



# PENGURUSAN AKADEMIK DAN KUALITI UNIVERSITI

**Kursus Wajib DS 45**  
**Universiti Teknikal Malaysia Melaka**



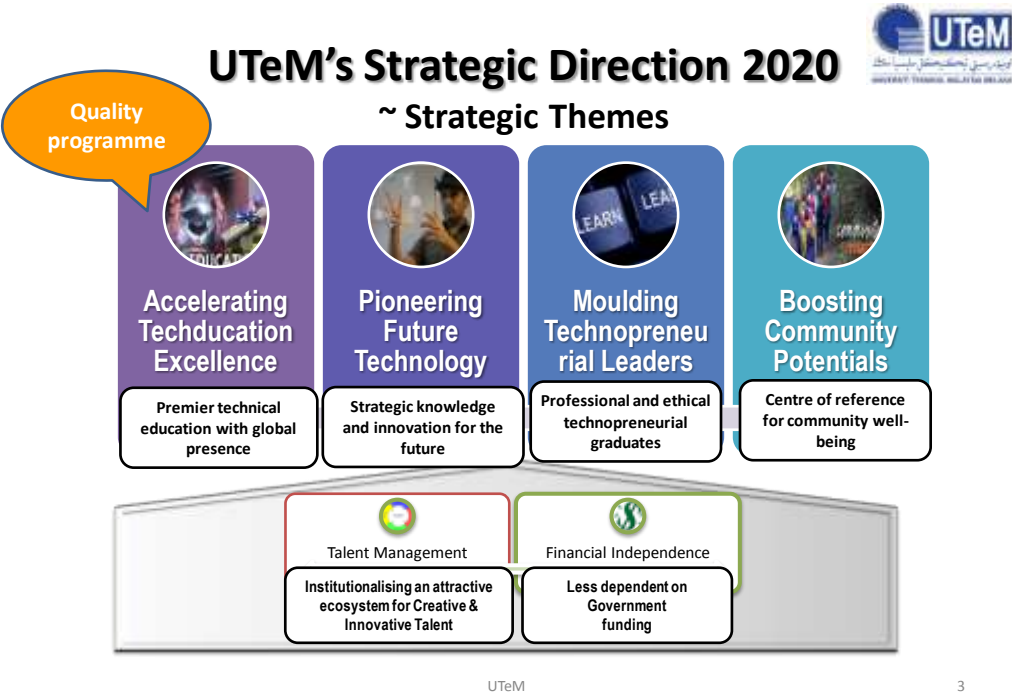
## **Content**

1. Introduction

2. Programme Accreditation

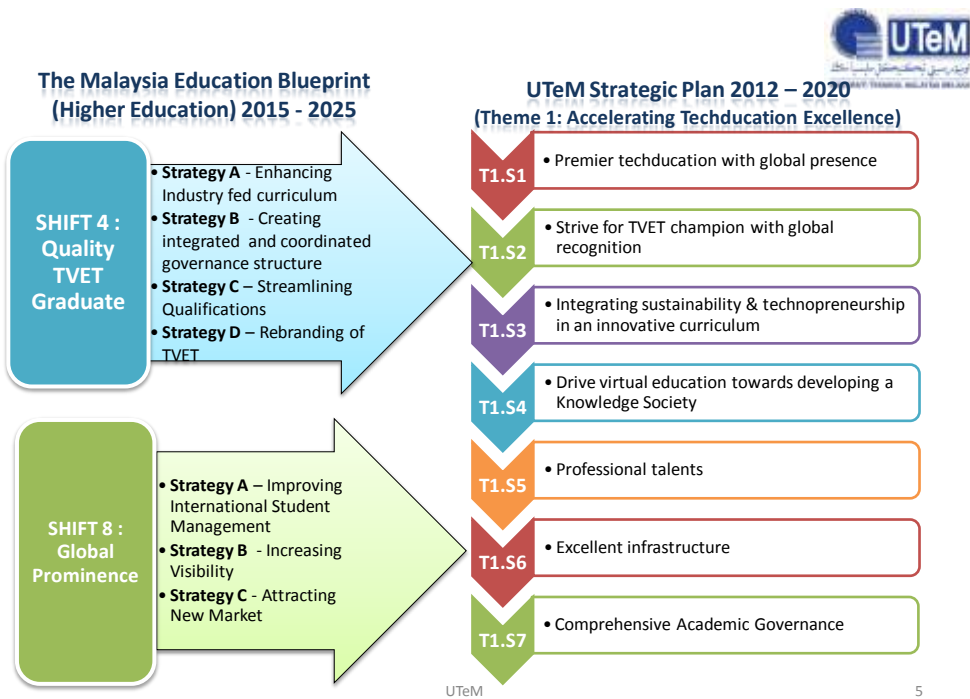
3. Institutional Audit

4. ASEAN Quality Assurance Development

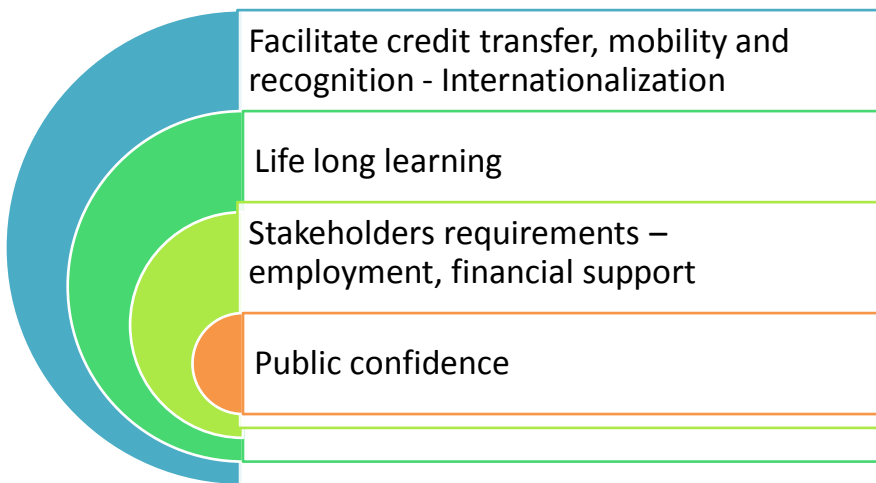


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## Why need quality programme?





## Quality Assurance

Quality assurance comprises planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide adequate demonstration that quality is being achieved, maintained and enhanced, and meets