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# *Taklimat Penulisan* **SELF-REVIEW REPORT (SRR)**

1 Februari 2024 | 9:30 pagi | Zoom



Penceramah :  
**Ts. Dr. Razulaimi Razali**  
Ketua Pengurusan Kualiti

      @inqkautm

Menyerlahkan Potensi  
Membentuk Masa Hadapan

## OBJEKTIF

- Menjelaskan format dan klausa SRR yang terkini.
- Menjelaskan cara yang betul bagi penulisan laporan dalam:
  - a. Menjawab klausa secara tepat dan spesifik
  - b. Menyatakan bukti secara tepat
  - c. Penyusunan bukti yang selaras dengan laporan yang dinyatakan
  - d. Menyertakan bukti selaras dengan laporan yang dinyatakan



## AGENDA

- Pengenalan
- SRR 2024
- Proses Penulisan SRR
- Panduan Penyelenggaraan eSRR
- Panduan Penulisan SRR 2024
- Soal & Jawab

- Penilaian prestasi PTJ dalam melaksanakan program-program akademik
- Dihasilkan secara berkala iaitu pada setiap tahun
- Tujuan bagi mengenalpasti kekuatan dan kelemahan PTJ bagi tindakan penambahbaikan oleh pihak pengurusan UiTM
- Rujukan utama bagi Penilaian Luar iQMS (ER iQMS)
- Pengurusan tertinggi **MESTI** meneliti, diperbincangkan dan mengambil tindakan bagi masalah yang ditemui
- Chief Quality Officer (CQO) iaitu PNC/Dekan/Rektor/Ketua Pusat bertanggungjawab penuh menghantar SRR yang telah diluluskan kepada InQKA

- Laporan yang sama diperingkat program dan dipertanggungjawabkan kepada Koordinator Program
- Semua program yang ditawarkan di PTJ (MQA, Badan Profesional, Pra Diploma), aktif dan mempunyai pelajar
- Memenuhi standard COPPA
- PU perlu **berkomunikasi** dengan PP dalam memastikan **keperluan standard dipenuhi** dan laporan yang dihasilkan adalah **selaras** di setiap lokasi
- Peringkat program **MESTI** meneliti, diperbincangkan dan mengambil tindakan bagi masalah yang ditemui
- Perlu diselaraskan dengan data-data dari CDL, SuFO, PRO-PENS, Laporan Penilai Luar, Laporan Akreditasi, Laporan Audit dan Survey

# SRR 2024

- 53 klausa
- 3 klausa baru – 2.2.6, 3.3.3 dan 4.1.5
- 3 klausa dikecualikan – 2.2.1, 3.2.3 dan 4.3.1 (Polisi dan semakan diperingkat UiTM)
- 50 klausa sedia ada ditambahbaik dalam bentuk penjelasan bagi memudahkan pihak PTJ

## PEMETAAN KLAUSA SRR Vs. SWA INSTRUMENT

AREA 1	
SRR Clauses	SWA Intrument Clauses
1.1.1	1.1.1
1.1.2	1.1.2
1.1.3	1.1.3
1.2.1	1.2.1
1.2.2	1.2.2
1.2.3	1.2.3
1.3.1	1.3.1
1.3.2	1.3.2
1.3.3	1.3.3
1.3.4	1.3.4
1.4.1	1.4.1
1.4.2	1.4.2
1.4.3	1.4.3
1.5.1	1.5.1
1.5.2	1.5.2

AREA 2	
SRR Clauses	SWA Intrument Clauses
2.1.1	2.1.1
2.1.2	2.1.2
2.2.1	2.2.2
2.2.2	2.2.3
2.2.3	2.2.4
2.2.4	2.2.5
2.2.5	2.2.6
2.2.6	
2.2.7	2.2.7
2.3.1	2.3.1
2.3.2	2.3.2

AREA 3	
SRR Clauses	SWA Intrument Clauses
3.1.1	3.1.1
3.1.2	3.1.2
3.1.3	3.1.3
3.1.4	3.1.4
3.1.5	3.1.5
3.1.6	3.1.6
3.1.7	3.1.7
3.2.1	3.2.1
3.2.2	3.2.2
3.3.1	3.3.1
3.3.2	3.3.2
3.3.3	
3.4.1	3.4.1
3.4.2	3.4.2
3.5.1	3.5.1
3.5.2	3.5.2

AREA 4	
SRR Clauses	SWA Intrument Clauses
4.1.1	4.1.1
4.1.2	4.1.2
4.1.3	4.1.3
4.1.4	4.1.4
4.1.5	
4.2.1	4.2.1
4.3.1	4.3.2
4.3.2	4.3.3
4.3.3	4.3.4
4.4.1	4.4.1
4.4.2	4.4.2



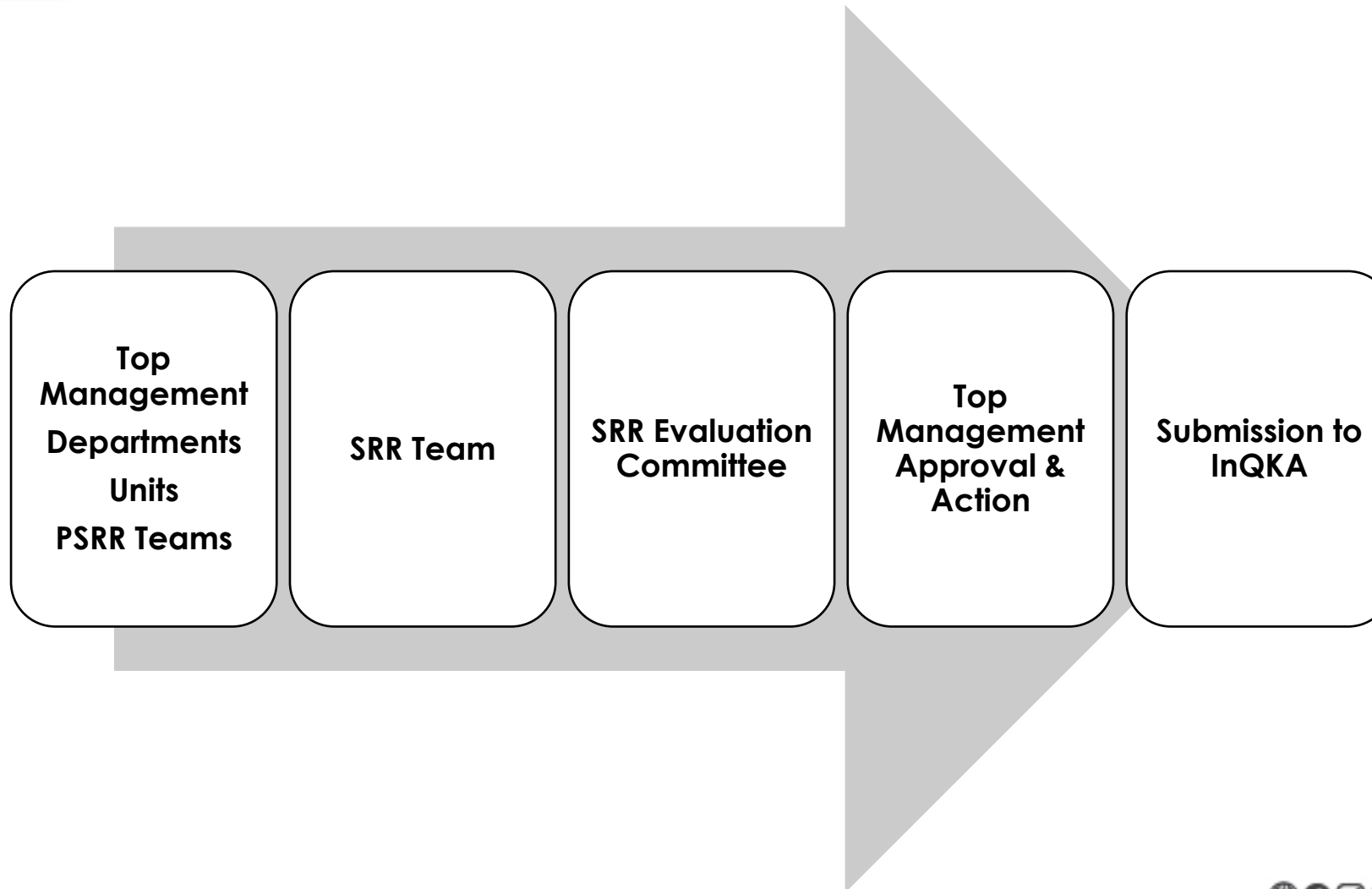
- Berdasarkan kepada maklumat dan data tahun 2023
- Memastikan maklumat dan data yang dilaporkan adalah tepat dan sah
- Rujukan utama bagi PTJ terutama berkaitan dengan proses dan pencapaian akademik
- Komitmen pengurusan tertinggi PTJ terhadap penyediaan SRR serta tindakan hasil dari laporan

