UNIT JAMINAN KUALITI AKADEMIK
Academic Quality Assurance Unit
Jabatan Hal Ehwal Akademik
Universiti Utara Malaysia

<u>SENARAI SEMAKAN UJKA-01/UJKA-02</u>

No. Rujukan		**Disemak oleh:**	
Nama Program		Nama : Tandatangan : Tarikh :	

<u>PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER</u>

BIL	ITEM	YES	NO	COMMENT
1.	Name of the higher education provider (HEP):			
2.	Date of establishment:			
3.	Reference No. of the Approval for Establishment:			
4.	Name, title and designation of the chief executive officer:			
5.	Address: • Address: • Correspondence (if different from above)			
6.	Tel:			
7.	Fax:			
8.	Email:			
9.	Website:			
10.	Names and addresses of Faculties/School/ Departments/ Centres (if located outside the main campus):			
11.	Names and addresses of branch campuses (if applicable):			
12.	List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and no. of programmes offered:			
13.	Details of all programmes currently conducted by the HEP (and its branch campuses):			
14.	Total number of academic staff:			
15.	Total number of students:			
16.	Student attrition rate:			
17.	Total number of administrative and support staff:			
18.	Provide the organisational chart of the HEP:			
19.	Contact person			

PART B: PROGRAMME DESCRIPTION

BIL	ITEM	YES	NO	COMMENT
1.	Name of the award (as in the scroll to be awarded):			
2.	MQF level:			
3.	Credit value:			
4.	Type of award (e.g., single major, double major, etc.):			
5.	Field of study:			
6.	Language of instruction:			
7.	Mode of study (e.g., full-time/part-time, etc.):			
8.	Mode of delivery (lecture/tutorial/lab/field work/studio, etc.):			
9.	Method of delivery (Conventional/Distance learning, etc.):			
10.	Duration of study:			
11.	Entry requirements:			
12.	Estimated date of first intake: month/year			
13.	Projected intake and enrolment:			
14.	Estimated date of pioneer graduation: month/year			
15.	Expected areas of graduates employment:			
16.	Awarding body: • Own • Others			
17.	A sample of scroll to be awarded should be attached:			
18.	Indicate the following details of this programme that have been approved and conducted in other sites (if applicable):			
19.	Location of the programme for this application:			

PART C: PROGRAMME STANDARDS

Programme accreditation covers standards in nine areas of evaluation. There are two levels of these standards, i.e., benchmarked standards and enhances standards. The former is expressed by a "must" which means that the Higher Education Provider (HEP) must comply, whilst the latter is expressed by a "should" which means that the HEP is encourage to fulfil them.

BIL	ITEM	YES	NO	COMMENT
INFORMATION ON AREA 1: VISION,MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES				
1.1	**Statement of Programme Aims, Objectives and Learning Outcomes**			
	Information of Benchmarked Standard			
	1.1.1 State the aims, objectives and the learning outcomes of the programme. How are these aims, objectives and learning outcomes made known to the department's internal and external stakeholders? Who were consulted in developing the aims, objectives and learning outcomes of the programme?			
	1.1.2 What is the vision and mission of the HEP? Show how the aims, objectives and learning outcomes of the programme are in line with, and supportive of, the vision and mission of the HEP.			
	1.1.3 Provide the justification for the proposed programme. How does this programme fulfil the market needs and contribute to the social and national development? How does this programme relate to other programmes offered by the department?			
	Information on Enhanced Standards			
	1.1.4 How do the programme aims, objectives and learning outcomes incorporate issues of leadership, social responsibility, scholarship, community involvement, ethical values and professionalism?			
	1.1.5 Indicate those who are consulted – and the degree of their involvement – in both the formulation and periodic review of programme aims, objectives and learning outcomes.			
1.2	**Learning Outcomes**			
	Information of Benchmarked Standard			

	1.2.1 State the programme learning outcomes according to the level of study based on the following eight MQF learning outcomes domains:
	
	    i. Knowledge
	    ii. Practical skills
	    iii. Social skills and responsibilities
	    iv. Ethics, professionalism and humanities
	    v. Communication, leadership and team skills
	    vi. Scientific methods, critical thinking and problem solving skills
	    vii. Lifelong learning and information management skills
	    viii. Entrepreneurship and managerial skills			