the specified standards of teaching, scholarship and research as well as student learning experience.



*Source COPPA. MQA*

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- External Quality Assurance provides the minimal requirements to assure quality and is interlinked to Internal Quality Assurance system of Higher educational institutions

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# Content

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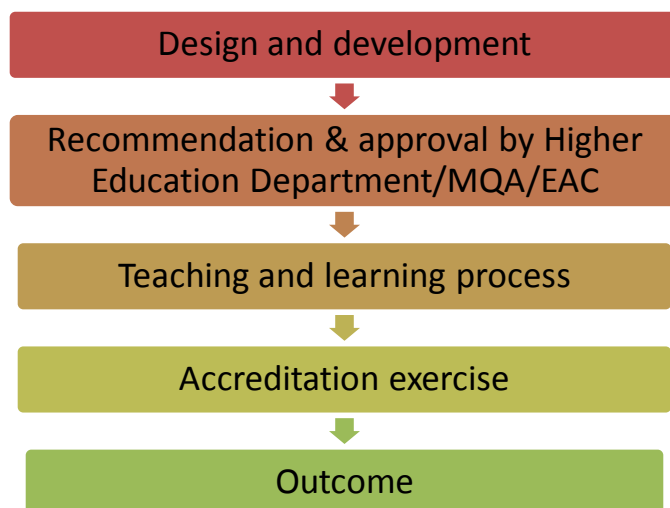
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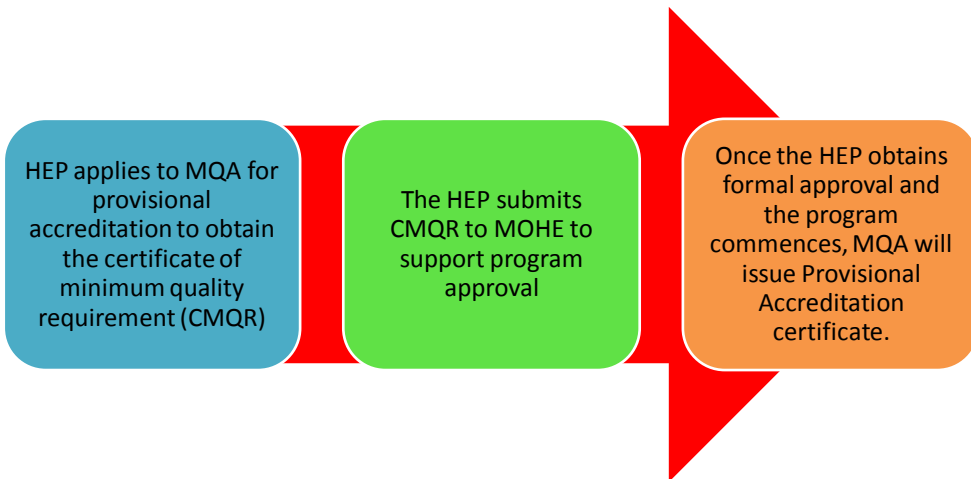
## Activities in Academic Program Quality Assurance