**Tarikh akhir penghantaran SRR 2024 pada  
30 April 2024**

# PROSES PENULISAN SRR



## PROSES PENULISAN eSRR



1. Memastikan maklum balas dan bukti bagi penemuan audit lepas telah dilengkapkan
2. Memastikan maklum balas dan bukti bagi bidang yang dipertanggungjawab telah dilengkapkan
3. Memastikan maklum balas yang ditulis mudah difahami, ringkas, tepat, jelas dan grammar yang betul
4. Memastikan bukti yang ditulis adalah lengkap dengan maklumat – maklumat yang jelas dan tepat

1. Menjawab klausa dengan tepat
2. Penjelasan yang tepat, ringkas dan padat
3. Penjelasan yang diberikan selaras dengan nilai markah yang diberi (Attainment level - 1,2,3,4,5)
4. Memastikan penggunaan **vocabulary** dan **grammar** yang betul
5. Selaraskan penggunaan nama PTJ

- Susun ikut format nombor – 1) atau 1.
- Selaraskan dari segi penggunaan Bahasa
- Selaraskan penulisan tarikh – 10/10/2021 atau 10.10.2021
- Perincikan rujukan seperti tarikh, bil/tahun, versi, nama dokumen, alamat web, jawatan dan lain – lain yang bersesuaian
- Wujudkan hyperlink
- Tujuan bagi memastikan bukti tersebut dapat dirujuk semula dengan tepat



Jenis Bukti	Betul	Salah
Prosedur	Carta Alir Proses Kerja Semakan Kurikulum, BHEA_UHEK_CR Prosedur/Kemaskini Jan 2023	Carta Alir Proses Kerja Semakan Kurikulum
Polisi	Peraturan Akademik – Diploma dan Sarjana Muda UiTM Pindaan 2017 (Bilangan 1)	Peraturan Akademik – Diploma dan Sarjana Muda UiTM
Laporan	CQI-CDL Report FKM (Sem March – July 2023)	CQI-CDL Report FKM
Minit Mesyuarat	Minit Mesyuarat Ketua Bahagian UiTMCA Bil.60/2023 dated 13/01/2023 perkara B. 60.12.3	Minit Mesyuarat Ketua Bahagian UiTMCA
Manual Kualiti	Quality Manual UiTMCA endorsed date 01/12/2022	Quality Manual UiTMCA



Jenis Bukti	Betul	Salah
Surat	Surat Pelantikan Sebagai Penyelaras Pengurusan Risiko UiTM Cawangan A. 500-CAN (UPR. 23/1) dated 13/02/ 2023	Surat Pelantikan Sebagai Penyelaras Pengurusan Risiko UiTM Cawangan A
Laman Web	UiTMCA's website <a href="https://ca.uitm.edu.my/index.php/korporat/profil">https://ca.uitm.edu.my/index.php/korporat/profil</a> (19/01/2023)	UiTMCA's website
Carta Organisasi	Organisational Chart FKM (2023)	Organisational Chart FKM
E-mail	Email panggilan Taklimat dekan kepada warga staf FFF bertarikh 19/10/2023	Email panggilan Taklimat dekan kepada warga staf FFF



# **PANDUAN PENYELENGGARAAN eSRR DI GOOGLE DRIVE (GD)**

1. Muat turun eSRR dari GD PKIKO (InQKA) – Pemakluman akan diberikan pada KUK
2. Wujudkan folder eSRR di dalam GD PTJ
3. Wujudkan folder bagi setiap 4 bidang SRR di dalam folder eSRR; Area 1, Area 2, Area 3 dan Area 4. Tujuan untuk muat naik bukti – bukti
4. Muat naik eSRR ke GD PTJ dalam folder eSRR yang telah diwujudkan
5. Kemaskini maklumat di dalam eSRR
6. eSRR telah sedia bagi penulisan laporan





My Drive > eSRR UiTM CA 2021 ▾

Name ↑	Owner	Last modified	File size
 Area 1	me	Mar 21, 2021	—
 Area 2	me	Mar 21, 2021	—
 Area 3	me	Mar 21, 2021	—
 Area 4	me	Mar 21, 2021	—
 eSRR 2021.xlsx	me	11:37 AM	161 KB
 eSRR UiTM CA 2021.pdf	me	11:36 AM	114 KB





My Drive > eSRR UiTM CA 2021 > Area 1 ▾




Name ↑	Owner	Last modified	File size
 1.2.1(a) Minit Mesyuarat Pengurusan Dalamam.pdf	me	Mar 21, 2021	581 bytes
 1.2.1(b) Laporan Bengkel Pelan Strategi.pdf	me	Mar 21, 2021	581 bytes



My Drive > eSRR UiTM CA 2021 > Area 2 ▾




Name ↑	Owner	Last modified	File size
 2.1.1(a) Paperwork Bachelor of SRR Management (Hons).pdf	me	Mar 21, 2021	581 bytes
 2.1.1(b) Market Survey Analysis Report.pdf	me	Mar 21, 2021	581 bytes

My Drive > eSRR UiTM CA 2021 > Area 3 ▾

Name ↑	Owner	Last modified	File size
 3.1.1(a) Human Resources Policy.pdf	me	Mar 21, 2021	581 bytes
 3.1.1(b) Minutes of Mesyuarat Majlis Eksekutif.pdf	me	Mar 21, 2021	581 bytes
 3.1.1(c) UiTM CA HR Recruitment Planning 2020.pdf	me	Mar 21, 2021	581 bytes



My Drive > eSRR UiTM CA 2021 > Area 4 ▾

Name ↑	Owner	Last modified	File size
 4.1.1(a) Peraturan Akademik Diploma & Sarjana Muda 2017.pdf	me	Mar 21, 2021	581 bytes
 4.1.1(b) Polisi Penilaian Akademik Pelajar Edisi 2015.pdf	me	Mar 21, 2021	581 bytes
 4.1.1(c) Surat Prosedur Pengurusan Pelaksanaan Kurikulum 2016.pdf	me	Mar 21, 2021	581 bytes

1. Hasilkan eSRR dalam **format pdf** yang telah lengkap dengan muka depan dan pengesahan dari Chief Quality Officer (CQO)
2. Muat naik ke dalam folder eSRR di GD PTJ
3. Hantar email pemakluman penghantaran laporan ke Person In Charge (PIC) PKIKO bersama dengan link folder eSRR di GD yang telah disetkan sebagai sharing dengan pihak PKIKO (username: qsoe.inqka@uitm.edu.my)





My Drive > eSRR UiTM CA 2021 ▾

Name ↑

Area 1

Area 2

Area 3

Area 4

eSRR 202

eSRR UiT

Open with >

New folder

Share

Get link

Add shortcut to Drive ?

Move to

Add to Starred

Rename

Change color >

Search within eSRR UiTM CA 2021

Download

Remove



My Drive > eSRR UiTM CA 2021 ▾

Name ↑	Owner	Last modified	File size
Area 1			
Area 2			
Area 3			
Area 4			
eSRR 2021.xlsx			
eSRR UiTM CA 2021.pdf			

← Share with people and groups ⚙

S SISTEM KUALITI DAN KECEMERLANGAN OPERASI InQKA ×

Editor ▾

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Message

📁 eSRR UiTM CA 2021

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# **GUIDELINE FOR WRITING SELF REVIEW REPORT (SRR) 2024**



## General Information on The Responsible Centre (PTJ)

- a. Name of The PTJ
- b. Name, Title and Designation of the First Officer (AVC, Dean, Rector, Head of Department)
- c. Name, Title and Designation of the Head of Quality and Strategic Unit
- d. Address
- e. Telephone Number
- f. Name of SRR Writer
- g. Date SRR being presented to the PTJ Management
- h. First Officer Signature

- a. Number and percentage of students Graduate on Time (GOT) based on these levels; Diploma, Bachelor, Master by Coursework, Master by Research and Ph.D.
- b. Number and percentage of students with CGPA 3.50 and above based on these levels; Diploma, Bachelor, Master by Coursework
- c. Number and percentage of students dismissed and not graduated based on these levels; Diploma, Bachelor, Master by Coursework, Master by Research and Ph.D.