	1.2.2 Map the learning outcomes of the individual courses to the eight MQF domains. (Matrix of Programme and Module Learning Outcomes as provided in Table 3)			
	1.2.3 Show how the achievement of the outcomes are measured.			
	1.2.4 Describe how the learning outcomes relate to the existing and emergent needs of the profession and the discipline.			
	Information on Enhanced Standards			
	1.2.5 Explain how the competencies are related to the needs of the students' future workplace.			
INFORMATION ON AREA 2: CURRCIULUM DESIGN AND DELIVERY				
2.1	**Academic Autonomy**			
	Information on Benchmarked Standards			
	2.1.1 Describe the provisions and practices that ensure the autonomy of the department in curriculum design and delivery, and in allocation of resources. Provide supporting documents where appropriate.			
	2.1.2 Show the relationship between the departmental board and the senate.			
	2.1.3 How does the department ensure that the academic staffs have sufficient autonomy in areas of his expertise?			
	Information on Enhanced Standards			
	2.1.4 State the departmental policies and practices to address conflict of interest, for example, staff involvement in private practice, part-time employment and consultancy services.			
	2.1.5 What are the HEP's plans to expand the autonomy of the academic staff? What is the department's role and how does it support this?			
2.2	**Programme Design and teaching-Learning Methods**			
	Information on Benchmarked Standards			
	2.2.1 Describe the processes, procedures and mechanisms for curriculum development. How are the academic and administrative staffs involved in this process?			
	2.2.2 What are the various teaching and learning methods used in curriculum delivery to achieve the programme learning outcomes? Describe them.			
	2.2.3 Show evidence that the department have considered market and societal demand for the programme as well as sufficient resources to run it.			

	2.2.4 Explain how the programme promotes critical enquiry, develop problem solving, decision making, and analytical thinking skills, as well as encourages students to take active responsibility for their learning, and prepares them for lifelong learning.			
	2.2.5 Describe the diverse learning methods and sources, within and outsides the classroom, where students acquire knowledge, mastery of skills, and develop attitudes and behavior in preparation for their learning, individual growth, future work and responsible citizenry (e.g., co-curriculum)			
	Information on Enhanced Standards			
	2.2.6 Show how the programme encourages a multi-disciplinary approach and co-curricular activities in enhancing and enriching the personal development of the learner.			
	2.2.7 How are external sources engaged in the needs analysis for this programme? How are their commentaries utilized to improve the programme?			
	2.2.8 What are the co-curricular activities that enrich student learning experience, and foster personal development and responsibility?			
2.3	**Curriculum Content and Structure**			
	Information on Benchmarked Standards			
	2.3.1 Classification of subjects (Provide information where applicable in Table 1):			
	2.3.2 List the subjects offered in the programme, and include their classification. Please arrange by year and semester offered as in Table 2.			
	2.3.3 Basic information of each course/module (Provide information where applicable in Table 3.)			
	2.3.4 What are the department's plan to periodically review the programme to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of society?			
	Information on Enhanced Standards			
	2.3.5 Show evidence that the department has the mechanism in place to access to the latest development in the field of study.			
2.4	**Management of the Programme**			
	Information on Benchmarked Standards			
	2.4.1 Provide a sample of the Student Study Guide, Student Handbook and Student Project Handbook, where applicable.			
	2.4.2 State the manner in which the academic management of the programme is carried out, including those pertaining to curriculum development, programme management and student feedback.			

	2.4.3 State the designation, responsibility and authority of the main academic officer and committee responsible for the programme. Do they have adequate resources? Show evidence.			
	2.4.4 Describe the review and evaluation process for the programme and the utilization of the results.			
	2.4.5 Show how the learning environment nurtures scholarly and creative achievements.			
	Information on Enhanced Standards			
	2.4.6 Describe the department's initiative to encourage innovations to teaching-learning.			
	2.4.7 Show how the department engages external expertise in the review and evaluation of the programme.			
2.5	**Linkages with External Stakeholders**			
	Information on Benchmarked Standards			
	2.5.1 Describe the links that exist between the department and its external stakeholders for the purpose of curriculum improvement.			
	Information on Enhanced Standards			
	2.5.2 State the existing mechanism to obtain and utilize feedback from employers for the improvement of the curriculum, training and workplace exposure.			
	2.5.3 What opportunities are available to students to have linkages with external stakeholders?			
INFORMATION ON AREA 3 : ASSESSMENT AND LEARNING				
3.1	**Relationship Between Assessment and Learning**			
	Information on Benchmarked Standards			
	3.1.1 Explain how assessment principles, methods and practices are aligned to the learning outcomes and programme content.			
	3.1.2 State how assessment of students is consistent with the levels defined in the MQF and its eight domains of learning (e.g., critical thinking, problem solving, integrated learning, lifelong learning, etc.)The HEP may provide the information in a matrix form similar to what is required for 1.2.2 as well as Table 3 in 2.3.3.			
	3.1.3 Indicate how the department monitors student assessment to reduce curriculum overload and encourage integrated learning.			
	3.1.4 Describe how the department ensures that appropriate attitudes are inculcated and assessed (e.g., respect for socio-cultural diversity, sensitivity to rights of others, cost effectiveness, teamwork, lifelong learning).			