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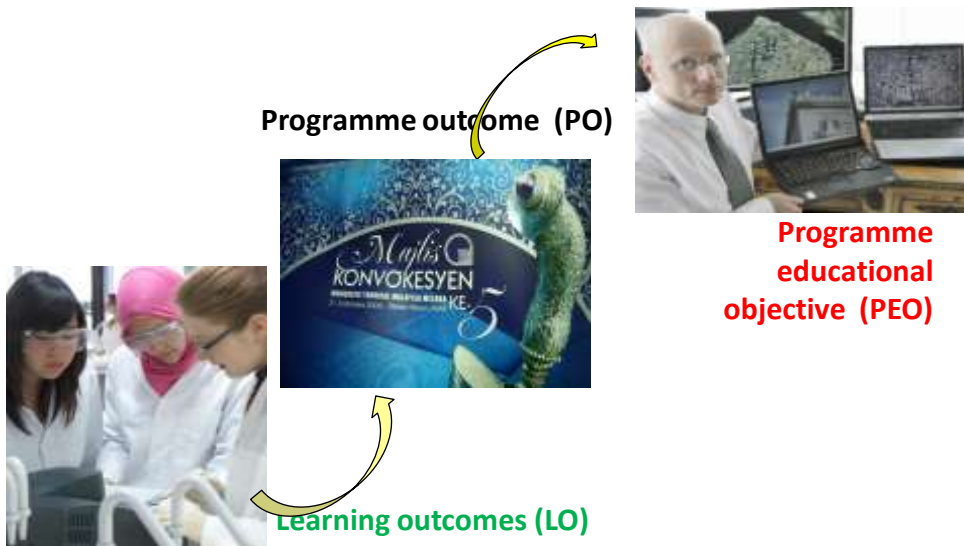
## Approval Processes of New Programme



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## Level of learning outcomes



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## Programme Accreditation

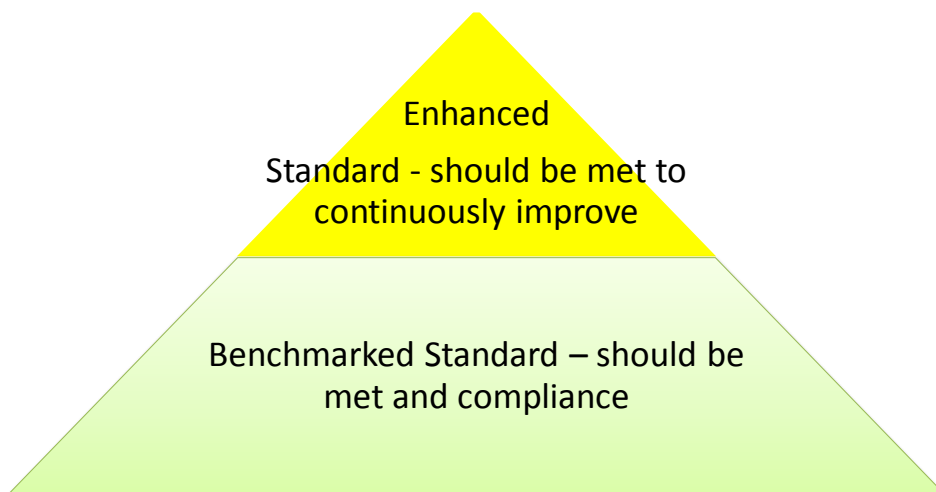


- A programme is accredited for HEP fulfilling the quality assurance standards – (COPPA)
- QA standards in 9 areas – must fulfill all Benchmarked Standards.
- Meet specific level in Malaysian Qualifications Framework
- Cover 8 domains of Learning Outcomes
- Meet minimum credit
- According to relevant Programme Discipline Standards
- The relevant Guide To Good Practices – e.g. Open Entry, Post Graduates, Distance Learning (if relevant)

