

COPPA AND INSTITUTIONAL AUDIT – INTERPRETING THE STANDARDS IN CONTEXT OF ATTAINMENT LEVEL

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COPPA – Interpreting the Standards in context of Attainment Level.



PRESENTATION OUTCOMES

At the end of the presentation, the participants will be able to:

Identify documentary evidences, analyse and use them to provide/assess narratives on achieving good attainment levels of the standards being evaluated.

INTRODUCTION

In Area 1 (Programme Development and Delivery), there are 23 questions and statements related to the **17 standards**.

In Area 2 (Assessment of Student Learning), there are 18 questions and statements related to the **11 standards**.

In Area 3 (Student Selection and Support Services), there are 29 questions and statements related to the **20 standards**.

In Area 4 (Academic Staff), there are 22 questions and statements related to the **15 standards**.

INTRODUCTION

In Area 5 (Educational Resources), there are 21 questions and statements related to the **10 standards**.

In Area 6 (Programme Management), there are 21 questions and statements related to the **16 standards**.

In Area 7 (Programme Monitoring, Review and Continual Quality Improvement), there are 12 questions and statements related to the **9 standards**.

NEW APPROACH

The focus of SRR should be on:

- the depth, impact and further improvement of quality in the institutions.
- institutional sustainability through culture changes and responsive to future challenges.
- maintaining quality thus achieving exemplary standards.
- Focus more on the important and significant standards.

ATTAINMENT LEVELS FOR IQA

Attainment Level	Description
1	Shortcomings from the standards depending on the severity of nonconformance.
2	
3	Fulfilment of all the required standards associated to rubrics.
4	Performance that improves effectiveness and encourages changes in culture.
5	Performance that meets global level and can be exemplary.

PRESENTATION OUTLINE

- ❖ INTRODUCTION
- ❖ REVIEW OF AREA 1
- ❖ REVIEW OF AREA 2
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- ❖ REVIEW OF AREA 4
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- ❖ REVIEW OF AREA 7
- ❖ CONCLUDING REMARKS



REVIEW OF AREA 1

Programme Development and Delivery:

1.1 Statement of Educational Objectives of Academic Programmes and Learning Outcomes

1.1.1 The Programme must be **consistent with and supportive of** vision, mission, and goals of the HEP. *(Process of developing IMG)*

1.1.2 The Programme must be considered only after a **need assessment** has indicated that there is a need for the programme to be offered. *(Market survey, Talent Corp; Job Street; Ilmia)*

1.1.3 The Programme must **state** its PEO, PLO, teaching & learning strategies and assessment **ensuring constructive alignment** (CA) between them. *(Mappings, Course Assessment Plans (CAP) and Justifications to illustrate CA; Future Skillsets)*

REVIEW OF AREA 1

Programme Development and Delivery:

1.1.4 The PLOs must **correspond** to an MQF level descriptors and the 8 MQF learning outcomes domains. (*Refer to MQF*)

1.1.5 Considering the PLOs, the Programme must **indicate** the career and further studies options available to the students upon the completion of the Programme. (*Tracer studies – Graduate pathways*)

1.2 Programme Development: Process, Content, Structure, T&L Methods

1.2.1 The Department must have sufficient **autonomy** to design the curriculum and to utilise the allocated resources necessary for its implementation. (*Governance; Academic Policy & Finance Policy: Breakdown on Top-down & Bottom up- Was approval tied to resources?*)

REVIEW OF AREA 1

Programme Development and Delivery:

1.2.2 The Department must have an appropriate **process** to develop the curriculum leading to the approval by the highest academic authority in the HEP. (*Governance on Acad. Prog. Development*)

1.2.3 The Department must **consult** the stakeholders in the development of the curriculum including the educational experts as appropriate. (*Categories/Composition of Stakeholder and Minutes of Meetings or Engagement reports*)

1.2.4 The curriculum must **fulfil** the requirements of the discipline of study, taking into account appropriate programme standards, professional and industry requirements as well as good practices in the field. (*Ref. to regulatory documents; Tables 2-4; -showing compliance*)

