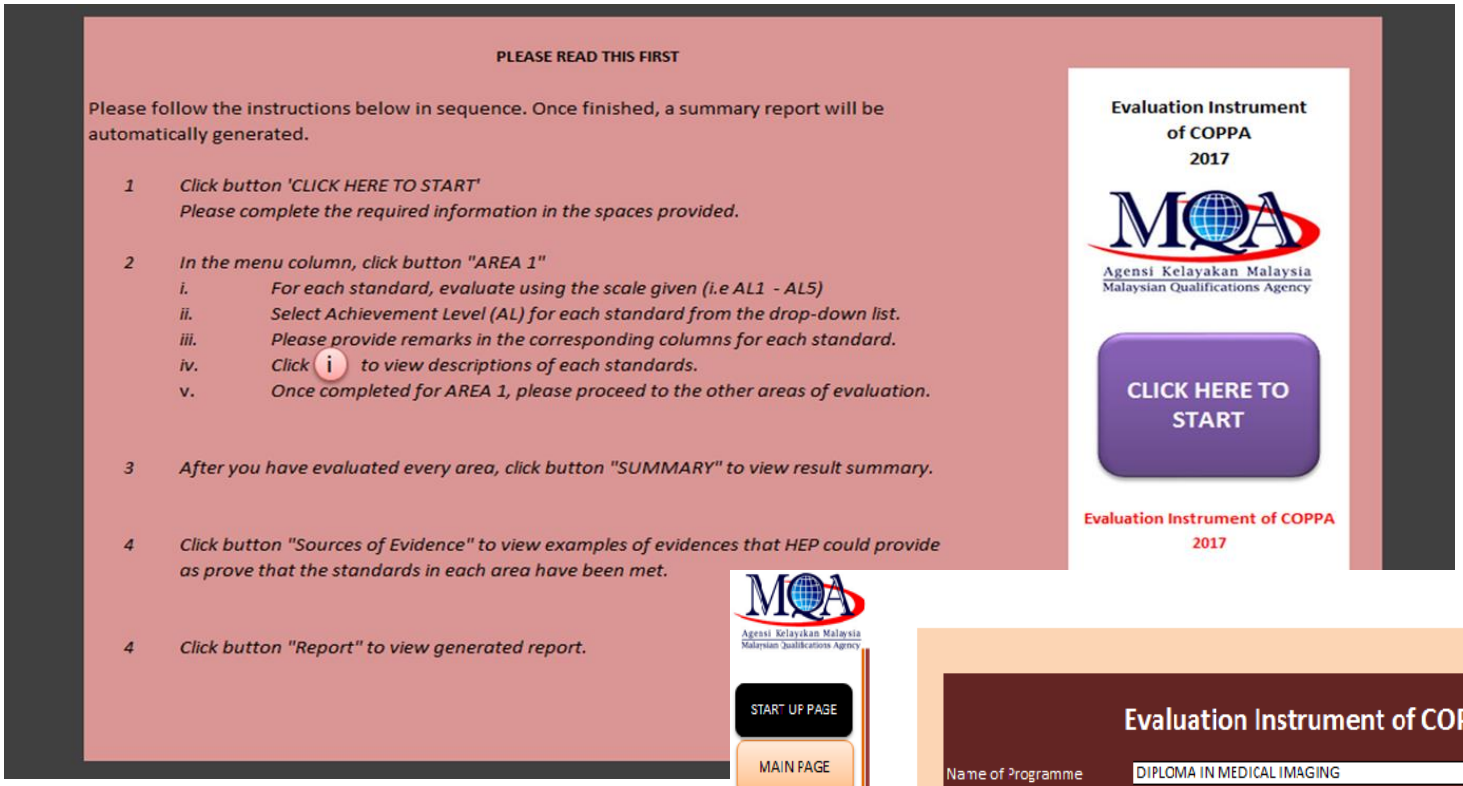
- The HEP must ensure the application has been vetted and all information contained therein is accurate as at the time of the application. Information about non-HEP staff must be included with their **KNOWLEDGE AND CONSENT**.