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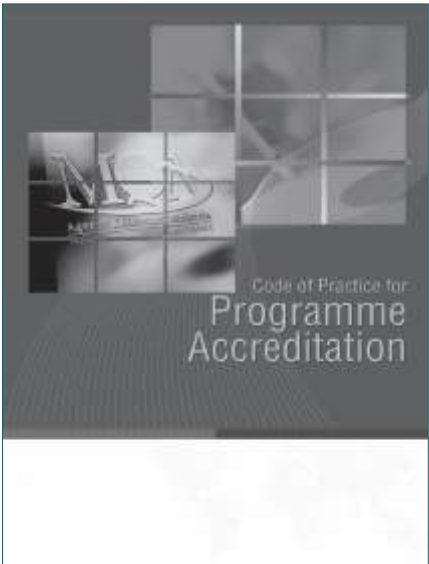
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## Level of Attainments



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Explains the requirements, documentation and procedures for programme accreditation.

COPPA

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**1. Vision, Mission, Educational Goals and Learning Outcomes**







## 2. Curriculum Design and Delivery



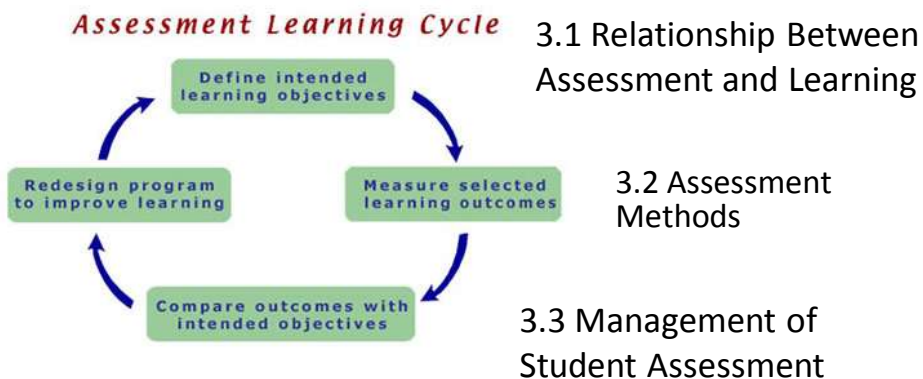
- 2.1 Academic autonomy
- 2.2 Program designs and teaching-learning methods
- 2.3 Curriculum content and structure
- 2.4 Management of Programmes
- 2.5 Linkages with External Stakeholders

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## 3. Assessment of Students





## **4. Student Selection and Support Services**

4.1 Admission and  
Selection

4.2 Articulation  
Regulations, Credit  
Transfer and Credit  
Exemption

4.6 Alumni

4.5 Student  
Representation and  
Participation Alumni



4.3 Transfer of  
Students

4.4 Student Support Services &  
Co-Curricular Activities



5.1 Recruitment and  
Management

## **5. Academic Staff**

5.2 Service and Development



6. Educational Resources

6.1 Physical Facilities

6.2 Research and Development

6.3 Educational Expertise

6.4 Educational Exchanges



6.5 Financial Allocation

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7. Programme Monitoring and Review



7.2 Involvement of Stakeholders

7.1 Mechanisms for Programme Monitoring and Review

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## **8. Leadership, Governance and Administration**

### 8.1 Governance



### 8.2 Academic Leadership of the Programme

### 8.3 Administrative and Management Staff

### 8.4 Academic Records



## **9. Continual Quality Improvement**



### 9.1 Quality Improvement

Continually and systematically review and monitor the various issues so as to meet the demands of the constantly changing environment



## ENGINEERING ACCREDITATION MANUAL 2012 REQUIREMENTS

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### **Criterion 1: Academic Curriculum**



- Educational content reflects philosophy and approach adopted in the programme structure, and the choice of the teaching-learning (delivery) and assessment methods.
- Methods appropriate, consistent with and support the attainment of LO and PO
- Balanced curriculum knowledge, skills, soft skills
- Assessment and evaluation designed, planned and incorporated within curriculum

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## **Criterion 2: Students**

- Entry requirements
- Credit exemption and credit transfer
- Remedial programme
- Provide necessary T&L environment
- Provide other services – counseling, career, financial, health

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## **Criterion 3: Academic and Support Staff**

- Staff demonstrated required competencies – education, working experience, participation in professional bodies, attainment of Professional Engineer
- Meet full-time equivalent academic staff to student ratio of 1:15
- Qualified and experienced technical and administrative staff to provide adequate support

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## **Criterion 4 : Facilities**

- Adequate T&L facilities such as classrooms, computing, laboratories and workshops and associate equipment to cater for multi-delivery modes.
- Adequate learning-support facilities, study areas, library
- Facilities are maintained and adhered to best practices in safety, health and environment where appropriate
- Adequate hostels, sport and recreational, health, student centers and transport to facilitate students' life on campus and to enhance character building.

