

AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE

STANDARDS FOR AREA 1

1.1 Review of Vision, Mission and Educational Goals

Standards		Sample of Documents
1.1.1	The HEP must review or revisit its vision, mission and educational goals, in line with national and global developments.	<ul style="list-style-type: none"> • Report or minute of meeting, workshop or forum conducted to review the HEP's statements of purpose (vision, mission and institutional/educational goals); • Booklet, brochure or pamphlet for publishing and disseminating the statement of purpose; • Website/Internet portals containing the statement of purpose.
1.1.2	The new/existing vision, mission and educational goals must be approved by a governing board or other appropriate body to be relevant and current.	
1.1.3	The HEP must disseminate the vision, mission and educational goals to its internal and external stakeholders.	

Attainment Level	Description
1	The HEP does not review or revisit its vision, mission and educational goals and has no plan in place to review or revisit them.
2	The HEP is reviewing or revisiting its vision, mission and educational goals.
3	The HEP has reviewed or revisited its vision, mission and educational goals, in line with national and global developments, which were approved by a governing board or other appropriate body to be relevant and current and disseminated to its internal and external stakeholders.
4	The approved and disseminated vision, mission and educational goals have been formulated in consultation with a wider range of stakeholders that may include the community, civil society, international peers, alumni, industry, professional bodies, funding agencies, and the government, in line with national and global developments. There is internalisation of vision and mission among the HEP community.
5	The approved and disseminated vision, mission and educational

	goals have reflected the institutional responsiveness to current change and future development of higher education landscape.
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1.2 Formulation and Deployment of Strategic Plans

Standards		Sample of Documents
1.2.1	The vision, mission and institutional goals, including the educational goals, must be translated into the HEP's strategic plans, in consultation with the relevant stakeholders.	<ul style="list-style-type: none"> • Report or minute of meeting, workshop or forum conducted to review the statements of purpose (vision, mission and institutional/ educational goals), the strategic plan and/or key performance indicators (KPI); • Booklets or brochure for dissemination of the strategic plans and KPIs; • Associated action and implementation plans for deployment of the strategic plans and KPIs; • KPI monitoring system; • Website/Internet portals containing information on the strategic plans.
1.2.2	The strategic plans must be disseminated and deployed to designated parties for implementation.	
1.2.3	The implementation of the strategic plans, including the associated action plans, must be monitored and reviewed in accordance to the institutional goals.	

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 the HEP's strategic plans, in consultation with only the internal stakeholders, i.e., the HEP'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 the HEP'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 HEP's strategic plans, in consultation with a wider range of stakeholders, representing national and international community, which are then effectively implemented, monitored and reviewed by designated parties.
5	The HEP has improved or enhanced its reputation and branding as a result of the implementation of the strategic plans.

1.3 Institutional and Academic Leadership

Standards		Sample of Documents
1.3.1	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 must be established, documented and disseminated.	<ul style="list-style-type: none"> • Job description and appointment criteria for institutional and academic positions; • Any advertisement for institutional and academic positions; • Systems, procedures and guidelines for appointing institutional and academic leaders;
1.3.2	The selection process for the appointment of institutional and academic leaders must ensure that the right candidate with appropriate qualifications and experience is appointed for a particular position.	<ul style="list-style-type: none"> • Succession plan for institutional and academic leaders;
1.3.3	The HEP must plan and develop leadership training and development programmes to continuously improve and enhance capabilities of current and future/potential institutional and academic leaders.	<ul style="list-style-type: none"> • Professional development and leadership training programmes for institutional and academic leaders; • Performance appraisal system for institutional and academic leaders.
1.3.4	The institutional and academic leaders must be evaluated at defined intervals for their performance as stipulated by the job description and in relation to the achievement of the mission and institutional goals of the HEP.	

Attainment Level	Description
1	The HEP has not established selection criteria or mechanisms for 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, the HEP has no or incomplete plan and leadership training and development programmes for its institutional and academic leaders. 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 the HEP.
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 a right candidate with appropriate qualifications and experience be appointed for a particular position, taking into consideration the candidate's knowledge and skills that is in line with the job description. The HEP has planned and developed leadership training and development programmes to continuously improve and enhance capabilities of current and future/potential institutional and academic leaders. 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 the HEP.
4	The HEP has developed and implemented 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 the HEP.
5	The institutional and academic leaders are evaluated based on their impactful contribution in promoting and creating a conducive environment as well as generating culture of innovation within the HEP.