REVIEW OF AREA 1

Programme Development and Delivery:

1.2.5 There must be an appropriate T&L methods **relevant** to the PEO and PLOs. (*Monitoring Criteria & Mechanism on Coursefiles – Credibility of Peer Review Panel – CA – Learning Experience (LEx)*)

1.2.6 There must be **co-curricula activities** to enrich students experience and to foster personal development and responsibility. (*Analysis & Justification on how co-curricula activities support PLO and enrich the LEx*)

REVIEW OF AREA 1

Programme Development and Delivery:

1.3 Programme Delivery

1.3.1 The Department must take **responsibility** to ensure effective delivery of the PLOs. (*CA-Monitoring-Learning Environment (LEv) and LEx*)

1.3.2 Students must **be provided with** and briefed on the current information about the objective, structure, outline, schedule, credit value, learning outcomes and method of assessment of the programme at the beginning of their studies. (*Apps/Web & Starter Kits*)

1.3.3 The Programme must have an appropriate **full time coordinator and a team of academic staff** with adequate authority for the effective delivery of the Programme. (*Appropriate Academic or Prof. Qualifications & Diversity of Areas within Discipline – Recruitment Policy, JD LOA*)

REVIEW OF AREA 1

Programme Development and Delivery:

- 1.3.4 The Department must provide students with a **conductive learning environment**. *(Infra- & Info-structure; Supporting facilities & services; Design of learning spaces)*
- 1.3.5 The Department must **encourage** innovations in teaching, learning and assessment. *(Eco-system and Reward/Promotion Schemes/Publications related to innovative teaching and assessment/awards/Training)*
- 1.3.6 The Department must **obtain feedback** from stakeholders to improve the delivery of the PLOs. *(Feedback syst. incl. closing the loop (CCL))*

REVIEW OF AREA 1

Programme Development and Delivery:

- **WAS THE PROGRAMME DEVELOPED BASED ON MARKET/NATIONAL NEEDS?**
- **CAN THE PROGRAMME BE DELIVERED BY THE EXISTING TALENT AND RESOURCES?**
- **WERE THE RESOURCES OPTIMALLY UTILISED IN DEVELOPING AND DELIVERING THE PROGRAMME?**

EXERCISE

You are to work in groups;

1. Interpret the Standards of an AREA that is assigned to your group.
2. Have UiTM attained level 3?
3. Identify the evidences that UiTM can be put forward for attainment levels 4 & 5

For each of the standards, write a narrative using 80-120 words.

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- ❖ CONCLUDING REMARKS



REVIEW OF AREA 2

Assessment of Student Learning:

2.1 Relationship between assessment and Learning Outcomes

2.1.1 Assessment principles, methods and practices must be **aligned** to the PLOs, consistent with the levels defined in the MQF. (*CA of Course Assessment Plans (CAP)-Innovative Assessment Methods (IAMs)*)

2.1.2 The alignment between assessment and the PLOs must be **systematically and regularly reviewed** to ensure its effectiveness.

(Training of Acad. Staff-Monitoring Criteria & Mech – CA – LEx-LO)

2.2 Assessment Methods

2.2.1 There must be **a variety of methods and tools** that are appropriate for the assessment of learning outcomes and competencies. (*Diverse and IAMs;*

Formative/Summative; CA – LEx-LO)

REVIEW OF AREA 2

Assessment of Student Learning:

2.2.2 There must **be mechanisms** to ensure and to periodically review the validity, reliability, currency and fairness of the assessment method. *(Training of Acad. Staff- Policy, Guidelines & SOPs- Second Examiner-Ext. Examiner)*

2.2.3 The frequency, methods and criteria of student assessment –including the grading criteria and appeal policies- **must be documented and communicated** to the students on the commencement of the programme. *(Policies and Processes with evidences)*

2.2.4 Changes to student assessment methods must **follow established procedures and regulations** and must be **communicated** to the students prior to their implementation. *(As above)*

REVIEW OF AREA 2

Assessment of Student Learning:

2.3 Management of Student Assessment

2.3.1 The Department and academic staff must have **adequate level of autonomy** in the management of student assessment. *(Policies and Processes with evidences)*

2.3.2 There must be **mechanisms** to ensure the security of assessment documents and records. *(Policies and Processes with evidences)*

2.3.3 The assessment results must be **communicated** to the students before the commencement of the new semester to facilitate progression decision. *(Policies and Processes with evidences)*

REVIEW OF AREA 2

Assessment of Student Learning:

2.3.4 The Department must have **appropriate guidelines and mechanisms** for students to appeal their course results. *(Policies and Processes with evidences)*

2.3.5 The Department must **periodically review** the management of student assessment and **act on the findings** of the review (For level 6-must involve external examiners). *(Policies/Processes, Minutes of meetings and Evidences of ODL)*

REVIEW OF AREA 2

Assessment of Student Learning:

- **WERE STUDENTS' ASSESSMENTS CONSTRUCTIVELY ALIGNED TO DELIVERY, CONTENT AND OUTCOMES?**
- **WERE ASSESSMENT TOOLS USED INNOVATIVE?**
- **WERE ASSESSMENTS VALID, RELIABLE, CURRENT AND FAIR?**
- **SYSTEMS RELATED TO EXAMS ARE REGULARLY REVIEWED TO ENSURE SAFETY AND SECURITY?**

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REVIEW OF AREA 3

Student Selection and Support Services:

3.1 Student Selection

3.1.1 The Programme must have **clear criteria and processes** for student selection (including transfer students) and these must be consistent with applicable requirements. *(Policies, Guidelines and Processes with evidences)*

3.1.2 The criteria and processes for student selection must be **transparent and objective**. *(Academic Regulation & Prospectus- Compliance)*

3.1.3 Student enrolment must **related** to the capacity of the department to effectively deliver the programme. *(Cross check against Resources & Program Standards – comply to minimum requirement-LEv)*

REVIEW OF AREA 3

Student Selection and Support Services:

3.1.4 There must be a **clear policy, if applicable, appropriate mechanisms** for appeal on student selection. *(Policies & Procedures)*

3.1.5 The Department must offer **appropriate developmental or remedial support** to assist students including, incoming transfer students who are in need. *(Student Support System-Lex-LEv)*

3.2 Articulation and Transfer

3.2.1 The Department must **well-defined policies and mechanisms** to facilitate student mobility, which may include student transfer within and between institutions as well as, cross-border. *(Policies/Procedures and Supporting Unit-LEv-LEx)*

REVIEW OF AREA 3

Student Selection and Support Services:

3.2.2 The Department must **ensure** that incoming transfer students have the capacity to successfully follow the programme. *(Policies/Procedures and Student Support System- Performance/Testimonials- LEx-LEx)*

3.3 Student Support Services

3.3.1 Students must have access to **appropriate and adequate support services**, such as physical, social, financial, recreational and on-line facilities, academic and non-academic counselling and health services. *(Physical; Facilities and Student Support Services - Testimonials- LEx)*

REVIEW OF AREA 3

Student Selection and Support Services:

3.3.2 There must be **a designated administrative unit**, with a prominent organisational status in the HEP responsible for planning and implementing student support services staffed by individuals with appropriate experience. *(Org. Chart, Staff lists with cv, Activities Report- Testimonials - LEv-LEx)*

3.3.3 An **effective induction to the programme** must be available to new students, with special attention given to out of state and international students as well as students with special needs. *(Induction Week Programme Book, Budget Approval – Testimonial - LEv-LEx)*

REVIEW OF AREA 3

Student Selection and Support Services:

3.3.4 Academic, non-academic and career counselling must be **provided by adequate and qualified staff**. *(Staff lists with cv - LEv-LEx)*

3.3.5 There must **mechanisms** that actively identify and assist students who are in need academic, spiritual, psychological and social support. *(Policies, Designated Staff lists - LEv-LEx)*