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## **Criterion 5 : Quality Management Systems**



- Constructive leadership, adequate policies and mechanisms for attracting, appointing, retaining and rewarding staffs
- Development of academic staff
- Adequate financial resources
- Systematic programme planning, curriculum development, and regular curriculum and content review involve all academic staff. Include reviewing PEO and PO.
- External Assessment and advisory system
- A QMS in place to assure the achievement of PO

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## Washington Accord Signatories



**Signatories** have full rights of participation in the Accord; qualifications accredited or recognized by other signatories are recognized by each signatory as being substantially equivalent to accredited or recognized qualifications within its own jurisdiction.

- **Members:**

Australia , Canada, Chinese Taipei , Hong Kong China, Ireland, Japan, Korea , **Malaysia (2009)** , New Zealand, Singapore, South Africa, United Kingdom , United States

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## Institutional Audit

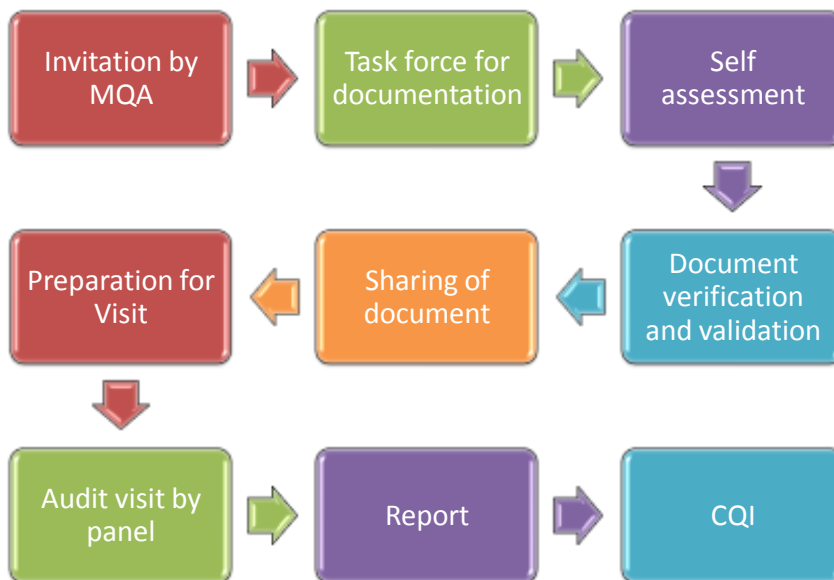


- Examines the effectiveness of the QMS used to manage the institution's core functions (policies, processes, practices and reviews)
- Audits are about accountability and development (CQI)
- Types – comprehensive/thematic, maintenance.

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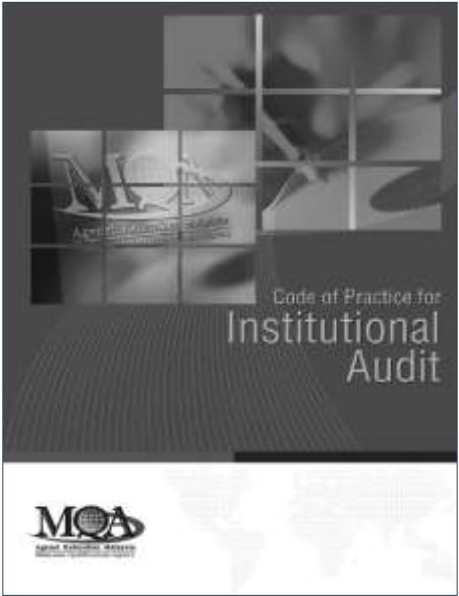
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## Journey of Institutional Audit