1.4 Governance Function and Mechanism

Standards	Sample of Documents
1.4.1 The HEP must clarify and publish its governance structures and functions with complementary relationships between the governing board and the senate as active policy-making bodies.	<ul style="list-style-type: none"> • Green Playbook; • Organization Chart; • Governance Chart; • Policy on Limits of Authority;
1.4.2 The governing board and senate must operate based on principles of non-conflict, transparency, accountability and authority with adequate degree of autonomy.	<ul style="list-style-type: none"> • On-line systems for approval and monitoring; • Integrity Pact for meetings; • Minutes of Board Meeting;
1.4.3 Mechanisms to ensure functional integration and comparability of educational quality must be established in HEPs which have geographically separated campuses.	<ul style="list-style-type: none"> • Minutes of Senate Meeting; • Minutes of Coordination Meeting between Campuses; • Minutes of Management Review Meeting.

Attainment Level	Description
1	The HEP does not have a clear governance structure.
2	The HEP has a governance structure which does not adequately address autonomy, transparency, accountability, authority and principles of non-conflict.
3	The HEP has a published governance structure with complementary relationships between the governing board and the senate with regards to functions, including mechanisms to ensure integration and comparability of educational quality at geographically separated campuses. The governing board and senate operate based on transparency, accountability, authority and principles of non-conflict with adequate degree of autonomy.
4	The HEP has effective and well communicated governance structure, functions and mechanisms.
5	The HEP regularly improves its governance structure, functions and mechanisms to ensure effectiveness, transparency and responsiveness to the latest development and challenges.

1.5 Information Management

Standards	Sample of Documents
<p>1.5.1 The HEP must have information management policies concerning the accessibility, privacy, confidentiality and security on student and academic staff records pertaining to human resource, finance and academic activities.</p> <p>1.5.2 The HEP must regularly review information management policies to ensure it is up to date.</p>	<ul style="list-style-type: none"> • Policy on Information Management and Data Protection; • Standard Operating Procedures pertaining to access, privacy & confidentiality; and security of Institution information system; • Policy and infrastructure for risk and disaster management for ICT systems; • Minutes of Management Review Meeting.

Attainment Level	Description
1	The HEP does not have comprehensive information management policies concerning accessibility, privacy, confidentiality and security.
2	The HEP has not adequately reviewed and updated information management policies.
3	The HEP has regularly reviewed and updated information management policies concerning the accessibility, privacy, confidentiality and security on student and academic staff records pertaining to human resource, finance and academic activities.
4	The HEP continuously monitors and regularly reviews its data integrity and security of system.
5	The HEP has established risk and disaster information management system and provides its data recovery facilities.

AREA 2: ACADEMIC DEVELOPMENT AND MANAGEMENT

STANDARDS FOR AREA 2

2.1 Formulation of Learning Outcomes

Standards	Sample of Documents
2.1.1 The HEP must conduct needs analysis which considers market and societal demand through engagement with stakeholders.	<ul style="list-style-type: none"> Any reports that document the findings of the market survey/needs analysis;
2.1.2 The HEP must align the learning outcomes of its programmes and courses with the Malaysian Qualifications Framework (MQF).	<ul style="list-style-type: none"> Sample of a programme from various faculty/schools to show the alignment of the respective PLOs against MQF.

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 are gathered from a wider range of stakeholders and used as an input in ensuring the currency and relevancy of the learning outcomes.
5	The formulated learning outcomes ensure to the achievement of the programme educational objectives.