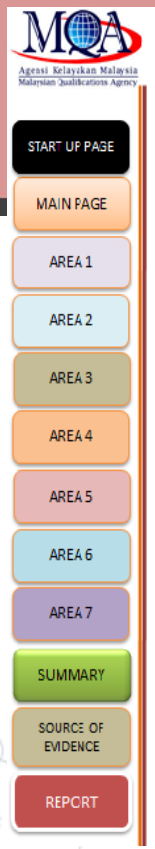
- The HEP need to ensure the following are in good order:
  - Pay attention to the clarity and completeness of the PLO statements.
  - Pay attention to the clarity and completeness of the CLO statements.
  - Pay attention to alignment of the assessment methods to CLO statements
  - Pay attention to the mapping of the PEO, PLO and CLO statements.

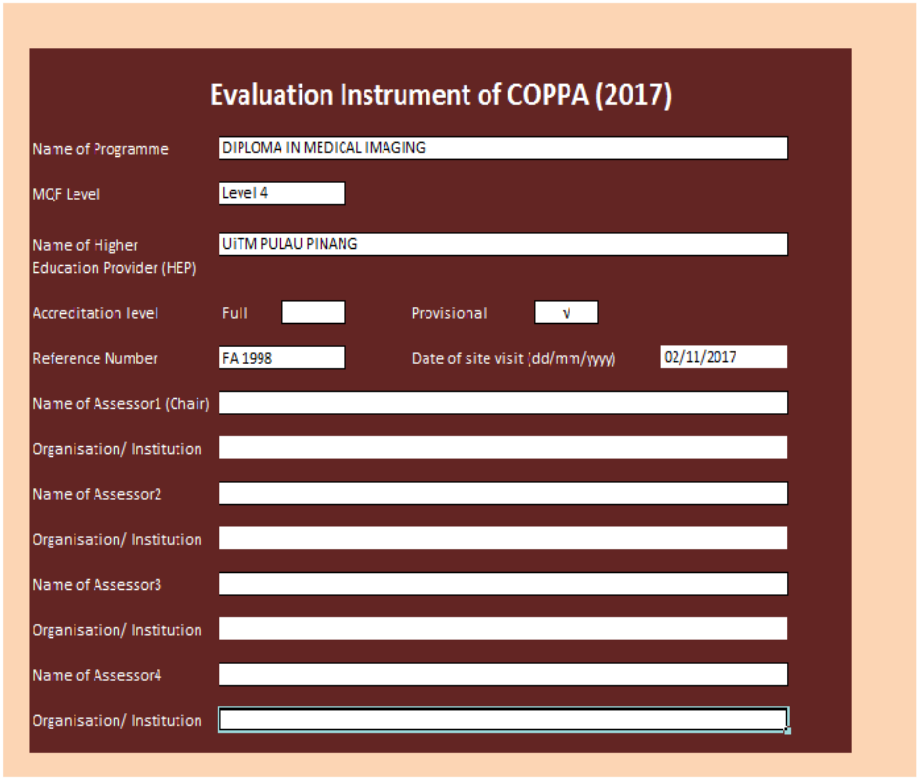
OUTCOMES-BASED CURRICULUM



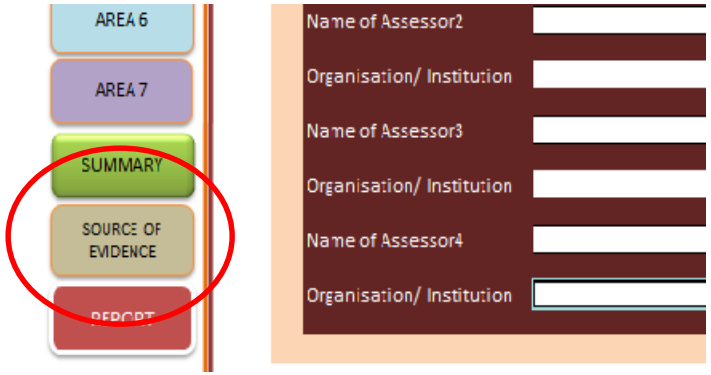
Evaluation Instrument
COPPA 2nd Edition
2017







This instrument must be used for self-assessment and submitted together with the application.