## Template for Students Graduate on Time (GOT)

Levels	Year 1 2021		Year 2 2022		Year 3 2023	
	Number/Total	Percentage	Number/Total	Percentage	Number/Total	Percentage
<b>Diploma</b>						
<b>Bachelor</b>						
<b>Master by Coursework</b>						
<b>Master by Research</b>						
<b>Ph.D.</b>						



## Template for Students with CGPA 3.50 and Above

Levels	Year 1 2021		Year 2 2022		Year 3 2023	
	Number/Total	Percentage	Number/Total	Percentage	Number/Total	Percentage
Diploma						
Bachelor						
Master by Coursework						

## Template for Students Dismissed and Not Graduate

Levels	Year 1 2021		Year 2 2022		Year 3 2023	
	Number/Total	Percentage	Number/Total	Percentage	Number/Total	Percentage
<b>Diploma</b>						
<b>Bachelor</b>						
<b>Master by Coursework</b>						
<b>Master by Research</b>						
<b>Ph.D.</b>						



## Details of all programmes currently conducted in the PTJ

- a. Programme Name
- b. Status (Active, Inactive (*Jumud, Beku, Lupus*))
- c. Recognition Status (MQA/Professional Body/Pra Diploma)
- d. Accreditation Status (Provisional Accreditation/Full Accreditation)
- e. Curriculum Review (Date, Major/Minor)
- f. Total Credit Hour
- g. Total Number of Students
- h. Pengurus Utama (PU) / Pengurus Pelaksana (PP)
- i. Location
- j. MQR Status (Reference no, Programme Information, Total Credit Hour – as in MQR)



## Template for Details of all programmes currently conducted in the PTJ

No.	Programme Name	Status		Recognition Status (MQA / Profesional Body / Pra Diploma)	Accreditation Status (Provisional Accreditation (PA) / Full Accreditation (FA))	Curriculum Review		Total Credit Hour	Total Number of Students	PU / PP	Location	MQR Status (Provide Information as in MQR)		
		Active	Inactive (Jumud / Beku / Lupus)			Date	Major / Minor					Reference No	Programme Information	Total Credit Hour
1.														
2.														
3.														

# AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE/ KEPIMPINAN INSTITUSI DAN GOVERNAN

## 1.1 - REVIEW OF VISION, MISSION AND EDUCATIONAL GOALS

Clauses	Impactful Evidence
<p>1.1.1 State the current vision and mission of the university. Describe how PTJ supports the vision and mission.</p>	<ol style="list-style-type: none"> <li>1. Minutes of management meetings;</li> <li>2. Mapping the activities to the vision and mission</li> </ol>
<p>1.1.2 State the educational goals (EG) of the university. Describe how PTJ's programme supports the educational goals.</p>	<ol style="list-style-type: none"> <li>1. Minutes of management meetings;</li> <li>2. Mapping of PEOs to educational goals</li> </ol>
<p>1.1.3 Describe how PTJ disseminates the vision, mission and educational goals to its internal and external stakeholders.</p>	<ol style="list-style-type: none"> <li>1. Poster displayed on the notice board;</li> <li>2. One of the agenda in the academic meeting JAN, JAF, JAKP;</li> <li>3. Any activities/platform implemented to disseminate the vision, mission, EG ie Amanat Rektor, MDS, website</li> </ol>

## Attainment level for Clause 1.1

Attainment Level	Description
1	Fails to understand/implement the university's vision and mission, inaccurate or incomplete information, and a vague or unclear connection between PTJ and educational goals. PTJ does not actively support the university's vision and mission. Little to no effort in disseminating the vision, mission, and educational goals to stakeholders.
2	Basic understanding, and adequate description of the vision and mission. The connection between PTJ and educational goals is discernible but may lack depth or specific examples. PTJ's support for the vision and mission is inconsistent. Dissemination efforts lack clarity and consistency, reaching only a portion of stakeholders.
3	Demonstrates a basic understanding of the university's vision and mission. PTJ provides some support for the vision and mission, but improvements are needed. Dissemination efforts are moderately effective, reaching most internal stakeholders and some external ones.
4	Grasps and implements the university's vision and mission effectively. PTJ actively supports and aligns with the university's vision and mission. Dissemination efforts are well-planned, efficient, and effective, reaching a wide range of internal and external stakeholders including the community, civil society, international peers, alumni, industry, professional bodies, funding agencies, and the government. There is internalization of vision and mission among the PTJ community.
5	Demonstrates exceptional understanding and implementation of the university's vision and mission. PTJ actively champions and goes beyond in supporting the university's vision and mission. Dissemination efforts are highly successful, reaching and engaging all relevant internal and external stakeholders effectively.

## 1.2 - FORMULATION AND DEPLOYMENT OF STRATEGIC PLANS

Clauses	Impactful Evidence
1.2.1 Describe how PTJ supports the strategic plans of the university.	<ol style="list-style-type: none"> <li>1. Minutes of meetings on discussion of strategic planning;</li> <li>2. Reports on workshops or forums for strategic planning discussion</li> </ol>
1.2.2 Describe how the PTJ strategic plan is disseminated and deployed.	<ol style="list-style-type: none"> <li>1. Any platforms/methods that have been implemented to disseminate the strategic plan e.g; Booklets, Brochure, Timeline/Gantt chart, Websites, Internet portals;</li> <li>2. Minutes of meetings e.g: MKSP, Mesyuarat Kakitangan Akademik, Workshop, Townhall</li> </ol>
1.2.3 Describe how PTJ monitors and reviews the strategic plan. Identify the interventions and provide the evidence and provide the evidence of intervention.	<ol style="list-style-type: none"> <li>1. Reports from KPI monitoring system;</li> <li>2. Minutes of meetings on action and reviewing the KPI;</li> <li>3. Reports of past achievements of PI e.g: Laporan Pencapaian Skor PI</li> </ol>

## Attainment level for Clause 1.2

Attainment Level	Description
1	The vision, mission and institutional goals, including the educational goals, are not translated into strategic plans.
2	The vision, mission and institutional goals, including the educational goals, are translated into PTJ's strategic plans, in consultation with only the internal stakeholders, i.e., PTJ's staff. However, the strategic plans are not widely disseminated and not properly deployed to relevant parties for implementation, not monitored and reviewed.
3	The vision, mission and institutional goals, including the educational goals, are translated into PTJ's strategic plans, in consultation with the relevant stakeholders, which are then disseminated and deployed to designated parties for implementation. The implementation of the strategic plans, including the associated action plans, is monitored and reviewed in accordance to the institutional goals.
4	The vision, mission and institutional goals, including the educational goals, are translated into the PTJ's strategic plans, in consultation with a wider range of stakeholders, representing the national and international community, which are then effectively implemented, monitored and reviewed by designated parties.
5	PTJ has improved or enhanced its reputation and branding as a result of the implementation of the strategic plans.

## 1.3 - INSTITUTIONAL AND ACADEMIC LEADERSHIP

Clauses	Impactful Evidence
<p>1.3.1 Describe how the academic leaders PTJs are appointed including the selection criteria, job description, qualifications and experience, and mechanisms for selection of institutional leaders and academic leaders at the department and programme levels.</p>	<ol style="list-style-type: none"> <li>1. Document on job description and appointment criteria;</li> <li>2. Advertisement for institutional and academic positions</li> </ol>
<p>1.3.2 Describe the process of appointing the institutional and academic positions and support with related evidence.</p>	<ol style="list-style-type: none"> <li>1. Systems, procedures and guidelines;</li> <li>2. Document on succession plan;</li> <li>3. List of academic leaders;</li> <li>4. Curriculum Vitae of academic leadership of PTJs</li> </ol>





Clauses	Impactful Evidence
1.3.3 Describe how PTJ plans and develops leadership training and development programmes to continuously improve and enhance the capabilities of current and potential institutional and academic.	<ol style="list-style-type: none"><li>1. List of professional development and leadership training programs;</li><li>2. Training needs analysis;</li><li>3. Training records;</li><li>4. List of Leadership training/development programmes that have been attended by the present and potential academic leaders</li></ol>
1.3.4 Describe how the process of evaluation for academic leaders is implemented.	<ol style="list-style-type: none"><li>1. Performance appraisal system;</li><li>2. Reports on staff performance evaluation;</li><li>3. Academic leaders evaluation (at least 3 )</li></ol>

## Attainment level for Clause 1.3

Attainment Level	Description
1	PTJ has not established selection criteria or mechanisms for the selection of institutional and academic leaders.
2	The selection criteria, including job description, qualifications and experience, and mechanisms for selection of institutional leaders and academic leaders at the department and programme levels are partially established and documented. However, PTJ has no or incomplete plan and leadership training and development programmes for its institutional and academic leaders. The performance of the leaders is not evaluated based on their job description or in relation to the achievement of the mission and institutional goals of PTJ.
3	The selection criteria, including job description, qualifications and experience, and mechanisms for selection of institutional leaders and academic leaders at the department and programme levels are established, documented and disseminated. This selection process ensures the right candidate with appropriate qualifications and experience is appointed for a particular position, taking into consideration the candidate's knowledge and skills that are in line with the job description. PTJ has planned and developed leadership training and development programmes to continuously improve and enhance the capabilities of current and future/potential institutional and academic leaders. The performance of the leaders is evaluated at defined intervals as stipulated by the job description and in relation to the achievement of the mission and institutional goals of PTJ.
4	PTJ has developed and implemented a talent management plan and succession plan for its institutional and academic leaders, as well as specific KPIs for performance evaluation of the leaders in relation to the achievement of the mission and institutional goals of PTJ.
5	The institutional and academic leaders are evaluated based on their impactful contribution in promoting and creating a conducive environment as well as generating a culture of innovation within PTJ.