	Information on Enhanced Standards			
	3.1.5 Describe how the link between assessment and learning outcomes are periodically reviewed to ensure its effectiveness.			
3.2	**Assessment Methods**			
	Information on Benchmarked Standards			
	3.2.1 Describe the student assessment methods in terms of its duration, diversity, weightage, criteria and coverage, and how these are documented and communicated to the students.			
	3.2.2 Describe how the assessment methods, including that of practical training, clinical training, studio projects, demonstration and the like, can measure the students' achievement of the learning outcomes.			
	3.2.3 How is the assessment methodologies reviewed periodically to ensure currency with development in best practices?			
	3.2.4 Explain how the HEP monitors the reliability and validity of student assessment over time and across sites.			
	3.2.5 Describe how the review of the assessment methods in the programme is conducted (e.g., the existence of a permanent review committee on assessment, or in consultation with external assessors and examiners, students, alumni, industry).			
	Information on Enhanced Standards			
	3.2.6 Describe how the internal assessments are comparable to that of external best practices (e.g., through evaluation by external examiners, in comparison with student assessment held in reputable institutions).			
	3.2.7 Describe how external expertise, locally and internationally, are consulted in the review of the assessment system.			
3.3	**Management of Student Assessment**			
	Information on Benchmarked Standards			
	3.3.1 Describe the authority responsible for assessment policy and their terms of reference.			
	3.3.2 Explain the mechanism used to ensure the credibility, reliability and fairness of the assessment system (for example, the use of external expertise, consultant internal and external vetting, and continuous monitoring) in accordance with established procedures and regulations.			
	3.3.3 Indicate the committees and processes for: i. Verification and moderation of summative assessment; and ii. Benchmarking academic standards of assessment.			
	3.3.4 Describe how confidentiality and security are ensured in student assessment processes and of academic records.			

	3.3.5 Explain how assessment performance and results are made available to students.			
	3.3.6 Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.			
	3.3.7 How are records made available to students for purposes of feedback on performance, review and corrective measures?			
	3.3.8 Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?			
	3.3.9 Explain the mechanism to review and implement new methods of assessment.			
	3.3.10 Append a copy of Regulations of Examination.			
	Information on Enhanced Standards			
	3.3.11 How are student representatives, academic staff and stakeholders involved in improving the system of student assessment?			
	3.3.12 How autonomous is the department and its academic staff in the management of student assessment?			
	3.3.13 Explain the nature of the independent external scrutiny of student assessment to improve the management of the assessment system.			
INFORMATION ON AREA 4 : STUDENT SELECTION AND SUPPORT SERVICES				
4.1	**Admission and Selection**			
	Information on Benchmarked Standards			
	4.1.1 Who is responsible for student selection? State the academic criteria and the mechanisms for admission to the programme and any other additional requirements. Show evidence that the admission policy and mechanism is free from discrimination and bias.			
	4.1.2 Provide evidence that the students selected fulfil the admission policies.			
	4.1.3 Describe the admission mechanism and criteria for students with other equivalent qualifications (where applicable).			
	4.1.4 Show how the criteria and mechanism ate published and disseminated.			
	4.1.5 Describe the appeal mechanism.			
	4.1.6 Describe the characteristics of students admitted. Provide a copy of any technical standards that have been deployed for the admission of students with special needs.			