Reference for sources of evidence are provided in the instrument.

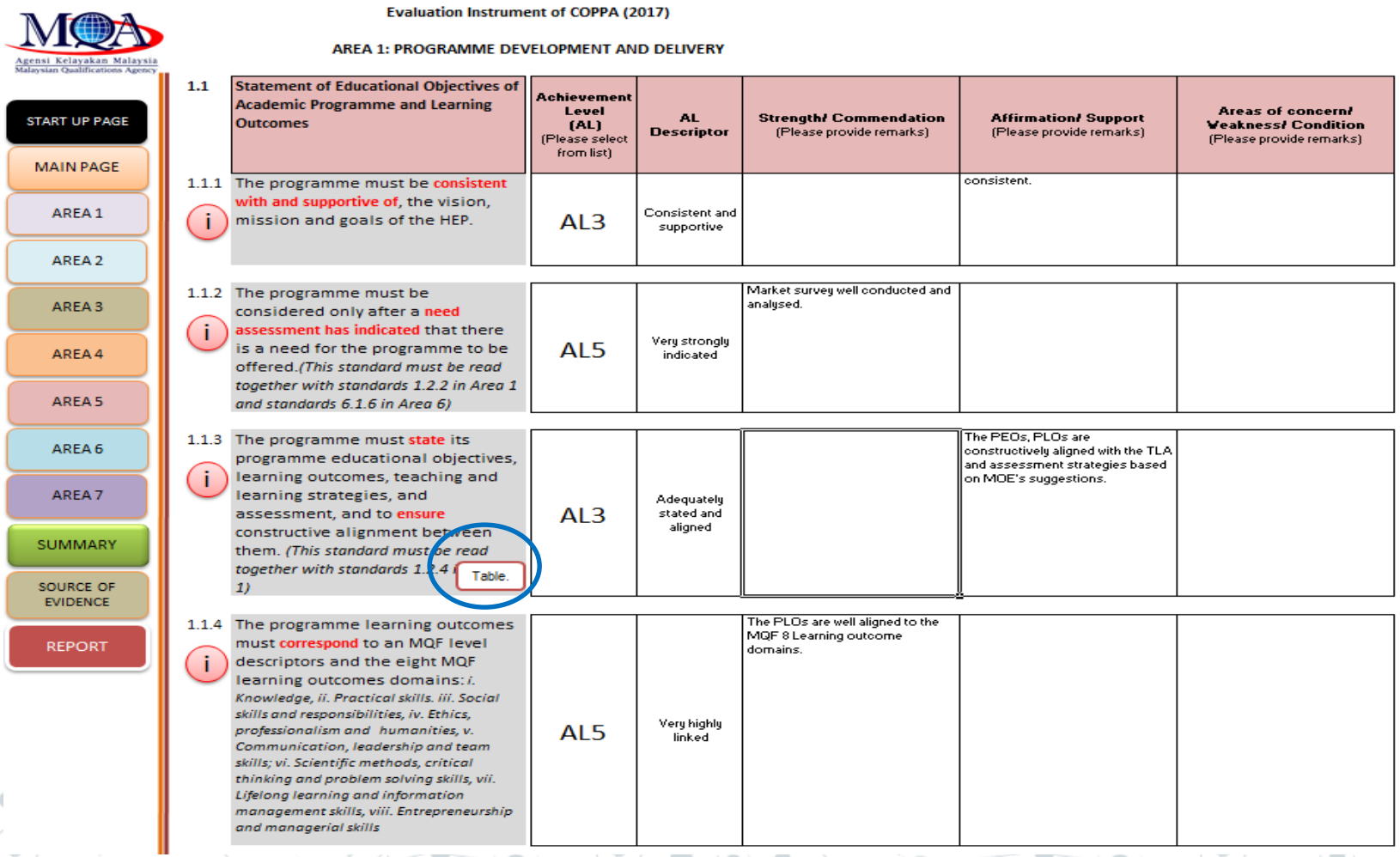
BACK

QA AREAS

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY	SOURCES OF EVIDENCE
1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes	Statements of vision, mission and educational goal, such as brochures, student handbook, annual report and website
	Documents on the procedure and processes taken by the faculty/school to relate vision, mission and educational goal of institution with the aims, objectives and learning outcomes of the programme (PEOs and PLOs)
	Strategic planning of HEP and the faculty/school
	Meeting with HEP top management team
	Minutes of recent meetings which review and update the programme aims and objectives periodically
	Minutes of recent meetings of faculty/school management team
	Prospectus of programme
	Meeting with students
	Documents on research or study conducted to link student's competencies with market demands
1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods	Meeting with Programme Head/ Course Coordinator
	Faculty Meeting Minutes/ Board of Studies Report
	Minutes of Curriculum Committee Meeting
	Policy and procedure of private practice
	Meeting wit Programme Head/ Course Coordinator
	Course Outline, Course Material, Curriculum Mapping, Class Room Observation, Teaching Files
	Meeting with Academic Staff of the Programme
	Documents on the analysis from the feedback of external sources

HEPs should self-assess using the 5-scale Attainment Level (AL) and provide written remarks for each standards in the seven areas of evaluation.

HEPs need to provide information in the table linked in this instrument.



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START UP PAGE
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AREA 1
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AREA 6