## 1.4 - GOVERNANCE FUNCTION AND MECHANISM

Clauses	Impactful Evidence
<p>1.4.1 Provide PTJ's organisation chart together with its terms of reference.</p>	<ol style="list-style-type: none"> <li>1. Organization chart;</li> <li>2. Governance chart;</li> <li>3. Policy on limits of authority</li> </ol>
<p>1.4.2 Provide evidence of the agenda discussed in <i>Mesyuarat Pengurusan Eksekutif/JAN/JAF/JAKP</i> and also the list of attendees.</p>	<ol style="list-style-type: none"> <li>1. Online systems for approval and monitoring; Integrity pact for meetings;</li> <li>2. Minutes of management meeting (JAF, JAN, JAKP etc);</li> <li>3. Pengisytiharan Kepentingan</li> </ol>
<p>1.4.3 Provide evidence for the process of functional integration and comparability of educational quality must be established in PTJs which have geographically separated campuses.</p>	<ol style="list-style-type: none"> <li>1. Minutes of Coordination Meeting between Campuses;</li> <li>2. Minutes of Management Review Meeting;</li> <li>3. Any evidence demonstrates the existence of coordination and integration between different locations e.g: Pekeliling, Surat Pemakluman, minutes of meeting etc</li> </ol>



## Attainment level for Clause 1.4

Attainment Level	Description
1	The PTJ does not have a clear governance structure. Lack of clear terms of reference for the faculty/college/campus organization. Meetings (Mesyuarat Pengurusan Eksekutif/JAN/JAF/JAKP) are disorganized, and agendas are not relevant. No documented list of attendees for management meetings. Little to no evidence of functional integration or efforts to ensure comparability of educational quality in geographically separated campuses.
2	PTJ has a governance structure which does not adequately address autonomy, transparency, accountability, authority and principles of non-conflict. Limited clarity in terms of reference for the organisation. Management meetings have inconsistent agendas and discussions. An incomplete or irregular list of attendees for management meetings. Limited evidence of functional integration and comparability of educational quality in geographically separated campuses.
3	PTJ has a published governance structure with complementary relationships between the governing board and the senate with regard to functions, including mechanisms to ensure integration and comparability of educational quality at geographically separated campuses. Clear and documented terms of reference for the faculty/college/campus organisation. Management meetings have relevant agendas and discussions. Adequate documentation of attendees for management meetings. Some evidence of functional integration and efforts towards comparability of educational quality in geographically separated campuses.
4	PTJ has an effective and well-communicated governance structure, functions and mechanisms. Well-defined and comprehensive terms of reference for the organisation. Management meetings are efficient and effective, with strategic and pertinent agendas. Detailed and consistent documentation of attendees for management meetings. Demonstrates efficient functional integration and a clear process for ensuring comparability of educational quality in geographically separated campuses.
5	PTJ regularly improves its governance structure, functions and mechanisms to ensure effectiveness, transparency and responsiveness to the latest developments and challenges. Exceptionally clear and comprehensive terms of reference for the faculty/college/campus organisation. Management meetings are highly effective, with innovative agendas and discussions. Rigorous and detailed documentation of attendees for management meetings. Proven and highly efficient functional integration and a robust process for ensuring comparability of educational quality in geographically separated campuses.

## 1.5 - INFORMATION MANAGEMENT

Clauses	Impactful Evidence
<p>1.5.1 Provide evidence on how data/information pertaining to student and academic records is processed, validated and disseminated with confidentiality and integrity.</p>	<p>1. Document related to data security, confidentiality e.g: SIM, eRES, AIMS etc.</p>
<p>1.5.2 Describe the process of amending/correcting data/information if any error occurs.</p>	<p>1. Minutes of Management Review Meeting; System UNITS, SIM</p>

## Attainment level for Clause 1.5

Attainment Level	Description
1	Lack of established procedures for processing and validating student and academic records. Confidentiality and integrity of data are compromised. No clear process for disseminating information. Inadequate or non-existent procedures for amending/correcting data errors.
2	Limited procedures for processing and validating student and academic records. Confidentiality and integrity of data are inconsistently maintained. Dissemination of information is partial and lacks efficiency. Limited or unclear procedures for amending/ correcting data errors.
3	PTJ has regularly reviewed and updated information management activities concerning the accessibility, privacy, confidentiality and security of student and academic staff records pertaining to human resources, finance and academic activities. Established and documented procedures for processing and validating student and academic records. Confidentiality and integrity of data are adequately maintained. Information dissemination is reasonably efficient and reaches the intended stakeholders. Adequate procedures for amending/correcting data errors, though improvements may be needed.
4	PTJ continuously monitors and regularly reviews the data integrity and security of the system. Well-defined and efficient procedures for processing and validating student and academic records. High standards of confidentiality and integrity are consistently upheld. Information dissemination is effective and reaches all relevant stakeholders promptly. Streamlined and effective procedures for amending/correcting data errors.
5	PTJ regularly improves and updates its training and academic staff development programmes to inculcate a culture of innovation and creativity among academic staff to meet the latest developments and future challenges. Exceptionally well-optimised procedures for processing and validating student and academic records. Utmost confidentiality and integrity are maintained with cutting-edge security measures. Information dissemination is highly efficient, with innovative approaches and tools. Robust and advanced procedures for amending/correcting data errors, ensuring accuracy and timeliness.



# AREA 2: ACADEMIC DEVELOPMENT AND MANAGEMENT



## 2.1 - FORMULATION OF LEARNING OUTCOMES

Clauses	Impactful Evidence
<p>2.1.1 Describe how PTJ conducts needs analysis and provide the related evidence for programme development and curriculum review.</p>	<ol style="list-style-type: none"> <li>1. Needs analysis e.g: Market survey report, benchmarking report;</li> <li>2. Analysis of PEO/PLO achievement; Sample of paperwork of new program, and curriculum review;</li> <li>3. List of stakeholders e.g: academic and industry advisor, external assessor, alumni industry, student etc</li> </ol>
<p>2.1.2 Provide the mapping of PEOs, PLOs CLOs with the Malaysian Qualifications Framework (MQF).</p>	<ol style="list-style-type: none"> <li>1. Sample of a program mapping;</li> <li>2. Sample of Course Assessment Plan</li> </ol>

## Attainment level for Clause 2.1

Attainment Level	Description
1	The learning outcomes are not aligned with the MQF and a needs analysis was not conducted through engagement with stakeholders.
2	The learning outcomes of the programmes are aligned with the MQF but the needs analysis was not conducted, and vice versa.
3	The learning outcomes are aligned with the MQF and a needs analysis was conducted through engagement with stakeholders.
4	Feedback is gathered from a wider range of stakeholders and used as input in ensuring the currency and relevancy of the learning outcomes.
5	The formulated learning outcomes ensure the achievement of the programme's educational objectives.

## 2.2 - CURRICULUM DESIGN, DELIVERY AND ASSESSMENT

### Curriculum Structure and Content

Clauses		Impactful Evidence
2.2.1	Provide mapping of the program with MQF, educational goals, program standards and SDGs.	<ol style="list-style-type: none"><li>1. Sample of the programme from the various PTJ;</li><li>2. Mapping Courses vs EG vs MQF vs SDG</li></ol>



## Attainment level for Curriculum Structure and Content

Attainment Level	Description
1	PTJ does not properly map the programme with MQF, educational goals, program standards and SDGs during curriculum design and delivery.
2	PTJ properly maps the programme with MQF, educational goals, program standards and SDGs during curriculum design and delivery but does not address the new practices.
3	The curriculum structure and content address topics of national and international importance, taking into account the institutional goals, MQF qualification descriptors, appropriate programme standards, professional and industry requirements as well as good practices in the field.
4	The curriculum design and delivery promote a variety of delivery modes that incorporate the latest pedagogical advancement and teaching and learning technologies.
5	The PTJ regularly monitors and reviews curriculum design and delivery that incorporates the development of current and future skill sets.