3.3.6 The HEP must have **clearly defined and documented processes and procedures** in handling students disciplinary cases. *(Policies/Procedures with evidences - LEv)*

3.3.7 There must be an effective **mechanism** for students to voice out their grievances and seek resolution on academic and non-academic matters. *(Policies/Procedures with evidences - LEv- LEx)*

REVIEW OF AREA 3

Student Selection and Support Services:

3.3.8 Student support services must be **evaluated regularly** to ensure their adequacy, effectiveness and safety. *(Policies/Procedures with evidences – LEv- LEx)*

3.4 Student Representation and Participation

3.4.1 There must be **well disseminated policies and processes** for active student engagement especially in areas that affect their interest and welfare. *(Policies/Procedures with evidences – LEv- LEx)*

3.4.2 There must be **adequate student representation and organisation** at institutional and departmental levels. *(Policies/Procedures with evidences at Institutional & Departmental lvls- LEv- LEx)*

REVIEW OF AREA 3

Student Selection and Support Services:

3.4.3 Students must be **facilitated** to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial and leadership skills in preparation for the workforce. *(Policies/Procedures- examples-LEv- LEx)*

3.4.4 Students activities and organisations must be **facilitated** to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship. *(Policies/Procedures - examples-LEv- LEx)*

REVIEW OF AREA 3

Student Selection and Support Services:

3.5 Alumni

3.5.1 The department must **foster active linkages** with alumni to develop, review and continuously improve the programme. *(List of activities-analysis of Effectiveness - impact of engagement)*

- **STUDENTS' SUPPORT SYSTEM CREATES A CONDUSIVE LEARNING ENVIRONMENT and PROMOTE GOOD LEARNING EXPERIENCES?**

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REVIEW OF AREA 4

Academic Staff:

4.1 Recruitment and Management

4.1.1 The Department must have a **clearly defined plan** for its academic manpower needs consistent with institutional policies and programme requirements. *(HR policies & Implementation; staff workload)*

4.1.2 The Department must have a **clear documented academic staff recruitment policy**, where the criteria for selection are based primarily on academic merit or relevant experience. *(HR policy; Compliance to criteria; Prevention of fraud- LEv- LEx)*

4.1.3 The Staff-Students ratio must be **appropriate to the T&L methods and comply with** the program standards for the discipline (Guidelines: Academic Staff Workload) *(Compliance; LEv- LEx)*

REVIEW OF AREA 4

Academic Staff:

4.1.4 The Department must have **adequate and qualified academic staff** responsible for implementing the programme. The expected ratio of FT-PT academic staff is 60:40. *(Compliance; Table 5- LEv- LEx)*

4.1.5 The policy of Department must **reflect** an equitable responsibilities among the academic staff. *(HRpolicies; staff workload)*

4.1.6 The recruitment policy for a particular programme must seek **diversity** among the academic staff **in terms of experience, approaches and backgrounds**. *(HRpolicies; staff diversity; staff workload -Lev-LEx)*

REVIEW OF AREA 4

Academic Staff:

4.1.7 Policies and procedures for recognition through promotion, salary increment or other remuneration must be **clear, transparent and based on merit**. *(HR policies & promotion criteria; staff happiness index-LEv)*

4.1.8 The Department must have **national and international linkages** to provide for the involvement of experienced academics, professionals and practitioners in order to enhance T&L in the programme. *(Programme Improvement; Staff Development; Staff Mobility-LEv-LEx)*

REVIEW OF AREA 4

Academic Staff:

4.2 Service and Development

4.2.1 The Department must **have policies** addressing matters related to service, development and appraisal of academic staff. *(HR policies on staff service, development and appraisal; Appraisal instrument-Happiness Index-LEv)*

4.2.2 The Department must **provide opportunities** for academic staff to focus on their respective areas of expertise. *(HR policies & Staff workload; Opportunities for consulting works, attachment and attending conferences)*

4.2.3 The HEP must have **clear policies** on conflict of interest and professional conduct including procedures for handling disciplinary cases among academic staff. *(HR policies & Implementation)*