AREA 7
SUMMARY
SOURCE OF EVIDENCE
REPORT

Evaluation Instrument of COPPA (2017)

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1	Statement of Educational Objectives of Academic Programme and Learning Outcomes	Achievement Level (AL) (Please select from list)	AL Descriptor	Strength/ Commendation (Please provide remarks)	Affirmation/ Support (Please provide remarks)	Areas of concern/ Weakness/ Condition (Please provide remarks)
1.1.1 i	The programme must be consistent with and supportive of, the vision, mission and goals of the HEP.	AL3	Consistent and supportive		consistent.	
1.1.2 i	The programme must be considered only after a need assessment has indicated that there is a need for the programme to be offered. *(This standard must be read together with standards 1.2.2 in Area 1 and standards 6.1.6 in Area 6)*	AL5	Very strongly indicated	Market survey well conducted and analysed.		
1.1.3 i	The programme must state its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment, and to ensure constructive alignment between them. *(This standard must be read together with standards 1.2.4 in Area 1)* Table.	AL3	Adequately stated and aligned		The PEOs, PLOs are constructively aligned with the TLA and assessment strategies based on MOE's suggestions.	
1.1.4 i	The programme learning outcomes must correspond to an MQF level descriptors and the eight MQF learning outcomes domains: *i. Knowledge, ii. Practical skills. iii. Social skills and responsibilities, iv. Ethics, professionalism and humanities, v. Communication, leadership and team skills; vi. Scientific methods, critical thinking and problem solving skills, vii. Lifelong learning and information management skills, viii. Entrepreneurship and managerial skills*	AL5	Very highly linked	The PLOs are well aligned to the MQF 8 Learning outcome domains.		