## 2.2 - CURRICULUM DESIGN, DELIVERY AND ASSESSMENT

### Instructional Method

Clauses	Impactful Evidence
<p>2.2.2 Describe how PTJ adopted appropriate instructional methods for the programme in providing a conducive learning environment to improve the student learning experience.</p>	<ol style="list-style-type: none"> <li>1. List of instructional methods;</li> <li>2. Sample of Course file (at least 3 programs); CDL-CQI Report;</li> <li>3. Student Learning Experience Report</li> </ol>

## Attainment level for Instructional Method

Attainment Level	Description
1	PTJ does not use appropriate instructional methods.
2	PTJ uses limited instructional methods in a conducive learning environment to improve the student learning experience.
3	PTJ uses appropriate instructional methods in a conducive learning environment to improve student learning experience.
4	PTJ uses innovative instructional methods in a conducive learning environment to improve the student learning experience in attaining the learning outcomes.
5	PTJ effectively uses state-of-the-art instructional methods in a conducive learning environment to improve the student learning experience in attaining the learning outcomes.

## 2.2 - CURRICULUM DESIGN, DELIVERY AND ASSESSMENT

### Assessment

Clauses	Impactful Evidence
<p>2.2.3 Describe the process of preparing the assessment for the dissemination of the results. Describe the appeal process.</p>	<ol style="list-style-type: none"> <li>1. Any document on management of assessment documents e.g: Academic Regulation, Polisi Pentaksiran dan Penilaian Akademik Pelajar, Borang Pengakuan Staf, Laporan Audit Peperiksaan etc;</li> <li>2. Appeal policy for assessment, Minute of meeting related ie JAN/JAF/JAKP</li> </ol>
<p>2.2.4 Describe the process of developing and reviewing assessment criteria and methods conducted by the resource person.</p>	<ol style="list-style-type: none"> <li>1. Policy/procedure that highlights the autonomy for department responsibility on relevant assessment processes e.g: Academic Regulation, Polisi Pentaksiran dan Penilaian Akademik Pelajar;</li> <li>2. Any document related to the process of developing and reviewing assessment e.g: minutes of meeting JAN/JAF/JAKP, workshop etc;</li> <li>3. Sample of description of assessment comprising formative and summative components;</li> <li>4. Sample JSU/JSUB/JSP</li> </ol>



Clauses	Impactful Evidence
<p>2.2.5 Describe how assessment methods, policy on plagiarism, grading criteria and results are documented and communicated to students.</p>	<ol style="list-style-type: none"><li>1. Procedures for the management of student assessment and its records;</li><li>2. Any document related to the process documented and communicated e.g: Sample of Assessment Description, Garis Panduan Kesetaraan Kualiti Pelajar UiTM, Laporan CDL-CQI, pekeliling, etc.</li></ol>
<p>2.2.6 Describe how the PTJ ensures the correctness of the student's results, status and records.</p>	<ol style="list-style-type: none"><li>1. Students' achievement reports; Activities report with the students; Student's results;</li><li>2. Any document demonstrates the roles of Academic Advisor e.g: Academic Advisor appointment letter, the sample of student list (extract from SIMS), PA meeting/workshop etc.</li></ol>





## Attainment level for Assessment

Attainment Level	Description
1	PTJ does not show proper implementation of management of assessment-related documents. PTJ does not have a mechanism for ensuring the correctness of the student's results, status and records.
2	PTJ has shown proper implementation of management of assessment-related documents but does not address new requirements. PTJ has a mechanism for ensuring the correctness of the student's results, status and records, but it lacks clarity or consistency.
3	PTJ has shown proper implementation of management of assessment-related documents from the preparatory stage to the award of qualification results, including the appeal process which is regularly reviewed and improved. PTJ provides sufficient autonomy to the relevant departments to develop and review assessment criteria and methods, comprising formative and summative components. The methods of student assessment, policy on plagiarism, grading criteria and results are documented and communicated to students at appropriate schedules. PTJ has a mechanism for ensuring the correctness of the student's results, status and records.
4	The assessment system and methods are systematically documented and analysed and feedback is communicated for improvements of student learning and course delivery. PTJ not only has a well-defined mechanism but also actively contributes to ensuring the correctness of the student's results, status and records through innovative approaches.
5	The review of the assessment system and methods incorporates current global developments and best practices in the discipline that lead to the enhancement of student learning and course delivery. PTJ play an exceptional role in ensuring the correctness of the student's results, status and records. They demonstrate innovation and excellence in supporting students throughout their academic journey.

## 2.2 - CURRICULUM DESIGN, DELIVERY AND ASSESSMENT

### Constructive Alignment

Clauses	Impactful Evidence
<p>2.2.7 Describe how the outcomes of constructive alignment are being deployed in curriculum structure, content, delivery and assessment.</p>	<ol style="list-style-type: none"> <li>1. Minutes of meetings on the periodic review of the curriculum structure;</li> <li>2. The Terms of Reference and the composition of the Program Review Committee;</li> <li>3. Mapping of assessment with PEO and PLO;</li> <li>4. Mapping of CLO with PLO;</li> <li>5. Sample of Course Assessment Plan (CAP at least 5 courses</li> </ol>

## Attainment level for Constructive Alignment

Attainment Level	Description
1	The curriculum structure, content, delivery and assessment are not aligned to the learning outcomes.
2	The curriculum structure, content, delivery and assessment are aligned to the learning outcomes but not reviewed periodically to ensure effectiveness.
3	The curriculum structure, content, delivery and assessment are aligned to the learning outcomes and reviewed periodically to ensure effectiveness.
4	The constructive alignment managed to create a contextually relevant and responsive teaching and learning environment.
5	The constructive alignment managed to improve the student learning experience. Incorporates innovative approaches that enhance the overall educational experience.

## 2.3 - ADMISSION AND MOBILITY

### Student Selection and Admission

Clauses	Impactful Evidence
<p>2.3.1 Describe the process of student selection, admission and appeal, including transfer and exchange students as well as those with special needs.</p>	<ol style="list-style-type: none"> <li>1. Admission policy;</li> <li>2. Appeal policy for student admission;</li> <li>3. Credit Transfer Policy;</li> <li>4. Student Exchange Policy;</li> <li>5. Academic Regulation</li> </ol>

## Attainment level for Clause 2.3.1

Attainment Level	Description
1	PTJ does not show proper implementation of processes of student selection, admission and appeal.
2	PTJ has shown proper implementation of processes of student selection, admission and appeal including transfer and exchange students as well as those with special needs which are not regularly reviewed.
3	PTJ has shown proper implementation of processes of student selection, admission and appeal including transfer and exchange students as well as those with special needs which are regularly reviewed.
4	PTJ provides appropriate developmental or remedial support to suit the student's learning capabilities based on processes of student selection and admission.
5	The processes of student selection and admission provide greater accessibility and equity for successful completion of studies.

## 2.3 - ADMISSION AND MOBILITY

### Mobility, Articulation and Credit Transfer

Clauses	Impactful Evidence
<p>2.3.2 Describe processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions recognising formal, informal and non-formal learning.</p>	<ol style="list-style-type: none"> <li>1. Any documents related to the discussion of student mobility, and credit transfer ie Minutes of meeting JAN/JAF/JAKP;</li> <li>2. Buku Garis Panduan Pengecualian Kredit;</li> <li>3. Academic regulations</li> </ol>



## Attainment level for Clause 2.3.2

Attainment Level	Description
1	PTJ does not show proper implementation of processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions.
2	PTJ has shown proper implementation of processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions.
3	PTJ has shown proper implementation of processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions recognising formal, informal and non-formal learning.
4	The processes covering student mobility, articulation, credit transfer and programme transfer promote greater mobility and recognition.
5	The processes covering student mobility, articulation, credit transfer and programme transfer provide greater flexibility as well as promote lifelong learning.