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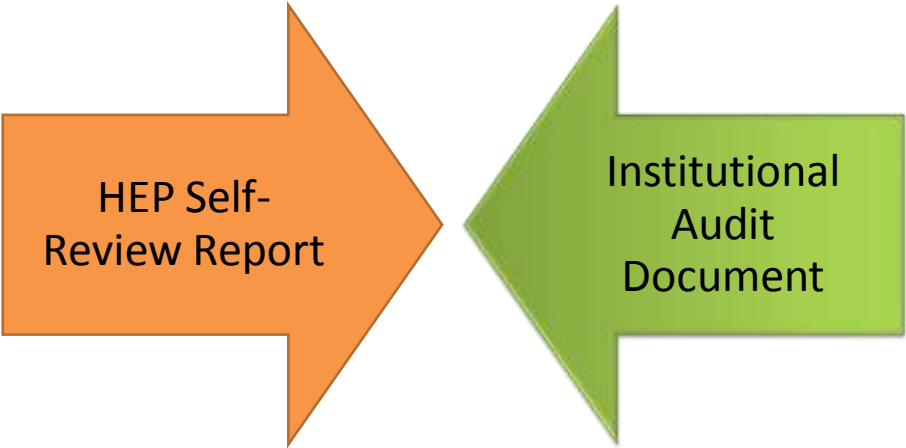
**INSTITUTIONAL  
AUDIT**

Explains the requirements, documentation and procedures for institutional audit

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**Two component of Institutional  
Audit Submission**

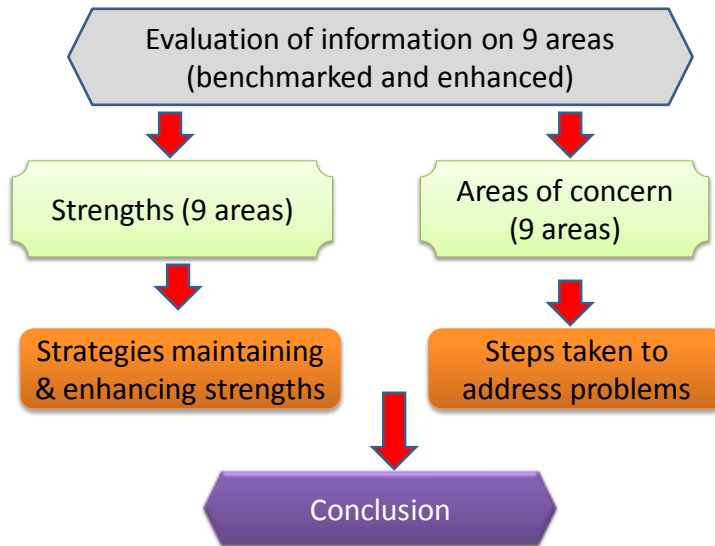


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# Self Review Audit



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## Nine Areas of Evaluation

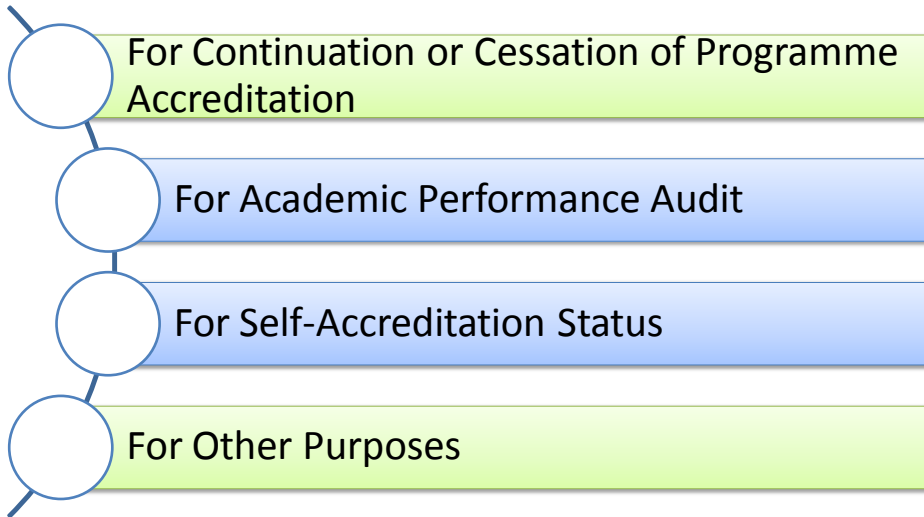


1. Vision, mission, educational goals and learning outcomes
2. Curriculum design and delivery
3. Assessment of students
4. Student selection and support services
5. Academic staff
6. Educational resources
7. Programme monitoring and review
8. Leadership, governance and administration and
9. Continual quality improvement.