2.2 Curriculum Design, Delivery and Assessment

a. Curriculum structure and content

Standards	Sample of Documents
2.2.1 The HEP must have policy on curriculum design and delivery which must be regularly reviewed and	<ul style="list-style-type: none"> Policy on curriculum design and delivery; Minutes of meetings and

improved. The curriculum structure and content must address topics of national and international importance, taking into account the appropriate programme standards, professional and industry requirements as well as good practices in the field.	<p>the composition of the committee involved in the review process;</p> <ul style="list-style-type: none"> • A sample of programme from the various faculty/school outlining its curriculum structure and content.
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Attainment Level	Description
1	The HEP does not have adequate policy on curriculum design and delivery which is not reviewed and improved.
2	The HEP reviews the policy on curriculum design and delivery but does not address the new practices.
3	The HEP has policy on curriculum design and delivery which is regularly reviewed and improved. The curriculum structure and content address topics of national and international importance, taking into account the 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 mode that incorporates the latest pedagogical advancement and teaching and learning technologies.
5	The HEP regularly monitors and reviews its policy on curriculum design and delivery that incorporates the development of current and future skill sets.

b. Instructional Method

Standards	Sample of Documents
2.2.2 The HEP must use appropriate instructional methods in a conducive learning environment to improve student learning experience.	<ul style="list-style-type: none"> • A document highlighting the various instructional methods adopted for one sample of programme from the various faculty/school.

Attainment Level	Description
1	The HEP does not use appropriate instructional methods.
2	The HEP uses limited instructional methods in a conducive learning environment to improve student learning experience.

3	The HEP uses appropriate instructional methods in a conducive learning environment to improve student learning experience.
4	The HEP uses innovative instructional methods in a conducive learning environment to improve student learning experience in attaining the learning outcomes.
5	The HEP effectively uses state-of-the-art instructional methods in a conducive learning environment to improve student learning experience in attaining the learning outcomes.

c. Assessment

Standards	Sample of Documents
2.2.3 The HEP must have clear policies and procedures regarding management and security of assessment related documents from the preparatory stage to the award of qualification results, including appeal process which must be regularly reviewed and improved.	<ul style="list-style-type: none"> • Policy on management and security of assessment documents; • Appeal policy for assessment; • Any policy/procedure that would highlight the autonomy granted to the relevant department in developing and reviewing the assessment criteria and methods; • Procedures for the management of student assessment and its records.
2.2.4 The HEP must provide sufficient autonomy to the relevant departments to develop and review assessment criteria and methods, comprising formative and summative components.	
2.2.5 The methods of student assessment, grading criteria and the results must be documented, communicated to students at appropriate schedules.	

Attainment Level	Description
1	The HEP does not have adequate policies and procedures regarding management and security of assessment related documents.
2	The HEP reviews policies and procedures regarding management and security of assessment related documents but does not address new requirements.
3	The HEP has clear policies and procedures regarding management and security of assessment related documents from the preparatory stage to the award of qualification results,

	including appeal process which are regularly reviewed and improved. The HEP 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, grading criteria and the results are documented, communicated to students at appropriate schedules.
4	The assessment system and methods are systematically documented, analysed and feedback communicated for improvements of student learning and course delivery.
5	The review of the assessment system and methods incorporates current global developments and best practices in the discipline that leads to enhancement of student learning and course delivery.

d. Constructive Alignment

Standards	Sample of Documents
2.2.6 The curriculum structure, content, delivery and assessment must be aligned to the learning outcomes and reviewed periodically to ensure effectiveness.	<ul style="list-style-type: none"> • Minutes of meetings to show the periodic review and deliberations of the curriculum structure, content, delivery and assessment; • The Terms of Reference and the composition of the Programme Review Committee; • Analysis of the results of the assessment against the prescribed CLOs of one sample of the course from the various faculty/school.

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 student learning experience.

2.3 Admission and Mobility

a. Student Selection and Admission

Standards	Sample of Documents
2.3.1 The HEP must have published policy, criteria, and processes of student selection, admission and appeal, including transfer and exchange students as well as those with special needs which are regularly reviewed.	<ul style="list-style-type: none"> • Admission policy; • Appeal policy for student admission; • Credit Transfer Policy; • Student Exchange Policy; • Minutes of meeting and the committee task to oversee the review of these policy.