# AREA 3: TALENT AND RESOURCES

## 3.1 - ACADEMIC STAFF

### Policies

Clauses	Impactful Evidence
<p>3.1.1 Describe procedures and human resource planning to recruit, develop, assess, reward, and promote an academic staff in line with the vision, mission, and institutional goals.</p>	<ol style="list-style-type: none"> <li>1. List of Staff recruited in the past 3 years;</li> <li>2. List of Staff promoted in the last 3 years;</li> <li>3. Any document related ie Panduan Tadbir Urus Pengurusan Autonomi, Watikah Penerimaan Autonomi, Laporan Kenaikan Pangkat Minit Mesyuarat Laporan Penilaian Prestasi Tahunan LNPT (Akademik &amp; Bukan Akademik), Pekeliling Akademik 2019 Penggunaan Sistem MyATP Sebagai Medium Penyediaan SKT &amp; LNPT</li> </ol>
<p>3.1.2 Describe the process of upholding academic integrity at PTJ.</p>	<ol style="list-style-type: none"> <li>1. Policy on academic integrity including plagiarism, and research ethics</li> </ol>

## 3.1 - ACADEMIC STAFF

### Policies

Clauses	Impactful Evidence
<p>3.1.3 Describe the process of addressing the human resources needs.</p>	<ol style="list-style-type: none"> <li>1. HR Development and Strategy Plan and Initiatives;</li> <li>2. Performance analysis report and revised policies/procedures;</li> <li>3. External Examiner Report;</li> <li>4. Audit Finding;</li> <li>5. Sample of KS planning, Keperluan tenaga Pensyarah (KTP)</li> </ol>

## Attainment level for Policies

Attainment Level	Description
1	PTJ does not show proper implementation of human resource planning.
2	PTJ has shown proper implementation of human resource planning but has not been regularly reviewed.
3	PTJ has shown proper implementation of academic integrity and human resource planning to recruit, develop, assess, reward, and promote academic staff in line with the vision, mission, and institutional goals which are regularly reviewed to address the gap between the institutional performance and goals.
4	PTJ uses the result of the review process to further enhance the talent management plan and institutional performance.
5	PTJ regularly improves its practices to ensure the achievement of institutional goals.

## 3.1 - ACADEMIC STAFF

### Implementations

Clauses	Impactful Evidence
<p>3.1.4 Provide an adequate number of qualified academic staff with relevant experience to teach and assess student learning outcomes for each programme.</p>	<ol style="list-style-type: none"> <li>1. Data on staff-student ratio per programme/semester;</li> <li>2. Table of staff qualification levels;</li> <li>3. Percentage of staff with PhD;</li> <li>4. Percentage of full-time staff and turnover rate;</li> <li>5. Manual Proses Pengambilan dan Pelantikan Staf Kumpulan Pengurusan Dan Profesional (Akademik) Panduan Pengurusan Proses Pelantikan Staf Akademik;</li> <li>6. Sampel Surat Perakuan Pendaftaran Badan Profesional;</li> <li>7. Pekeliling Akademik</li> </ol>

## 3.1 - ACADEMIC STAFF

### Implementations

Clauses	Impactful Evidence
<p>3.1.5 Describe how the staff is given sufficient autonomy to focus on areas of their expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically related administrative duties, and community engagement.</p>	<ol style="list-style-type: none"> <li>1. Staff JTOR and KPIs;</li> <li>2. Staff Workload per semester</li> </ol>

## Attainment level for Implementations

Attainment Level	Description
1	PTJ does not have adequate, qualified and experienced academic staff.
2	PTJ has adequate, qualified and experienced academic staff with limited autonomy.
3	PTJ has adequate, qualified and experienced academic staff who are given sufficient autonomy to focus on areas of their expertise, such as curriculum development and implementation, academic assessment and supervision of students, research and writing, scholarly activities, academically related administrative duties, and community engagement and internationalisation.
4	PTJ has created a conducive environment and work culture which resulted in improved academic performance and productivity arising from the given autonomy. Efficient recognition and utilization of staff expertise. Effective involvement in curriculum, academic supervision, research, administrative duties, and community engagement
5	PTJ strives to expand the boundaries of academic autonomy to reflect the progression of intellectual maturity within the institution in achieving academic excellence. Exceptional recognition and utilization of staff expertise, providing maximum autonomy. Highly effective involvement in curriculum, academic supervision, research, administrative duties, and community engagement.

## 3.1 - ACADEMIC STAFF

### Training and Development

Clauses	Impactful Evidence
<p>3.1.6 Provide a list of appropriate and effective training and academic staff development programmes including leadership skills through participation in professional activities, research and industry linkages and other relevant activities.</p>	<ol style="list-style-type: none"> <li>1. List of trainings attended by the staff based on Leadership, Area of expertise, Supervisor/research-related;</li> <li>2. Data on staff active in research grant, publication, PG students, collaboration/linkages with other institutions/industry;</li> <li>3. Data on staff professional membership and external engagement</li> </ol>



## Attainment level for Training and Development

Attainment Level	Description
1	PTJ has limited training and academic staff development programmes.
2	PTJ has basic training and academic staff development programmes.
3	PTJ has appropriate and effective training and academic staff development programmes including leadership skills through participation in professional activities, research and industry linkages and other relevant activities.
4	PTJ regularly reviews and aligns its training and academic staff development programmes to ensure academic staff are able to fulfil their roles and responsibilities in achieving institutional goals.
5	PTJ regularly improves and updates its training and academic staff development programmes to inculcate a culture of innovation and creativity among academic staff to meet the latest developments and future challenges.

## 3.1 - ACADEMIC STAFF

### Performance and Reward

Clauses	Impactful Evidence
<p>3.1.7 Describe how academic staff is evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities.</p>	<ol style="list-style-type: none"> <li>1. Staff Awards – research, teaching, publication, etc.;</li> <li>2. Statistics on staff promotion;</li> <li>3. Any document related to the process evaluated academic staff e.g: sample of Penilaian Prestasi Tahunan, Minute of meeting PPSM Laporan Penilaian Prestasi Tahunan LNPT, Statistik kenaikan pangkat; List of names AAU, APC awarded</li> </ol>

Attainment Level	Description
1	PTJ does not have clear criteria for evaluation and an appropriate reward system for academic staff.
2	PTJ's evaluation and reward system is not aligned with the staff performance.
3	The academic staff has been evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities. A reward system is in place, aligning with academic responsibilities and scholarly activities. Recognition is moderately consistent
4	The evaluation process is efficiently and effectively implemented. Clear criteria, regular intervals, and a comprehensive structure ensure a thorough assessment of academic staff performance. The reward system is efficiently aligned with academic responsibilities and scholarly activities. Recognition is consistent and may include innovative incentives for high performance.
5	PTJ's evaluation and reward system is exceptionally well-aligned with academic responsibilities and scholarly activities. Recognition is consistently provided, incorporating innovative and impactful incentives for outstanding performance, creating a conducive environment and work culture to achieve academic excellence

## 3.2 – NON-ACADEMIC STAFF

Clauses	Impactful Evidence
<p>3.2.1 Provide the number of qualified non-academic staff to support the development and implementation of academic programmes and related activities.</p>	<p>1. Table of staff qualification levels and managerial experience</p>
<p>3.2.2 Provide the training scheme for the non-academic staff to fulfil the specific needs of academic programmes, for example, safety and risk management, maintenance of specialised equipment, and additional technical skills.</p>	<p>1. Staff development plan and training scheme based on needs analysis;  2. Annual appraisal exercise records;  3. Record on innovative contributions by staff;  4. Personal file;  5. File Skop Tugas;  6. Sample of jam Latihan (non-academic);  7. Need Analysis Report</p>

## Attainment level for Clause 3.2

Attainment Level	Description
1	PTJ does not have adequate non-academic staff to support the development and implementation of academic programmes and related activities.
2	PTJ does not have an adequate training programme and performance review mechanism.
3	PTJ has adequate qualified non-academic staff to support the development and implementation of academic programmes and related activities. The PTJ has a training scheme including continuous development and career advancement for the non-academic staff to fulfil the specific needs of educational programmes for example, safety and risk management, maintenance of specialised equipment, and additional technical skills. The PTJ has a performance review scheme for the continuous development and career advancement of the non-academic staff to ensure good university management.
4	PTJ has developed and implemented a training programme and talent management plan for its non-academic staff.
5	The non-academic staff are enabled to contribute towards promoting and maintaining a conducive environment as well as embracing a culture of innovation within PTJ.