Summary of Rating

Evaluation Instrument of COPPA (2017)

Name of Programme	DIPLOMA IN MEDICAL IMAGING
MQF Level	Level 4
Name of Institution	UiTM PULAU PINANG
Accreditation level	Full: 0 Provisional: √

		No.of AL1/AL2	No.of AL3	No.of AL4/AL5	No.of Standards
Area 1	PROGRAMME DEVELOPMENT AND DELIVERY	0	15	2	17
Area 2	ASSESSMENT OF STUDENT LEARNING	0	10	1	11
Area 3	STUDENT SELECTION AND SUPPORT SERVICES	0	0	20	20
Area 4	ACADEMIC STAFF	0	0	15	15
Area 5	EDUCATIONAL RESOURCES	0	0	10	10
Area 6	PROGRAMME MANAGEMENT	0	0	16	16
Area 7	PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT	0	0	9	9

Total No.of Standards		98
Total AL3	25	*Percent* 26
Total AL4/AL5	73	*Percent* 74
Total AL1/AL2	0	*Percent* 0

GRADE ACHIEVED	P
RESULTS	PA Granted

The implementation of COPPA, 2nd Edition (2017) will be notified via a circular by MQA (the full implementation is expected by early 2018)

APPLICATION FOR PROVISIONAL ACCREDITATION

- Periodic submission beginning 2018
  - Twice a year

- HEPs should plan accordingly in order to submit provisional accreditation

New Fee Rates for MQA Services (2018)*

AKREDITASI SEMENTARA DAN AKREDITASI PENUH			
Tahap KKM	Perkara	Akreditasi Sementara (RM)	Akreditasi Penuh** (RM)
3	Sijil	4,000	9,500
4	Diploma	4,500	10,000
5	Diploma Lanjutan		
6	Sijil Siswazah Diploma Siswazah	6,000	11,000
	Sarjana Muda	8,500	15,200
	Sarjana Muda Perubatan		29,300
	Sarjana Muda Farmasi, Pergigian dan Optometri		
7	Sijil Pascasiswazah Diploma Pascasiswazah	6,000	11,000
	Sarjana	8,500	15,200
	Sarjana Perubatan		29,300
	Sarjana Farmasi, Pergigian dan Optometri		
8	Ijazah Kedoktoran		15,200