	4.1.7 Indicate the forecast student intake for the next five years. (Refer also to item 13 of Part B). Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanism that exist for adjustments, taking into account the admission of visiting, exchange and transfer students.			
	4.1.8 Describe how the selection methods comply with the HEP's social responsibilities, human resource requirements and needs for further studies and lifelong learning.			
	4.1.9 If a selection interview is utilized, describe it.			
	4.1.10 State what special programmes are provided for those who are selected but need additional remedial assistance.			
	4.1.11 How does the department continuously monitor and periodically review student selection processes?			
	Information on Enhanced Standards			
	4.1.12 How does the department engage the relevant stakeholders in the review of its admission policy and processes?			
	4.1.13 Show the relationship between student selection, the programme, and the learning outcomes.			
4.2	**Articulation Regulation, Credit Transfer and Credit Exemption**			
	Information on Benchmarked Standards			
	4.2.1 Describe the policies, regulations and processes of credit transfer, credit exemption and articulation practices, and how these are disseminated.			
	Information on Enhanced Standards			
	4.2.2 Describe how the department keeps abreast of latest development with regards to articulation, credit transfer and cross-border provisions.			
4.3	**Transfer of Student**			
	Information on Benchmarked Standards			
	4.3.1 Explain the policy, criteria and mechanism to enable qualified students to transfer to another programme. Indicate of there are appropriate mechanisms such as bridging course for students who need it.			
	4.3.2 Indicate how students accepted for transfer demonstrate comparable achievements in their previous institution of study. Provide the relevant data to support this.			
	Information on Enhanced Standards			
	4.3.3 Describe how the department facilities student mobility, exchanges and transfers, nationally and internationally.			
4.4	**Student Support Services and Co-curricular Activities**			
	Information on Benchmarked Standards			

	4.4.1 What support services are made available to students? Show evidence that those who provide these services are qualified. What other additional support programmes provided by other organisations are accessible to students?			
	4.4.2 Describe the accessibility, confidentiality and effectiveness of the academic, non-academic and career counselling services available to students.			
	4.4.3 What mechanism is available for students to complain and to appeal on matters relating support services?			
	4.4.4 How are the adequacy, effectiveness and safety of these services evaluated and ensured?			
	4.4.5 Describe the roles and responsibilities of those responsible for student co-curricular activities.			
	4.4.6 Describe the management of the activities and maintenance of student records.			
	4.4.7 How are students orientated into the programme?			
	Information on Enhanced Standards			
	4.4.8 Describe the relationship between the student support services and co-curricular activities and learning outcomes of the programme.			
	4.4.9 How is the effectiveness of the counselling services measured, and the progress of those who seek its services monitored? What plans are there to improve the services, including that of enhancing the skills and professionalism of the counsellors?			
	4.4.10 Describe the mechanisms that exist to identify students who are in need of spiritual, psychological, social and academic support.			
4.5	**Student Representation and Participation**			
	Information on Benchmarked Standards			
	4.5.1 How are student representation organized at the institutional and departmental levels?			
	4.5.2 How are students encouraged to actively participate in curriculum development, teaching-learning processes as well as in other areas that affect their welfare?			
	Information on Enhanced Standards			
	4.5.3 How are student activities and student organisations —through which they acquire skills and experiences to build character, leadership and responsibility – supported by the department?			
	4.5.4 What is the policy regarding student publication? What facilities are available to encourage student involvement in publication?			

4.6	Alumni			
	Information on Benchmarked Standards			
	Not applicable			
	Information on Enhanced Standards			
	4.6.1 How does the department network with its alumni?			
	4.6.2 How does the department encourage the alumni to assist the students in preparing their professional future?			
	4.6.3 Describe the role of the alumni in curriculum development, the achievement of the learning outcomes and the future direction of the programme.			
INFORMATION ON AREA 5 : ACADEMIC STAFF				
5.1	**Recruitment and Management**			
	Information on Benchmarked Standards			
	5.1.1 State the policy and procedures for the recruitment of academic staff.			
	5.1.2 State the terms and conditions of services.			
	5.1.3 State the minimum qualification of the academic staff required for the delivery of this programme.			
	5.1.4 State other requirements which would be the basic for the decision in the appointment of an academic staff for this programme.			
	5.1.5 Provide data to show that the staffing profile matches the range and balance of teaching skills, specialisations and qualifications required to deliver the programme.			
	5.1.6 Provide a summary information on every academic staff involved in conducting the programme:			
	5.1.7 Provide Curriculum Vitae of each academic staff teaching in this programme containing the following: i. Full Nama ii. Academic Qualifications iii. Current Professional Membership iv. Current Teaching and Administrative Responsibilities v. Previous Employment vi. Conferences and Training vii. Research and Publications viii. Consultancy ix. Community Service x. Other Relevant Information			
	5.1.8 State the mechanism and procedures for monitoring and appraising academic staff performance, for ensuring equitable distribution of duties and responsibilities among the academic staff, and for determining the distribution of rewards.			