Attainment Level	Description
1	The HEP does not have clear policy, criteria, and processes of student selection, admission and appeal.
2	The HEP has published policy, criteria, and 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	The HEP has published policy, criteria, and processes of student selection, admission and appeal including transfer and exchange students as well as those with special needs which are regularly reviewed.
4	The HEP provides appropriate developmental or remedial support to suit the student learning capabilities based on the review of the policy, criteria, and processes of student selection and admission.
5	The policy, criteria, and processes of student selection and admission provide greater accessibility and equity for successful completion of studies.

b. Mobility, Articulation and Credit Transfer

Standards	Sample of Documents
2.3.2 The HEP must regularly review and publish policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions recognising formal, informal and non-formal learning.	<ul style="list-style-type: none"> • Minutes of meetings to show the deliberation of the matters indicated for this item; • Committee tasked to oversee this review and its Terms of Reference.

Attainment Level	Description
1	The HEP does not have adequate policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions.
2	The HEP has adequate policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions but not regularly reviewed.
3	The HEP regularly reviews and publishes policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions recognising formal, informal and non-formal learning.
4	The policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer promote greater mobility and recognition.
5	The policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer provide greater flexibility as well as promote lifelong learning.

AREA 3: TALENT AND RESOURCES

STANDARDS FOR AREA 3

3.1 Academic Staff

a. Policies

Standards	Sample of Documents
<p>3.1.1 The HEP must have clear policies, transparent procedures and human resource planning to recruit, develop, assess, reward, and promote academic staff in line with the vision, mission, and institutional goals.</p> <p>3.1.2 The HEP must regularly review policies, procedures and human resource plan to address the gaps between the institutional performance and goals.</p>	<ul style="list-style-type: none"> • HR Handbook/policies – recruitment, promotion and appraisal; • HR Development and Strategy Plan and initiatives; • Performance analysis report and revised policies/procedures.

Attainment Level	Description
1	The HEP does not have adequate policies, transparent procedures and human resource planning.
2	The HEP has adequate policies, transparent procedures and human resource planning but not regularly reviewed.
3	The HEP has clear policies, transparent procedures 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	The HEP uses the result of the review process to further enhance the talent management plan and institutional performance.
5	The HEP regularly improve their practices to ensure the achievement of institutional goals.

b. Implementations

Standards	Sample of Documents
<p>3.1.3 The HEP must have an adequate number of qualified academic staff with relevant experience to teach and assess student learning outcomes for each programme.</p> <p>3.1.4 The academic staff must be 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>	<ul style="list-style-type: none"> • Data on staff-student ratio per programme/semester; • Table of staff qualification levels; • Percentage of staff with PhD; • Percentage of full time staff and turnover rate; • Staff JTOR and KPIs; • Staff Workload per semester; • Data showing trend of academic productivity.

Attainment Level	Description
1	The HEP does not have adequate, qualified and experienced academic staff.
2	The HEP has adequate, qualified and experienced academic staff with limited autonomy.
3	The HEP 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.
4	The HEP has created a conducive environment and work culture which resulted in improved academic performance and productivity arising from the given autonomy.
5	The HEP strives to expand the boundaries of academic autonomy to reflect the progression of intellectual maturity within the institution in achieving academic excellence.

c. Training and Development

Standards	Sample of Documents
3.1.5 The HEP must have appropriate and effective training and academic staff	<ul style="list-style-type: none"> • List of trainings offered to staff based on needs

development programmes including leadership skills through participation in professional activities, research and industry linkages and other relevant activities.	<p>analysis;</p> <ul style="list-style-type: none"> • Data on staff active in research – external grant, publication, PG students, collaboration/linkages with other institution/industry; • Data on staff professional membership and external engagement.
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Attainment Level	Description
1	The HEP has limited training and academic staff development programmes.
2	The HEP has basic training and academic staff development programmes.
3	The HEP 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	The HEP regularly reviews and aligns their training and academic staff development programmes to ensure academic staff are able to fulfil their roles and responsibilities in achieving institutional goals.
5	The HEP regularly improves and updates their training and academic staff development programmes to inculcate the culture of innovation and creativity among academic staff to meet latest development and future challenges.

d. Performance and Reward

Standards	Sample of Documents
3.1.6 The academic staff must be evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities.	<ul style="list-style-type: none"> • Annual Appraisal Exercise records; • Staff Awards – research, teaching, publication, etc. • Statistics on staff promotion.