### 3.3 – PHYSICAL AND TECHNOLOGY RESOURCES

Clauses	Impactful Evidence
<p>3.3.1 Describe the process for managing educational resources such as classrooms, labs, laptops, computers, projectors, reference books etc.</p>	<ol style="list-style-type: none"> <li>1. Minutes of meetings related to managing educational resources;</li> <li>2. Survey and feedback on educational resources from relevant stakeholders;</li> <li>3. Action/improvement plan to maintain and upgrade physical and IT facilities;</li> <li>4. List of training related to using, maintaining, and upgrading physical and IT facilities;</li> <li>5. Budget allocation for educational resources</li> </ol>

## Attainment level for Clause 3.3.1

Attainment Level	Description
1	PTJ does not show proper implementation on managing educational resources which is not reviewed and improved.
2	PTJ has shown proper implementation in managing educational resources but does not address new requirements.
3	PTJ has shown proper implementation of managing educational resources which are regularly reviewed and improved to support the achievement of programme learning outcomes and institutional goals.
4	PTJ uses the result of the review process to provide a conducive learning environment to achieve institutional goals.
5	PTJ regularly improves the implementation of managing educational resources to achieve teaching and learning excellence in response to current and future challenges.



### 3.3 – PHYSICAL AND TECHNOLOGY RESOURCES

Clauses	Impactful Evidence
3.3.2 Provide maintenance schedule for all the education resources.	<ol style="list-style-type: none"><li>1. List of facilities;</li><li>2. Maintenance schedule;</li><li>3. Surveys on customer satisfaction towards educational resources of the university;</li><li>4. University Complaints and Suggestions System;</li><li>5. Audit Report on physical campus</li></ol>
3.3.3 Describe how the reference books and related references for the course are available for student access.	<ol style="list-style-type: none"><li>1. Reference material record access;</li><li>2. Library brochure with complete information on available facilities;</li><li>3. Subscription of electronic/online databases and resources;</li><li>4. List of facilities provided in the library;</li><li>5. List of library staff</li></ol>



## Attainment level for Clause 3.3.2, 3.3.3

Attainment Level	Description
1	PTJ does not provide adequate educational resources.
2	PTJ has provision for educational resources but not in line with educational and institutional needs.
3	PTJ regularly reviews and improves educational resources including physical facilities, library, equipment, and information and communication technology facilities that are distributed and scheduled according to educational and institutional needs.
4	PTJ uses the result of the review process to assess its quality and appropriateness for current educational needs and regularly improves to keep up with the development in educational practices and changes.
5	PTJ provides state-of-the-art educational resources to achieve academic excellence.

## 3.4 – STUDENTS SUPPORT SERVICES

Clauses	Impactful Evidence
3.4.1 Provide evidence of student extracurricular activities with the list of attendance.	<ol style="list-style-type: none"><li>1. List of student extracurricular activities;</li><li>2. List of attendance;</li><li>3. Customer/stakeholder feedback;</li><li>4. MPP Structure;</li><li>5. Student Activity Report</li></ol>

## Attainment level for Clause 3.4.1

Attainment Level	Description
1	PTJ does not show proper implementation of managing student support services, extra-curricular activities and student representation and participation which is not reviewed and improved.
2	PTJ has shown proper implementation in managing student support services, extra-curricular activities and student representation and participation but does not address new requirements.
3	PTJ has shown proper implementation of managing student support services, extra-curricular activities and student representation and participation for the total learning experience which are regularly reviewed and improved.
4	PTJ uses the result of the review process to provide a conducive environment for a total learning experience.
5	PTJ regularly improves the implementation of managing student support services, extra-curricular activities and student representation and participation to create transformative learning experiences in producing innovative and holistic graduates.

## 3.4 – STUDENTS SUPPORT SERVICES

Clauses	Impactful Evidence
<p>3.4.2 Provide a list of resources supporting student's total learning experience and provide a maintenance schedule for the resources.</p>	<ol style="list-style-type: none"><li>1. List of resources;</li><li>2. Maintenance schedule</li></ol>



## Attainment level for Clause 3.4.2

Attainment Level	Description
1	PTJ does not provide adequate resources for student support services, extra-curricular activities and student representation and participation.
2	PTJ provides resources for student support services, extra-curricular activities and student representation and participation but is insufficient to support the total learning experience.
3	PTJ provides resources for student support services; such as physical, social, financial and recreational facilities, counselling and health services, extra-curricular activities and student representation and participation in the total learning experience which are regularly reviewed and improved.
4	PTJ uses the result of the review process to assess the quality and appropriateness of the resources for a total learning experience in line with student developmental needs.
5	PTJ has exceptionally efficient and effective provision of resources that significantly enhances the total learning experience. A wide variety, high quality, and excellent accessibility are consistently maintained. PTJ has a well-crafted maintenance schedule ensuring resources are regularly updated and in optimal condition. Proactive measures are taken to prevent issues and regularly improve the resources to create transformative learning experiences in producing innovative and holistic graduates.

## 3.5 – FINANCIAL RESOURCES

Clauses	Impactful Evidence
<p>3.5.1 Describe how financial resources are allocated for the programmes.</p>	<ol style="list-style-type: none"> <li>1. Financial Governance Structure;</li> <li>2. SOP for budget application and budget allocation;</li> <li>3. Guidelines for HOD on budget utilisation</li> </ol>
<p>3.5.2 Describe how the resources are deployed in achieving the programme goals and maintaining high educational standards.</p>	<ol style="list-style-type: none"> <li>1. Samples of allocated and expenditure for selected academic programmes;</li> <li>2. New infrastructure or equipment acquired to improve existing or introduce programmes</li> </ol>



## Attainment level for Clause 3.5

Attainment Level	Description
1	Financial resources are inadequately allocated, resulting in significant gaps in funding for the program. Resources are mismanaged or underutilised, hindering the achievement of program goals and compromising educational standards.
2	Some attempts at allocation, but it lack coherence and strategic planning. Funding may not align with the program's needs. Resources are inconsistently utilised, leading to partial achievement of program goals. Educational standards may vary.
3	Financial resources are adequately allocated, covering most program needs. The allocation is generally aligned with program goals. Resources are reasonably well-utilised, contributing to the achievement of program goals and maintaining acceptable educational standards.
4	Financial resources are efficiently allocated, strategically meeting the diverse needs of the program. The allocation is well-aligned with program goals. Resources are effectively deployed, contributing to the achievement of program goals and maintaining high educational standards
5	Exceptionally efficient allocation of financial resources, with a strategic and innovative approach. Resources are optimally aligned with program goals. Resources are deployed exceptionally well, leading to outstanding achievement of program goals and the maintenance of exemplary educational standards.



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# AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY

## 4.1 - MECHANISMS FOR PROGRAMME MONITORING, REVIEW AND EVALUATION

### Policy on Programme Monitoring, Review and Evaluation

Clauses	Impactful Evidence
<p>4.1.1 Describe the monitoring, reviewing, and evaluation process of the programs, including those offered at different locations (Pengurus Utama (PU)/Pengurus Pelaksana (PP)).</p>	<ol style="list-style-type: none"> <li>1. Policies, criteria, guidelines and standards procedure on Programme Monitoring, Review and Evaluation;</li> <li>2. Systems and procedures for Programme Monitoring, Review and Evaluation;</li> <li>3. Minutes meeting (campuses and senate approval)</li> </ol>

## Attainment level for Clause 4.1.1

Attainment Level	Description
1	PTJ does not show proper implementation of monitoring, reviewing and evaluation of its programmes.
2	PTJ has shown proper implementation in monitoring, reviewing and evaluating its programmes, but does not address new requirements.
3	PTJ has shown proper implementation of monitoring, reviewing and evaluation of its programmes, covering the need and/or benchmarking analysis, teaching-learning activities, student assessment, administration and related educational and support services, which are regularly reviewed and updated.
4	The programme monitoring, reviewing and evaluation has resulted in programme improvement.
5	The programme monitoring, reviewing and evaluation enable the institution to overcome current and future challenges.