	5.1.9 Describe the processes and procedures in managing the discipline of the academic staff.			
	5.1.10 Describe the polices, criteria and processes in the appointment of, and promotion to, academic positions, such as associate professorship and professorship.			
	5.1.11 Provide the following information: • Staff – student ration this progamme • Academic staff needs analysis (including Timetabling and Scheduling of Staff) • Student number projections • New academic staff acquisition plan,			
	5.1.12 Describe how the HEP improves its recruitment of staff to meet its goals and show how this has contributed to the overall quality of the programme.			
	Information on Enhanced Standards			
	5.1.13 Describe how the HEP balances its recruitment between all levels of academic and non-academic staff and between local and international academic staff with multi-disciplinary backgrounds.			
	5.1.14 Describe the nature and extent of the national and international linkages to enhance teaching and learning of the programme.			
5.2	**Service and Development**			
	Information on Benchmarked Standards			
	5.2.1 Provide information on the departmental and institutional policy on service, development and appraisal of the academic staff.			
	5.2.2 Indicate the mechanisms that are in place for academic staff training in teaching and learning.			
	5.2.3 Describe the mechanism used to identify the manpower needs of the programme and training of the staff.			
	5.2.4 Do the expertise of the current academic staff match with what is needed to deliver the programme? Provide information of the compatibility between the teacher and the module in a matrix form.			
	5.2.5 Provide information on the research focus areas of the academic staff and show how they relate to, or support, teaching-learning of the programme.			
	5.2.6 State the mechanisms and procedures for professional development and career advancement of the academic staff (e.g., study leave, sabbatical, advanced training, specialized courses, re-tooling, etc.)			

	5.2.7 Describe the policy on consultancy and private practice.			
	5.2.8 Describe the mentoring system for new academic staff.			
	5.2.9 Describe the engagement of the academic staff in community service activities. Evaluate the extent to which the activities are taken into consideration in appointment and promotion exercises			
	5.2.10 Give evidence of national and international recognition of academic staff members (e.g., journal editorship, service as peer reviewers, consultancy, and expert group and committee membership).			
	Information on Enhanced Standards			
	5.2.11 Describe how the academic staff are given the opportunity to participate in professional, academic and other relevant activities at national and international levels. How is this participation appraised and its results utilised for purposes of enhancing the student experience?			
	5.2.12 Provide information on the involvement of the academic staff in research activities.			
	5.2.13 Describe the provisions for allowing advanced enhancement for academic staff.			
INFORMATION ON ARE 6 : EDUCATIONAL RESOURCES				
6.1	**Physical Facilities**			
	Information on Benchmarked Standards			
	6.1.1 List all the physical facilities and indicate those specifically related to the programme.			
	6.1.2 Describe the adequacy of the physical facilities and equipments (such as workshop, studio, laboratories) as well as human resources (for example, laboratory professionals, technicians)			
	6.1.3 Identify current unmet needs and needs that may arise within the next several years.			
	6.1.4 Provide information on the clinical and practical facilities for programmes which requires such facilities. State the location.			
	6.1.5 Demonstrate arrangement procedures that meet the programmes specific requirements in practical and industrial training.			
	6.1.6 State the database system used in the library and information centre.			
	6.1.7 State the number of staff in the library and information centre and their qualifications.			