REVIEW OF AREA 4

Academic Staff:

4.2.4 The HEP must have **mechanisms and processes** for periodic student evaluation of the academic staff quality improvement. *(HR policies on staff appraisal by students- Student Satisfaction Index-LEv, Lex)*

4.2.5 The Department must have **a development programme** for new academic staff and CPD for existing staff. *(HR policies on staff training; monitoring mechanism and effectiveness of training program-LEv)*

4.2.6 The HEP must **provide opportunities** for academic staff to participate in professional, academic and other relevant activities at national and international levels to obtain professional qualifications and to enhance T&L experience. *(As above)*

REVIEW OF AREA 4

Academic Staff:

4.2.7 The Department must **encourage and facilitate** its academic staff to play an active role in community and industry engagement activities. *(HR policies; Support by HE; Effectiveness of engagements; Reward system)*

REVIEW OF AREA 4

Academic Staff:

- **DO HR POLICIES AND STAFF SUPPORT SYSTEM CREATES A CONDUSIVE WORKING ENVIRONMENT?**
- **DOES THE WORKING ENVIRONMENT GIVES HIGH HAPPINESS INDEX?**
- **IS THE REWARD SYSTEM CONSTRUCTIVELY ALIGNED TO WORKLOAD AND JOB ASSIGNED?**
- **CAN THE STAFF CREATE A CONDUSIVE LEARNING ENVIRONMENT AND PROVIDE A GOOD LEARNING EXPERIENCES TO STUDENTS?**

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REVIEW OF AREA 5

Educational Resources:

5.1 Physical Facilities

5.1.1 The Programme must have **sufficient and adequate physical facilities and educational resources** to ensure its effective delivery, including facilities for practical-based programmes and those with special needs. *(List & Categories of Facilities; T&L for Edu4.0; Learning Space;- LEv-LEx)*

5.1.2 The physical facilities must **comply with** the relevant laws and regulations. *(Governance; Policies; HSE Committee; Safety Certificates; List of Contracts related to Health& Safety- LEv-LEx)*

5.1.3 The library/resource centre must have **adequate and up to date reference materials and qualified staff** to meet the needs of the programme and research amongst academic staff and students. *(List of Material; purchasing policy; monitoring of use; impact to HEP KPIs - LEv-LEx)*

REVIEW OF AREA 5

Educational Resources:

5.1.4 The educational resources, services and facilities must be **maintained and periodically reviewed** to improve the quality and appropriateness. *(Monitoring and Evaluating Effectiveness of service; Intervention Measures)*

REVIEW OF AREA 5

Educational Resources:

5.2 Research and Development

5.2.1 The Department must have a **research policy** with adequate facilities and resources to sustain. *(Policies and Support Services- LEv-LEx)*

5.2.2 The interaction between research and learning must be **reflected** in the curriculum, influence current teaching and encourage and prepare students for engagement in research, scholarship and development. *(Sample courses; Selected researchers; Content & delivery - LEv-LEx)*

5.2.3 The Department must **periodically review** its research resources & facilities and take appropriate action to enhance its research capabilities and to promote a conducive research environment. *(Policies and Support Services- LEv-LEx)*

REVIEW OF AREA 5

Educational Resources:

5.3 Financial Resources

5.3.1 The HEP must **demonstrate financial viability and sustainability** for the Programme. *(Budget; Audited Financial Statement; Initiatives towards Financial Sustainability)*

5.3.2 The HEP must have a **clear line of responsibility and authority** for budgeting and resource allocation that takes into account specific needs of the department. *(Governance; Budgeting; Examples based on initiatives and Departments; Comp budget vs expenditure)*

5.3.3 The Department must **have clear procedures** to ensure that its financial resources are sufficient and managed efficiently. *(Budget; allocation and monitoring system; Financial Sustainability; Two-year financial plan)*

REVIEW OF AREA 5

Educational Resources:

- **WERE POLICIES FOR EDUCATIONAL RESOURCES, INFRA- & INFO-STRUCTURE DEVELOPMENT SUPPORTED BY ADEQUATE BUDGET?**
- **WERE THERE ADEQUATE STAKEHOLDER ENGAGEMENT IN PRIORITISING THE BUDGET?**
- **WHAT PERCENTAGE WAS ALLOCATED FOR T&L TECHNOLOGIES IN LINE WITH EDU4.0 and IR4.0?**
- **WAS THERE MONITORING IN THE FORM OF SSI TO ENSURE A CONDUSIVE LEARNING ENVIRONMENT LEADING TO GOOD LEARNING EXPERIENCE?**

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REVIEW OF AREA 6

Programme Management:

6.1 Programme Management

6.1.1 The Department must **clarify its management structure and function** and the relationships between them and these must be **communicated** to all parties involved based on the principles of responsibility, accountability and transparency.

(Governance; Org. Chart; Job Description; Minutes of Meetings)

6.1.2 The Department must **provide accurate, relevant and timely information** about the programme which are easily and publicly accessible, especially to prospective students. *(Apps/Brochures-print or digital; Monitoring of Feedback and CQI)*

REVIEW OF AREA 6

Programme Management:

6.1.3 The Department must have **policies, procedures and mechanisms** for regular reviewing and updating its structures, functions, strategies and core activities to ensure CQI. *(Policies & Procedures; Minutes of Meetings related to CQI)*

6.1.4 The academic board and department must be an **effective decision making body** with an adequate degree of autonomy. *(Governance; Minutes of Meetings- Efficiency & Effectiveness)*

6.1.5 Mechanisms to ensure functional integration and comparability of educational quality **must be established** for programmes conducted on different campuses or partner institutions (see also standard 7.1.7 in Area 7). *(Governance; Org Chart; IQA Policies & Procedures; IQA Reports; Minutes of Meetings)*

REVIEW OF AREA 6

Programme Management:

6.1.6 The Department must **conduct** internal and external consultation, market needs and graduate employability analyses (see also standard 1.1.2, 1.2.2 and 7.1.6). *(Policies; Procedures; List of Activities; Budget allocation; Mechanism for monitoring and evaluating effectiveness)*

6.2 Programme Leadership

6.2.1 The criteria for the appointment and the responsibilities of the programme leader must be **clearly stated**. *(HR Policies & Criteria; Appointment Process; Compliance)*

6.2.2 The programme leader must have **appropriate qualifications, knowledge and experiences** related to the programme he/she is responsible for. *(JD, CV, Changes made)*

REVIEW OF AREA 6

Programme Management:

6.2.3 There must be **mechanisms and process** for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision making process. *(Governance; Budget; Minutes of meeting – major decision with high impact; LEv, LEx, LO)*

6.3 Administrative Staff

6.3.1 The Department must have **sufficient number of qualified administrative staff** to support the implementation of the programme and related activities. *(HR Policies; Staff workload; Job Description; Adequacy Audit Report)*

REVIEW OF AREA 6

Programme Management:

6.3.2 Regular performance review of administrative staff of the programme must be **conducted**. (*HR Policies; Criteria & Analysis of staff performance report; Interventions and Rewards*)

6.3.3 The Department must have an **appropriate training scheme** for the advancement of the administrative staff as well as to fulfil the specific needs of the programme. (*HR Policies; on training & promotion; Analysis on staff training; Promotion criteria; Analysis on staff promotion*)

6.4 Academic Records

6.4.1 The Department must have **appropriate policies and practices** concerning the nature, content and security of student, academic staff and other academic records. (*Policies on Records; Confidentiality, Security & Safety of Print and Digital Records; Archive Unit; Data Centre & DRC*)

REVIEW OF AREA 6

Programme Management:

6.4.2 The Department must **maintain** student records relating to their admissions, performance, completion and graduation in such form as is practical and preserve these records for future reference. (*As above*)

6.4.3 The Department must **implement** policies on the rights of individual privacy and the confidentiality of records. (*PDPA-compliance*)

6.4.4 The Department must **continuously review** policies on the securities of records including the increased use of electronic technologies and safety systems. (*Policies; Procedures; Minutes of Meetings*)