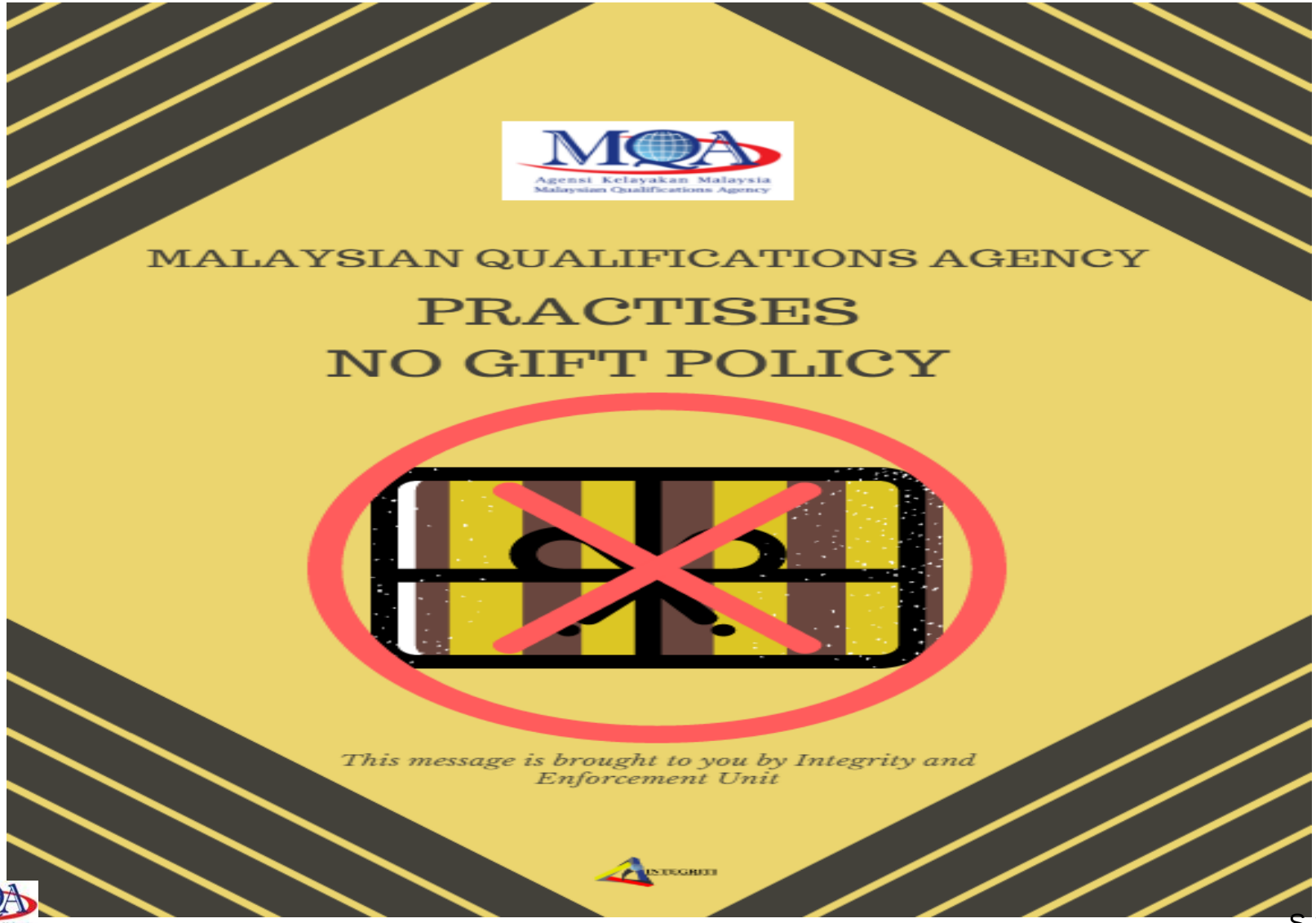
****Untuk badan profesional yang menjalankan penilaian sendiri (program tahap 6, MQF) seperti bidang kejuruteraan dan seni bina, caj tambahan yang akan dikenakan adalah sebanyak RM2,000 sebagai fi pengurusan MQA.**

SWAAKREDITASI		
Jenis Penilaian	Bilangan program	Fi (RM)
Swaakreditasi	< 50	70,000
	50-100	96,500
	> 100	123,000

NILAI TARAF PROGRAM ATAU KESETARAAN KELAYAKAN	
Fi	RM 2,100

* MQA Notification Letter No. 1/2017

GIFT US WITH YOUR INPUTS



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Higher Education Provider (HEPs) > Calendar May 2017

TRAINING CALENDAR

- March Calendar
- April Calendar (Central Zone)
- May Calendar (Eastern Zone)
- August Calendar (Northern Zone)
- September Calendar (Southern Zone)
- November Calendar (Sabah/Sarawak Zone)

MAY 2017

No.	Workshop Date	Workshop Name
1	14/05/2017	Workshop On Guidelines To Good Practice (GGP) : Assessment Of Students (AS) (CLOSED)
2	14/05/2017	Seminar on Learning Outcomes (Module 1) (CLOSED)
3	15/05/2017	Seminar on Learning Outcomes (Module 2) (CLOSED)
4	16/05/2017	Workshop on GGP : Curriculum Design and Delivery (CLOSED)
5	17/05/2017	Seminar on Accreditation of Prior Experiential Learning (APEL) Access (A) and Credit (C) (CLOSED)
6	17/05/2017	Workshop on GGP: Monitoring, Review and Continually Improving Institutional Quality (MR CIIQ) Introductory (CLOSED)
7	18/05/2017	Workshop on GGP: Monitoring, Review and Continually Improving Institutional Quality (MR CIIQ) Advanced (CLOSED)
8	18/05/2017	Advisory Clinic for Preparation of Programme Accreditation Document (CLOSED)

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