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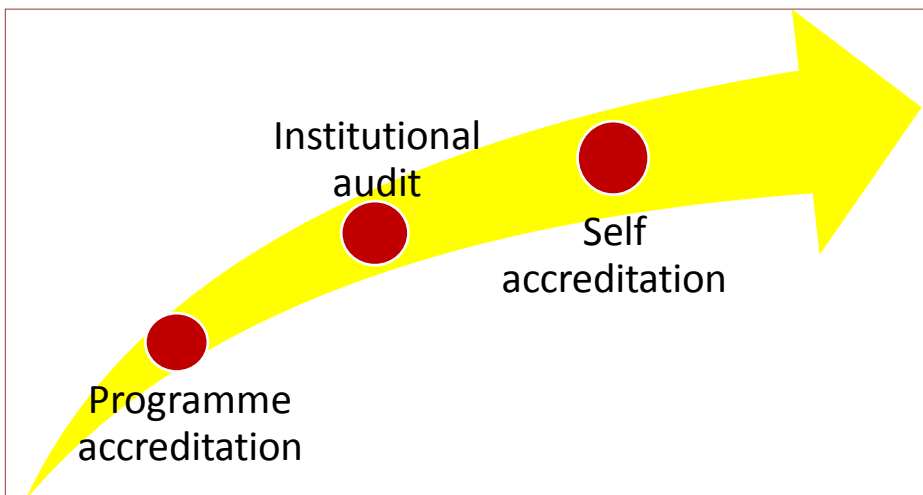
## Findings and Judgment of Audit



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## Quality Assurance Framework



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## Self Accrediting Institution



- Purpose** → Road map to institutional autonomy on academic programmes
- Process** → Invitation by Minister of HE (eligibility criteria), HEP submits application and subject to full institutional audit.  
Certification is revocable
- Effect** → Exempted from programme accreditation
- External check** → Subject to institutional audit once every 5 years

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## Association of South East Asian Nations



- 1967 ASEAN established
- 2015 ASEAN agenda – ASEAN Economic Community (AEC)
- Quantity and quality human capital
- ASEAN with Trading/Dialogue Partners particularly on recognition of qualifications and quality assurance

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## ASEAN member countries



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## Evolution HEIs in South East Asia



- From Elite to Mass Higher Education
- From Public to Private HEIs
- From a few to many HEIs
- From domestic providers to cross-border providers
- From “stand alone” to “connected/networking” system



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## Challenges in South East Asia Countries



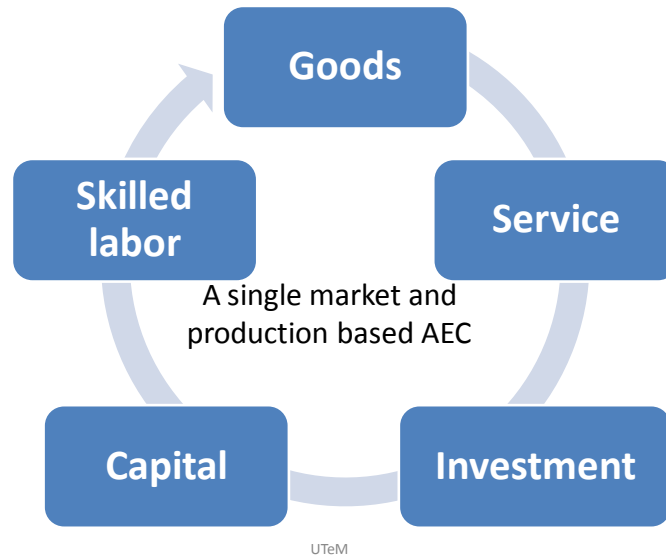
- Gap in national policy & funding support
- Lack of infrastructure, facilities and human resources
- Diversity in education system and development stage
- Level of research competence
- Lack of multilateral collaboration and collective action



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**To create a stable, prosperous and highly competitive ASEAN economic region**



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**ASEAN Harmonization: Major driving force for regional integration of higher education**



- Common quality mechanisms
- Mutual Recognition Arrangement (MRA)



Movement of professionals among ASEAN countries

- Quality Assurance
- National Quality Framework NQF
  - Diploma Supplement
  - Credit Transfer
- Mutual Recognition of Degrees and Qualifications

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## ***Quality assurance practices***



- Accreditation and/or assessments, reviews, validation, audit
- Programme, discipline/faculty, institution or systems based or combined
- Procedures - self assessment, peers, site audit
- Decisions types and impact and reporting
- Published Quality assurance standards/ manuals/discipline

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## **Quality assurance practices**



- Educational/discipline - content standards
- Generally prescribe the links between EQA and IQA (institutional Internal Quality Assurance systems)
- Varying strength of IQA in universities
- Terminology matters
- Responsibilities toward National Qualifications Framework?