REVIEW OF AREA 6

Programme Management:

- **ARE GOVERNANCE AND POLICIES CLEAR ON LIMITS OF AUTHORITY, RESPONSIBILITY AND ACCOUNTABILITY?**
- **IS THE MANAGEMENT LEAN ENOUGH TO ALLOW EFFICIENT AND EFFECTIVE DECISION MAKING?**
- **ARE MANAGEMENT AND ADMINISTRATIVE POSITIONS BEING GIVEN TO COMPETENT AND EXPERIENCE STAFF?**
- **IS THERE CLEAR EVIDENCE THAT THE MANAGEMENT TEAM MONITORS THE PERFORMANCE OF THE INSTITUTION, STAFF and STUDENTS?**
- **ARE THERE REGULAR AND CONSISTENT REVIEWS THAT LEADS TO BETTER LEARNING ENVIRONMENT and LEARNING EXPERIENCE?**

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REVIEW OF AREA 7

Programme Monitoring, Review and CQI:

7.1 Mechanisms for Programme Monitoring, Review and CQI

7.1.1 The Department must have clear policies and appropriate mechanisms for regular monitoring and review of the programme. *(IQA Governance; IQA Policies on Acad Prog; Procedures; Minutes of Meetings(MbM))*

7.1.2 The Department must have a QA unit for internal quality assurance of the department to work hand in hand with the QA unit of the HEP. *(IQA Governance; Op. Chart; Qualified Staff; Procedures; MbM)*

7.1.3 The Department must have an internal monitoring and review committee with a designated head responsible for continual review of the programme to ensure its currency and relevancy. *(Composition of Committee; Stakeholder Engagement; Procedures; MbM)*

REVIEW OF AREA 7

Programme Monitoring, Review and CQI:

7.1.4 The Department's review system must constructively **engage stakeholders** including the alumni and employers as well as the external expertise, whose views are taken into consideration (See also standard 1.2.3). *(Stakeholder Engagement; IAP, Ext. Examiner; Visiting Professors; Adj. Professors; Procedures; MbM-Improvements)*

7.1.5 The Department must make the programme **review report accessible** to stakeholders. *(Reports sent to all stake holders (see above); Published on Website?)*

7.1.6 Various aspects of students performance, progression, attrition, graduation and employment must be **analysed** for the purpose of CQI. *(Results of Analysis; Actions Taken; MbM-improved LEv, LEx & LO)*

REVIEW OF AREA 7

Programme Monitoring, Review and CQI:

7.1.7 In collaborative arrangements, the partners involved must **share the responsibilities** of the programme monitoring and review. *(Policies; MOU Monitoring mechanisms; CQI- MbM)*

7.1.8 The findings of a programme review must be **presented to the HEP** for its attention and further action. *(Findings presented at Faculty Acad. Board; Senate; BOD) Resulting action taken)*

7.1.9 There must be **an integral link** between the departmental quality assurance processes and the achievement of the institutional purpose. *(IQA Governance; Op. Chart; Procedures; MbM)*

REVIEW OF AREA 7

Programme Monitoring, Review and CQI:

- **DOES THE QA SYSTEM AT THE HEI EMBRACE THE PDCA CYCLE?**
- **ARE THERE CLEAR EVIDENCES OF QUALITY CULTURE IN THE HEI?**
- **DOES THE QA SYSTEM LEADS TO BETTER WORKING CONDITION, LEARNING ENVIRONMENT, LEARNING EXPERIENCE with HIGH LO ATTAINMENT?**
- **DOES THE QA SYSTEM LEADS TO BETTER EFFICIENCY, EFFECTINESS AND FINANCIAL SUSTAINABILITY?**

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CONCLUDING REMARKS

A good SRR will only result from a team that is honest and have high integrity with a sincere intention of improving the quality of the Programme.

Quality enhancement at the both programmes and HEP will lead to self accreditation status.

Terimakasih!

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"...ku sempurnakan seikhlas hati..."