Attainment Level	Description
1	The HEP does not have clear criteria for evaluation and appropriate reward system for academic staff.
2	The HEP'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.
4	The HEP regularly reviews its evaluation and reward system to attract and retain skilled, experienced and motivated academic staff.
5	The HEP's evaluation and reward system created a conducive environment and work culture to achieve academic excellence.

3.2 Non-academic Staff

Standards	Sample of Documents
3.2.1 The HEP must have adequate qualified administrative and management staff to support the development and the implementation of academic programmes and related activities.	<ul style="list-style-type: none"> • Table of staff qualification levels and managerial experience; • Staff development plan and training scheme based on needs analysis; • Annual appraisal exercise records; • Record on innovative contributions by staff.
3.2.2 The HEP must have training scheme for the administrative and management staff to fulfil the specific needs of academic programmes for example, safety and risk management, maintenance of specialised equipment, and additional technical skills.	
3.2.3 The HEP must have a performance review scheme for the administrative and management staff continuous development and career advancement to ensure good university management.	

Attainment Level	Description
1	The HEP does not have adequate non-academic staff to support the development and the implementation of academic programmes and related activities.
2	The HEP does not have adequate training programme and performance review mechanism.
3	The HEP has adequate qualified non-academic staff to support the development and the implementation of academic programmes and related activities. The HEP has training scheme including continuous development and career advancement for the administrative and management staff to fulfil the specific needs of educational programmes for example, safety and risk management, maintenance of specialised equipment, and additional technical skills. The HEP has a performance review scheme for the administrative and management staff to ensure good university management.
4	The HEP has developed and implemented 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 in embracing culture of innovation within the HEP.

3.3 Physical and Technological Resources

Standards	Sample of Documents
3.3.1 The HEP must have policies for managing educational resources which are regularly reviewed and improved to support the achievement of the programme learning outcomes and the institutional goals.	<ul style="list-style-type: none"> • Policies, procedures and methods of managing educational resources including Information and Communication Technology; • Policies, procedures and methods of managing University Record and Archives (in Compliance with Arkib Negara 2003); • Plans to upgrade policies, procedures and methods of managing educational resources; • Sample of the following:

	<ul style="list-style-type: none"> a. Minute of Library Committee meeting; b. Meeting of library officers; c. Minute of Heads of Department and Heads of Division meeting; d. Library Review meeting; e. Consumer satisfaction survey; f. Complaints/ Customer survey. <ul style="list-style-type: none"> • Upgrading facilities plans and activities; • Upgrading research support services plans; • Online training activities; • Maintenance of IT facilities based on consumer complaints; • Circulation services documents; • Periodic management and maintenance of lecture halls and lecture rooms documents.
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Attainment Level	Description
1	The HEP does not have adequate policies for managing educational resources which is not reviewed and improved.
2	The HEP has reviewed the policies for managing educational resources but does not address new requirements.
3	The HEP has policies for managing educational resources which are regularly reviewed and improved to support the achievement of programme learning outcomes and the institutional goals.
4	The HEP uses the result of the review process to provide conducive learning environment to achieve institutional goals.
5	The HEP regularly improve their policies to achieve teaching and learning excellence in response to current and future challenges.

Standards	Sample of Documents
<p>3.3.2 The HEP must regularly review and improve educational resources including physical facilities, library, equipment and information and communication technology facilities that are distributed and scheduled according to educational and institutional needs.</p>	<ul style="list-style-type: none"> • List of facilities, e.g., lecture rooms, seminar rooms, examinations halls, strong rooms, oral examination rooms, students activities facilities, resources centre, reading rooms, library, laboratories, students residences, health centre, mosque, parking, banks, café, transport facilities, internet and Wi-Fi facilities, computer centre, sports and recreation centres and centres of excellences; • Library brochure with complete information on available facilities such as smart reading rooms, discussion rooms, postgraduate lounge, carrels, helpdesk, database of books and journals, data bases of e-books and journals and other facilities; • Surveys on customers satisfaction towards educational resources of the university; • Electronic Subscription by Ministry of Education; • Interlibrary loan Services; • Turn it-In; • University Complaints and Suggestions System; • List of softwares/ freewares available in laboratories, computer