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**Seeking Convergence in Diversity “ASEAN”:  
Despite the differences-common elements and  
new shared responsibilities**



- Evaluation based on predetermined standards and transparent criteria
- Process based on a combination steps - self assessment, peer review, site audit and decision making
- Commonality in QA standards areas
- Final decision making/reporting /outcomes
- Implementation of National Qualifications Framework- similar goals, and features
- Authorized legal body in assessments /accreditation to support recognition of qualifications
- EQA body – increase involvement in harmonization initiatives in ASEAN & mutual recognition specifics

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**ASEAN Quality Assurance Network**



- Mandated to develop regional framework
- 2008 Kuala Lumpur Declaration
- Objectives : AQAN will promote on, the benefits, capacity building & the development of the QA harmonization in South East Asian countries
- The AUN-QA network consists of all Participating Universities, a Quality Assurance (QA) Council, a Secretariat and a pool of assessors, all of whom are governed by the Board of Trustees of the AUN.
- Various capacity building seminar and activities in relation to academic quality



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## National Qualification Framework



- The development of national qualification framework in each SEA country is in different stages
- Brunei, Indonesia, Malaysia, Singapore and Thailand have formed its national qualification framework

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## ASEAN Quality Assurance Framework

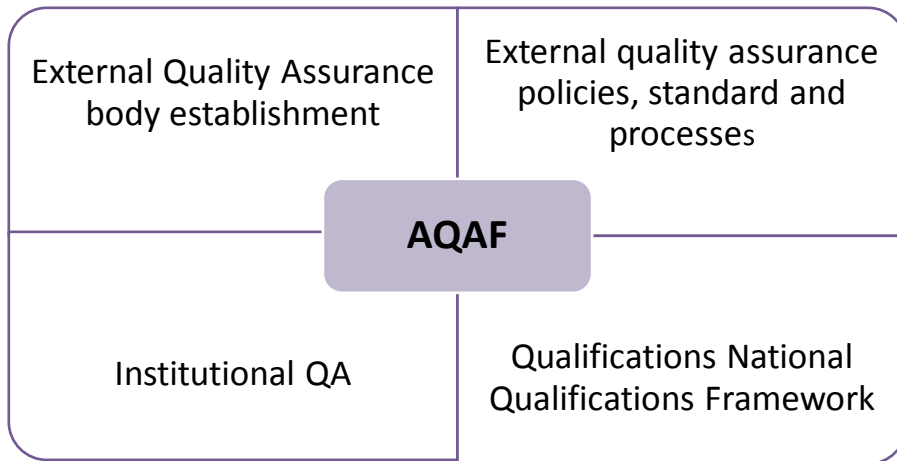


- 2011- AQAN RTM Brunei –project to develop AQAF
- AQAN RTM 2013 Hanoi endorsed the principles
- **OBJECTIVES:**
  - To enhance quality of higher education
  - To serve as a common reference point for alignment by the national quality assurance bodies and higher education institutions
  - To promote regional harmonization in higher education
  - To improve consistency of QA practices
  - Build zone of trust to facilitate recognition of qualifications
- •Broad generic QA principles applicable to higher education and TVET qualifications in line with ASEAN aspiration and values.

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## ASEAN Quality Assurance Framework (AQAF) 10X4 Principles



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- A robust national QA system helps to build a zone of confidence to recognise qualifications between ASEAN Member states. The national QA system is recognised to be comparable ... one of them is AQAF.
- In line with international good practice for recognition of qualifications and lesson learned from EU

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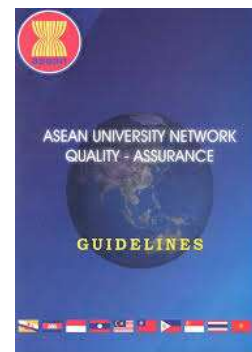
- The 4th ASEAN Summit in 1992 called for ASEAN Member Countries to help “hasten the solidarity and development of a regional identity through the promotion of human resource development so as to further strengthen the existing network of leading universities and institutions of higher learning in the region.”
- This idea led to the establishment of the AUN in November 1995 with the signing of its Charter by the Ministers responsible for higher education from six Member Countries, and with initial participation of eleven universities from six countries.
- A Memorandum of Agreement on the establishment of the ASEAN University Network was subsequently signed by the presidents/rectors/vice-chancellors of the participating Member Universities. The Agreement mandated the formation of a Board of Trustees and a Secretariat headed by an Executive Director.

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- The AUN-QA Guidelines was jointly written by the CQOs to be used as a manual and reference for distinct and unique QA movement in the ASEAN region. This guideline was endorsed in 2004 and is the very first version of the AUN-QA Guidelines.



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