	6.1.8 Describe resource sharing and access mechanisms that are available to extend the library's capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme.			
	6.1.9 List the reference materials related to the programme.			
	6.1.10 Describe the mechanism to obtain feedback from students and staff on the library policy, services and procedures.			
	6.1.11 State the policy on the use of ICT in the department. Describe the ICT infrastructure that supports the department and the programme.			
	6.1.12 List the ICT staff and their qualifications that support the implementation of the ICT policy at the departmental level			
	6.1.13 State the specific ICT requirement of this programme and how they are provided.			
	6.1.14 Indicate what plans exist to improve the educational facilities -- physical, library and ICT -- in line with the development in teaching practice.			
	Information on Enhanced Standards			
	6.1.15 Explain how the HEP periodically reviews the adequacy, currency and quality of its educational resources and the role of the department in these processes.			
	6.1.16 Describe how students are provided with opportunities to learn the various and most current methods to access information.			
	6.1.17 How are these facilities user friendly to those with special needs.			
6.2	**Research and Development**			
	Information on Benchmarked Standards			
	6.2.1 Describe the facilities and the budget allocation available to support research.			
	6.2.2 Describe the major research programmes of the department and the academic staff involved in them.			
	6.2.3 Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and development and the teaching - learning activities in the department.			
	6.2.4 State any initiatives taken by the department to engage students in research.			
	Information on Enhanced Standards			

	6.2.5 Show the link between research, development and commercialisation.			
	6.2.6 Describe the processes where the department reviews its research resources and facilities and the steps taken to enhance its research capabilities.			
6.3	**Educational Expertise**			
	Information on Benchmarked Standards			
	6.3.1 Describe the policy and practice on the use of appropriate educational expertise in the planning of educational programmes and in the development of new teaching and assessment methods.(Refer to the preamble to Area 6: Educational Resources)			
	Information on Enhanced Standards			
	6.3.2 Describe the access to educational expertise, both internal and external, and its utilization for staff development and research.			
6.4	**Educational Exchanges**			
	Information on Benchmarked Standards			
	6.4.1 Describe the Department's practice in collaborating and cooperating with other providers, nationally and internationally, in compliance with the HEP's policy.			
	6.4.2 Indicate how these are disseminated to students and faculty.			
	Information on Enhanced Standards			
	6.4.3 Describe the future plans to strengthen national international collaborative activities.			
	6.4.4 Describe the facilities and financial allocation to support these exchanges.			
6.5	**Financial Allocation**			
	Information on Benchmarked Standards			
	6.5.1 Indicate the responsibilities and line of authority in terms of budgeting and resource allocation in the HEP.			
	6.5.2 Demonstrate how the financial allocation dedicated to the programme -- and its utilisation --is sufficient for it to achieve its purpose.			
	Information on Enhanced Standards			
	6.5.3 Describe how those responsible for the programme enjoy sufficient autonomy to allocate and utilize resources to achieve the programme objective.			

INFORMATION ON AREA 7 : PROGRAMME MONITORING AND REVIEW			
7.1	**Mechanisms for Programme Monitoring and Review**		
	Information on benchmarked Standards		
	7.1.1 Explain how the department evaluated this programme.			
	7.1.2 How are the student performance and progression analysed in relation to the objective of the programme?			
	7.1.3 Describe the processes, procedures and mechanisms for monitoring and reviewing the curriculum.			
	7.1.4 Describe the relationship between the process of curriculum monitoring and review and the achievement of programme learning outcomes.			
	7.1.5 Describe how the HEP utilises the feedback from programme review in programme development.			
	7.1.6 Describe the structure and its workings of the programe review committee.			
	7.1.7 Describe the responsibilities of the parties involved in collaborative arrangements.			
	Information on Enhanced Standards		
	7.1.8 How does the self-review process assist in identifying weaknesses and in improving the programme?			
	7.1.9 Describe the mechanism utilised by the HEP to monitor the performance of its graduates. How does this impact the curriculum review process?			
7.2	**Involvement of Stakeholders**		
	Information on Benchmarked Standards		
	7.2.1 Which stakeholders are consulted in programme monitoring and review? Describe the involvement of these stakeholders.			
	7.2.2 Show how the views of these stakeholders are taken into considerations.			
	Information on Enhanced Standards		
	7.2.3 Explain how the department informs the stakeholders of the result of the programme assessment and how are their views on the report taken into consideration in future programme development.			