	labs; <ul style="list-style-type: none"> • Library Web page; • IPT repositories; • IPT online thesis.
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Attainment Level	Description
1	The HEP does not provide adequate educational resources.
2	The HEP has provision for educational resources but not in line with educational and institutional needs.
3	The HEP 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	The HEP uses the result of the review process to assess its quality and appropriateness for current educational needs, and regularly improved to keep up with the development in educational practices and changes.
5	The HEP provides state-of-the-art educational resources to achieve academic excellence.

3.4 Student Support Services

Standards	Sample of Documents
3.4.1 The HEP must have policies for managing student support services, extra-curricular activities and student representation and participation for total learning experience which must be regularly reviewed and improved.	<ul style="list-style-type: none"> • Policies for managing student support services, extracurricular activities and student representation and participation; • Policies on Research and Innovation; • Policies on Postgraduate Students Incentive Grant; • Evaluation of academic staff, courses and programmes; • Quality procedures for students support documents examples: <ol style="list-style-type: none"> a. Application of scholarship from Ministry of Education;

	<ul style="list-style-type: none"> b. Procedures for students' disciplinary rules and regulations; c. Selection of students' representative; d. Management of students' activities; e. Evaluation of students support programs; f. Management of accidents and death; g. Implementation of career activities; h. Counselling sessions; i. Examination of new students' health documents. <ul style="list-style-type: none"> • Manual for managing students participation including the following: <ul style="list-style-type: none"> a. Governance of students association; b. Procedures for establishing students association; c. Proposals for students' activities; d. Basic rules and requirements for organizing students' activities; e. Procedures for applying for donations and sponsorships; f. Booking procedures; g. Programme reports; h. Subsistence allowance; i. Appointment of club advisors; j. Booking of equipment;
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	<ul style="list-style-type: none"> k. Banners, posters, pamphlets and magazines; l. Printing; m. Stationery application procedures; n. Guidelines for general meeting; o. Guidelines for certificate preparation; p. International visit procedure; q. Procedures for association/clubs activities at international level; r. Evaluation of students support programmes; s. Downloads of students activities documents.
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Attainment Level	Description
1	The HEP does not have adequate policies for managing student support services, extra-curricular activities and student representation and participation which is not reviewed and improved.
2	The HEP has reviewed the policies for managing student support services, extra-curricular activities and student representation and participation but does not address new requirements.
3	The HEP has policies for managing student support services, extra-curricular activities and student representation and participation for total learning experience which are regularly reviewed and improved.
4	The HEP uses the result of the review process to provide conducive environment for total learning experience.
5	The HEP regularly improve their policies to create transformative learning experience in producing innovative and holistic graduates

Standards	Sample of Documents
<p>3.4.2 The HEP must provide resources for student support services; such as physical, social, financial and recreational facilities, and counselling and health services, extra-curricular activities and student representation and participation for total learning experience which must regularly be reviewed and improved.</p>	<ul style="list-style-type: none"> • Student mobility reports (inbound and outbound); • List of seminars of faculties; • Colloquium schedules; • Bulletin for student's participation in sports at university/national and international levels; • MoU data with other institutions for research activities; • List of centres and their functions that support students' needs and students activities such as: <ul style="list-style-type: none"> a. University Health centre (medical care, X-ray, ECG, dental); b. Centre for student development (mosque, madrasah, religious class); c. Co curriculum and Culture Centre (theatre, speaker's corner, culture halls etc.); d. Sports Centre (badminton, squash, equestrian, golf, archery etc.); e. International Affairs Office; f. Counselling Centre (treatment room, halls etc.); g. Postgraduate Incentive Grant; h. Financial Allocation for short term grant