## 4.1 - MECHANISMS FOR PROGRAMME MONITORING, REVIEW AND EVALUATION

### Processes and Outcomes of Programme Monitoring, Review and Evaluation

Clauses	Impactful Evidence
<p>4.1.2 Provide evidence together with the committee list of programme monitoring, review and evaluation exercises.</p>	<ol style="list-style-type: none"> <li>1. Appointment letters and terms of reference for coordinators and committee for program monitoring, review and evaluation process;</li> <li>2. Surveys or studies need analysis;</li> <li>3. Programme benchmarking reports;</li> <li>4. Programme performance/ review reports;</li> <li>5. Academic Engagement Sessions</li> </ol>
<p>4.1.3 The review and evaluation processes for programmes must include student progression and performance analysis, covering the passing, attrition and employability rates, and review by the programme external advisors to ascertain attainment of the learning outcomes and must be performed with sufficient impartiality.</p>	<ol style="list-style-type: none"> <li>1. Programme assessment/ evaluation reports;</li> <li>2. List of programme assessors;</li> <li>3. Committee for overseeing programme evaluation exercises</li> </ol>



Clauses	Impactful Evidence
<p>4.1.4 The results of the programme review and evaluation as well as the recommendations and areas of improvement must be brought to the attention of the highest relevant authorities in the PTJ.</p>	<ol style="list-style-type: none"><li>1. Minutes of the meeting at PTJ's level discussed the findings of the programme assessment/evaluation;</li><li>2. CDL-CQI Report</li></ol>
<p>4.1.5 PTJ provides Programme Self Review Report (PSRR) monitoring reports for all programmes offered (MQA and Professional Bodies) with the following details:</p> <ol style="list-style-type: none"><li>1. Programme Name</li><li>2. PSRR Status (Complete, Not Complete)</li><li>3. Summary of PSRR Findings (Issues and Advantages)</li></ol>	<ol style="list-style-type: none"><li>1. Programme name;</li><li>2. PSRR status (Complete, not complete);</li><li>3. Summary of PSRR findings (Issues and advantages)</li></ol>

## Template for PSRR Monitoring Reports

No.	Programme Name	PSRR Status (Complete, Not Complete)	Summary of PSRR Findings (Issues and Advantages)
1.			
2.			
3.			
4.			
5.			



## Attainment level for Clauses 4.1.2, 4.1.3, 4.1.4, 4.1.5

Attainment Level	Description
1	PTJ does not appoint any party to coordinate programme monitoring, review and evaluation exercises. The programme monitoring, review and evaluation exercises are not performed at any level in PTJ.
2	The programme monitoring, review and evaluation exercises are headed by designated committees but the coordination does not include collaborative partners, if applicable. The programme review and evaluation processes are incomplete or not performed with sufficient independence/impartiality and the results are not managed effectively.
3	The programme monitoring, review and evaluation exercises are headed by designated committees and involve all parties managing the programme, including collaborative partners, if applicable. The review and evaluation processes for programmes include student progression and performance analysis, covering the passing, attrition and employability rates, and review by the programme's external advisors to ascertain attainment of the learning outcomes and are performed with sufficient impartiality. The results of the programme review and evaluation as well as the recommendations and areas of improvement are brought to the attention of the highest relevant authorities.
4	The results of the programme review and evaluation as well as the recommendations and areas of improvement are brought to the highest relevant authorities in the PTJ to ensure further appropriate measures are being taken to effectively address the gaps.
5	The programme monitoring, review and evaluation exercises have resulted in significant improvement and enhancement of programmes, student's learning experience and the accomplishment of the educational goals.

## 4.2 – INVOLVEMENT OF STAKEHOLDERS

Clauses	Impactful Evidence
<p>4.2.1 Provide a list of relevant stakeholders, including alumni, employers and external experts involved with the programme reviewing process.</p>	<ol style="list-style-type: none"> <li>1. Systems, procedures and guidelines for engaging stakeholders, including alumni and employers;</li> <li>2. List of programme external advisors;</li> <li>3. Alumni and employer surveys;</li> <li>4. Minutes of meeting with programme external advisors;</li> <li>5. Minutes of meeting of programme review committee related to stakeholders' feedback;</li> <li>6. External advisor report</li> </ol>



## Attainment level for Clause 4.2

Attainment Level	Description
1	The programme reviews and evaluation exercises do not involve any external stakeholders.
2	The programme reviews and evaluation exercises do not involve alumni, employers and external experts and the feedback is not systematically documented.
3	The programme reviews and evaluation exercises involve relevant stakeholders, including alumni, employers and external experts and the feedback is systematically documented, analysed and considered in the curriculum and the changes are disseminated.
4	Students are represented in the programme review and evaluation exercises.
5	The involvement of a wide range of stakeholders in programme review and evaluation exercises has resulted in significant improvement and enhancement of the programmes and the accomplishment of the educational goals.

## 4.3 – QUALITY IMPROVEMENT AND ENHANCEMENT

Clauses	Impactful Evidence
<p>4.3.1 Describe an independent department or unit dedicated to, and responsible for, the internal quality assurance system given a prominent status with the direct line of reporting to the head of the institution or the governing board.</p>	<ol style="list-style-type: none"> <li>1. Terms of reference for the department/unit for PTJ's IQA system;</li> <li>2. PTJ's organisation chart shows the position of the IQA department/unit;</li> <li>3. Appointment criteria and terms of reference for the head of the IQA department/unit</li> </ol>
<p>4.3.2 Describe how quality culture is promoted through participatory and cooperative processes across all levels in order to assure quality in education, research, service and management of the institution.</p>	<ol style="list-style-type: none"> <li>1. Quality manuals, documentation and procedures for PTJ's internal processes</li> </ol>



Clauses	Impactful Evidence
<p>4.3.3 Describe mechanisms to implement recommendations for quality improvement and quality enhancement plans, which must be linked with the institutional goals.</p>	<ol style="list-style-type: none"><li>1. Quality plans, including action plans and risk treatment plans for quality improvement/enhancement;</li><li>2. Certificates for quality management systems;</li><li>3. Minutes of PTJ's senate and/or management regarding quality plans and CQI of IQA processes;</li><li>4. KPI monitoring system</li></ol>



## Attainment level for Clause 4.3

Attainment Level	Description
1	PTJ does not show proper implementation of regular reviewing and updating of its internal quality assurance activities.
2	PTJ has shown proper implementation of regular reviewing and updating of its internal quality assurance activities is inadequate for continual quality improvement within the institution. PTJ has a non-independent department or unit responsible for the internal quality assurance system and does not report directly to the head of the institution or the governing board.
3	PTJ has shown proper implementation of regular reviewing and updating of its internal quality assurance activities to ensure continual quality improvement and has an independent department or unit dedicated to, and responsible for, the internal quality assurance system given a prominent status with the direct line of reporting to the head of the institution or the governing board. PTJ promotes quality culture through participatory and cooperative processes across all levels in order to assure quality in education, research, service and management of the institution. PTJ has mechanisms to implement recommendations for quality improvement and quality enhancement plans that are linked with the institutional goals.
4	PTJ regularly reviews and updates its internal quality assurance activities through participatory and cooperative processes across all levels to ensure continual quality improvement for all its core processes and to make continuous efforts to keep abreast with the changes and best practices in quality assurance. PTJ's mechanisms to implement recommendations for quality improvement and quality enhancement plans are dynamically linked to the achievement of the institutional goals and the accomplishment of the strategic plans.
5	PTJ has systematic and integrated mechanisms to embrace the spirit of continual quality improvement based on prospective studies and analyses that lead to the revisions of its current policies and practices, taking into consideration past experiences, present conditions, and future possibilities.

## 4.4 – INSTITUTIONAL SUSTAINABILITY

Clauses	Impactful Evidence
<p>4.4.1 PTJ's strategic and internal processes, including governance, capacity building, quality assurance activities and risk management, must be institutionalised and supported by the highest authority in PTJ to ensure effective implementation and sustainability.</p>	<ol style="list-style-type: none"> <li>1. Policies, guidelines and procedures related to institutional autonomy, and sustainability;</li> <li>2. Documents related to risk management</li> </ol>
<p>4.4.2 Sufficient resources for establishing and maintaining an effective and sustainable quality culture within the institution must be provided.</p>	<ol style="list-style-type: none"> <li>1. Resource allocation plan and fund disbursement for all departments/units;</li> <li>2. Reports on income/wealth generation;</li> <li>3. Minutes of the meeting of PTJ's management of governance on matters of institutional sustainability</li> </ol>

## Attainment level for Clause 4.4

Attainment Level	Description
1	PTJ's strategic and internal processes, including governance, capacity building and quality assurance activities, are not adequately institutionalised.
2	PTJ's strategic and internal processes, including governance, capacity building and quality assurance activities, are institutionalised without sufficient resources.
3	PTJ's strategic and internal processes, including governance, capacity building, quality assurance activities and risk management, are institutionalised and supported by the highest authority in PTJ to ensure effective implementation and sustainability, with sufficient resources to sustain the quality culture.
4	PTJ has institutionalised the strategic and internal processes, which enable it to explore the boundaries of institutional limitation in sustaining quality in education, research, service and management of the institution.
5	PTJ has institutionalised the strategic and internal processes, which enable it to address the latest global development and future challenges in enhancing its global position and recognition.



Documents to be prepared  
by PTJ may include but not  
limited to the list of examples  
provided



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