	7.2.4 Show how feedbacks obtained from stakeholders are incorporated in a programme review exercise.			
	7.2.5 How are professional bodies and associations engaged in prorgamme monitoring and review?			
INFORMATION ON AREA 8 : LEADERSHIP, GOVERNANCE AND ADMINISTRATION				
8.1	**Governance**			
	Information on Benchmarked Standards			
	8.1.1 Show how the policies and practices of the department are consistent with the larger purpose of the HEP.			
	8.1.2 Describe the governance structure and functions, and the main decision - making components of the department, as well as the relationships between them. How are these relationships made known to all parties involved? What effect do these relationships have on the programme?			
	8.1.3 Indicate the type and frequency of meetings held during the past academic year.			
	8.1.4 Show evidence that the department board is an effective policy-making body with adequate autonomy.			
	8.1.5 Describe the extent of autonomy and responsibilities agreed upon by the HEP and its campuses or partner institutions to assure functional integration and educational quality.			
	Information on Enhanced Standards			
	8.1.6 Describe the committee system in the department and how it utilises consultation and feedback, and considers market needs analysis and employability projections in the programme development and review.			
	8.1.7 Describe the representation and role of the academic staff, students and other stakeholders in the various governance structures and committees of the department			
8.2	**Academic Leadership of the Programme**			
	Information on Benchmarked Standards			
	8.2.1 Explain the selection process and job description of the academic leader of the programme. State his name, qualification and experience.			
	8.2.2 Describe the management structure of the academic programme by showing the responsibilities of each individual involved in the structure.			
	8.2.3 State the procedures and criteria for selection, appointment and evaluation of academic leadership in the programme.			

	8.2.4 Describe the relationship between the programme and the HEP leadership in matters such as recruitment and training, student admission, and allocation of resources and decision -making processes.			
	Information on Enhanced Standards			
	8.2.5 Describe how the performance of the programme leader is periodically evaluated.			
	8.2.6 Show how the programme leader created a conducive environment to generate innovation and creativity in the department.			
8.3	**Administrative and Management Staff**			
	Information on Benchmarked Standards			
	8.3.1 Describe the structure of the administrative staff which supports the programme.			
	8.3.2 Explain how the number of the administrative staff is determined in accordance to the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of service			
	8.3.3 State the numbers required and available, job category and minimum qualification of non-academic staff for this programme.			
	8.3.4 Provide details of each staff assisting in this programme containing their name, academic qualifications, current responsibilities and other relevant information.			
	8.3.5 State the mechanisms and procedures for monitoring and appraising staff performance, for ensuring equitable distribution of duties and responsibilities among the staff, and for determining the distribution of reward.			
	8.3.6 Describe the processes and procedures in managing the discipline of the staff.			
	8.3.7 State the mechanisms for training and career advancement that are available in the department.			
	8.3.8 Describe how the department conducts regular performance review of the progamme's administrative and management staff.			
	Information on Enhanced Standards			
	8.3.9 Describe the training scheme for the administrative and management staff and show how this scheme fulfils the specific and future needs of the programme.			

8.4	**Academic Records**			
	Information on Benchmarked Standards			
	8.4.1 State the polices on the secure retention and disposal of student and academic staff records at the departmental level and show its consistency with that of the HEP.			
	8.4.2 Describe how the department ensures the rights of individual privacy and the confidentiality of records.			
	Information on Enhanced Standards			
	8.4.3 Describe the department's review policies on security of records and its plan for improvement.			
INFORMATION ON AREA 9 : CONTINUAL QUALITY IMPROVEMENT				
9.1	**Quality Improvement**			
	Information on Benchmarked Standards			
	9.1.1 Show how the department supports and complements the HEP's policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement. Identify those responsible for continual quality improvement within the department.			
	9.1.2 Describe the contribution and participation of stakeholders towards improvement of the programme.			
	9.1.3 What are the policies, strategies, plans, procedures and mechanisms of the department to review and update its mission, structures and activities?			
	9.1.4 Explain the frequency of reviews undertaken and the resulting improvements.			
	9.1.5 Describe the recent and projected activities undertaken with the purpose to ensure that the department remains responsive to its changing environment.			
	Information on Enhanced Standards			
	9.1.6 Describe the role and the effectiveness of the person or until responsible for internal quality assurance of the department. What is his/its status in the department?			
	9.1.7 What steps are being taken by the department to build a culture of quality?			
PART D : PROGRAMME SELF-REVIEW REPORT				
1) Strengths of the programme in meeting its goals 2) Areas of concern that need to be addressed 3) Strategies for maintaining and enhancing the strengths of the programme 4) Steps that have been taken to address the problem areas 5) Conclusions and recommendations for improvement				