	<p>and monetary compensation for events of death;</p> <p>i. Students Insurance Scheme;</p> <p>j. List of students sponsorships;</p> <p>k. Other infrastructures (bank, postal services, security office, mall, cooperatives, campus buses etc.);</p> <p>l. Graduate Teaching Assistant application form.</p>
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Attainment Level	Description
1	The HEP does not provide adequate resources for student support services, extra-curricular activities and student representation and participation.
2	The HEP provides resources for student support services, extra-curricular activities and student representation and participation but insufficient to support total learning experience.
3	The HEP provides resources for student support services; such as physical, social, financial and recreational facilities, and counselling and health services, extra-curricular activities and student representation and participation for total learning experience which are regularly reviewed and improved.
4	The HEP uses the result of the review process to assess its quality and appropriateness of the resources for total learning experience in line with student developmental needs.
5	The HEP regularly improves the resources to create transformative learning experience in producing innovative and holistic graduates.

3.5 Financial Resources

Standards	Sample of Documents
<p>3.5.1 The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department.</p> <p>3.5.2 Those responsible for an academic programme should be given sufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards.</p>	<ul style="list-style-type: none"> • Financial Governance Structure; • Limits of Authority for HODs; • SOP for budget application and budget allocation; • Guidelines for HOD on budget utilization; • Samples of allocated and expenditure for selected academic programmes; • New infrastructure or equipment acquired to improve existing or introduce programmes.

Attainment Level	Description
1	The HEP does not have a line of responsibility and authority for budgeting and resource allocation.
2	The HEP does not clearly define the line of responsibility and authority for budgeting and resource allocation. Academic leaders responsible for an academic programme are given insufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards.
3	The HEP has a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department. Academic leaders responsible for an academic programme are given sufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards.
4	The clear line of responsibility and authority resulted in effective budgeting and resource allocation in fulfilling the needs of the departments. The high degree of autonomy resulted in academic programme improvement.
5	The clear line of responsibility and authority together with the high degree of autonomy resulted in efficient and effective response to current and future challenges.

AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY

STANDARDS FOR AREA 4

4.1 Mechanisms for Programme Monitoring, Review and Evaluation

a. Policy on Programme Monitoring, Review and Evaluation

Standards	Sample of Documents
4.1.1 The HEP must have policy on 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 must be regularly reviewed and updated.	<ul style="list-style-type: none">• Policies, criteria, guidelines and standards on Programme Monitoring, Review and Evaluation;• Systems and procedures for Programme Monitoring, Review and Evaluation.

Attainment Level	Description
1	The HEP does not have adequate policy on monitoring, reviewing and evaluation of its programmes.
2	The HEP has policy on monitoring, reviewing and evaluation of its programmes, but does not address new requirements.
3	The HEP has policy on 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 is regularly reviewed and updated.
4	The policy on programme monitoring, reviewing and evaluation has resulted in programme improvement.
5	The policy on programme monitoring, reviewing and evaluation enables the institution to overcome current and future challenges.

b. Processes and Outcomes of Programme Monitoring, Review and Evaluation

Standards	Sample of Documents
<p>4.1.2 The programme monitoring, review and evaluation exercises must be headed by designated coordinators and must involve all parties managing the programme, including collaborative partners, if applicable.</p> <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> <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 HEP.</p>	<ul style="list-style-type: none"> • Appointment letters and terms of reference for coordinators for programme monitoring, review and evaluation exercises; • Surveys or studies on need analysis; • Programme benchmarking reports; • Programme performance/ review reports; • Programme assessment/ evaluation reports; • Programme self-review portfolios; • List of programme assessors; • Committee for overseeing programme evaluation exercises. • Minutes of HEP’s senate and/or management regarding programme assessment/evaluation.

Attainment Level	Description
1	The HEP 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 the HEP.
2	The programme monitoring, review and evaluation exercises are headed by designated coordinators 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 coordinators and involves 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 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 HEP to ensure further appropriate measures being taken to effectively address the gaps.
5	The programme monitoring, review and evaluation exercises have resulted in significant improvement and enhancement of students learning experience and the accomplishment of the educational goals.

4.2 Involvement of Stakeholders

Standards	Sample of Documents
<p>4.2.1 The programme review and evaluation exercises must involve relevant stakeholders, including alumni, employers and external experts and the feedback must be systematically documented, analysed and considered in the curriculum and the changes be disseminated.</p>	<ul style="list-style-type: none"> • Systems, procedures and guidelines for engaging stakeholders, including alumni and employers; • List of programme external advisors; • Alumni and employer surveys; • Minutes of meeting with programme external advisors. • Minutes of meeting of programme review committee related to stakeholders' feedback.

Attainment Level	Description
1	The programme review and evaluation exercises do not involve any external stakeholders.
2	The programme review and evaluation exercises do not involve alumni, employers and external experts and the feedback is not systematically documented.
3	The programme review 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

Standards	Sample of Documents
4.3.1 The HEP must establish policies and procedures for regular reviewing and updating of its internal quality assurance system and processes to ensure continual quality improvement.	<ul style="list-style-type: none"> • Policies, guidelines and procedures for reviewing/updating of internal quality assurance (IQA) system and continual quality improvement (CQI);
4.3.2 The HEP must have 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.	<ul style="list-style-type: none"> • Terms of reference for the department/unit for the HEP's IQA system; • HEP's organisation chart showing the position of the IQA department/unit;
4.3.3 The HEP must promote quality culture through participatory and cooperative process across all levels in order to assure quality in education, research, service and management of the institution.	<ul style="list-style-type: none"> • Appointment criteria and terms of reference for head of the IQA department/unit; • Quality manuals, documentation and procedures for HEP's
4.3.4 The HEP must have mechanisms to	

<p>implement recommendations for quality improvement and quality enhancement plans, which must be linked with the institutional goals.</p>	<p>internal processes;</p> <ul style="list-style-type: none"> • Quality plans, including action plans and risk treatment plans for quality improvement/enhancement; • Certificates for quality management systems. • Minutes of HEP's senate and/or management regarding quality plans and CQI of IQA processes; • KPI monitoring system.
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Attainment Level	Description
1	The HEP does not have adequate policies and procedures for regular reviewing and updating of its internal quality assurance activities.
2	The HEP's policies and procedures for regular reviewing and updating of its internal quality assurance activities is inadequate for continual quality improvement within the institution. The HEP 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	<p>The HEP establishes policies and procedures for 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.</p> <p>The HEP promotes quality culture through participatory and cooperative process across all levels in order to assure quality in education, research, service and management of the institution. The HEP has mechanisms to implement recommendations for quality improvement and quality enhancement plans that are linked with the institutional goals.</p>
4	The HEP regularly reviews and updates its internal quality assurance activities through participatory and cooperative process across all levels to ensure continual quality improvement for all its core processes and to take continuous

	efforts in keeping abreast with the changes and best practices in quality assurance. The HEP's mechanisms to implement recommendations for quality improvement and quality enhancement plans is dynamically linked to the achievement of the institutional goals and to the accomplishment of the strategic plans.
5	The HEP has systematic and integrated mechanisms to embrace the spirit of continual quality improvement based on prospective studies and analyses that leads to the revisions of its current policies and practices, taking into consideration past experiences, present conditions, and future possibilities.

4.4 Institutional Sustainability

Standards	Sample of Documents
<p>4.4.1 The HEP's strategic and internal processes, including governance, capacity building and quality assurance activities, must be institutionalised and supported by the highest authority in the HEP to ensure effective implementation and sustainability.</p> <p>4.4.2 Sufficient resources for establishing and maintaining an effective and sustainable quality culture within the institution must be provided.</p>	<ul style="list-style-type: none"> • Policies, guidelines and procedures related to institutional autonomy, sustainability and co- or self-regulation; • Resource allocation plan and fund disbursement for all department/units; • Reports on income/wealth generation; • Minutes of meeting of HEP's senate, management and board of governance on matters to institutional sustainability and co- or self-regulation.

Attainment Level	Description
1	The HEP's strategic and internal processes, including governance, capacity building and quality assurance activities, are not adequately institutionalised.
2	The HEP's strategic and internal processes, including governance, capacity building and quality assurance activities, are institutionalised without sufficient resources.
3	The HEP's strategic and internal processes, including

	governance, capacity building and quality assurance activities, are institutionalised and supported by the highest authority in the HEP to ensure effective implementation and sustainability, with sufficient resources to sustain the quality culture.
4	The HEP 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	The HEP 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.