Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

GUIDELINES FOR EVALUATION OF STANDARDS:

COPPA: ODL

Guidelines to Evaluation of Standards for COPPA:ODL Second Edition
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Malaysian Qualifications Agency
Mercu MQA
No. 3539, Jalan Teknokrat 7
Cyber 5
63000 Cyberjaya
Selangor

Tel +603-8688 1900
Fax +603-8688 1911
Website www.mqa.gov.my

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All Agency's publications are available on our portal: www.mqa.gov.my

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Section 1

Introduction

1.1 Overview

Since its introduction in 2008, the Code of Practice for Programme Accreditation (COPPA) has been the main reference of the MQA's accreditation processes for Provisional Accreditation (PA), Full Accreditation (FA) and Compliance Evaluation (CE) of academic programmes. It was revised in 2017, and the version is also referred to as the COPPA second edition.

Using the COPPA second edition structure, the Code of Practice for Programme Accreditation: Open and Distance Learning (COPPA-ODL) was revised in 2019 from its first edition issued in 2012 to be used for accreditation of ODL programmes. In the same year, in line with the nation's plans and ministries' blueprints to strengthen the agenda of Technical and Vocational Education and Training (TVET) in the country, the document to guide and regulate the implementation of accreditation process of TVET programmes, referred to as the Code of Practice for TVET Programme Accreditation (COPTPA) was developed. The first edition of COPTPA was then revised and its second edition was published in 2020.

The COPPA-ODL second edition document contains **96 standards** which need to be fulfilled by an ODL academic programme undergoing an accreditation process. These standards are clustered into seven area of evaluations, as follows:

i. Programme Development and Delivery;
ii. Assessment of Student Learning;
iii. Student Selection and Support Services;
iv. Academic Staff;
v. Educational Resources;
vi. Programme Management; and
vii. Programme Monitoring, Review and Continual Quality Improvement.

During the programme accreditation process, the panel of assessors (POA) evaluates the degree to which the programme fulfils all the stipulated standards, depending on the type of accreditation process undergone by the programme, whether its Provisional Accreditation, Full Accreditation or Compliance Evaluation process.

Provisional Accreditation (PA) is an accreditation exercise to determine whether a proposed programme meets the minimum quality standards prior to its launch. Full Accreditation (FA) is an accreditation exercise to ascertain that the teaching, learning and all other related activities of a provisionally accredited programme meet the quality standards; while Compliance Evaluation (CE) is an exercise to monitor and ensure the maintenance and enhancement of accredited programmes. Depending on its type, scope and nature, a standard may be assessed and evaluated as a stand-alone standard or holistically in combination with other related and complementary standards.

In principle, the fulfilment of all the stipulated standards is necessary for a programme to be recommended by the POA for an accreditation award. Hence, based on this principle, this document provides the rubrics for all standards either to be evaluated as a stand-alone standard or in combination with other related standards within the same cluster or sub-area of evaluation. By correctly interpreting the rubrics, the POA will be able to consistently apply and assign the appropriate attainment level (AL) to each area of evaluation. This will lead to increasing the validity and reliability of the accreditation evaluation.

1.2 General Evaluation Framework

Generally, the evaluation of a standard or a cluster of standards is developed based on a 5-point scale which is applicable for FA and CE. The **passing score** for both FA and CE is set at **AL3**. For PA, the highest rating is evaluated at AL 3 as PA seeks fulfilment of standards as a baseline attainment for the purpose of programme approval.

The generic descriptors of the attainment level are as follows:

AL 1 Inadequate, non-fulfilment of the standard leading to major deficiency, and requiring major improvement to adequately address the standard.

AL 2 Less adequate, non-fulfilment of the standard leading to minor deficiency, and requiring minor improvement to adequately address the standard.

AL 3 Adequately addressing the standard and/or fulfilment of the standard as indicated directly by its statement(s).

AL 4 Addressing the standard efficiently and/or effectively, the internal quality assurance (IQA) system of the higher education providers (HEP) is in control of the respective processes in maintaining its efficiency and effectiveness.

AL 5 Addressing the standard to the extent that the respective process and/or system demonstrates good/best or exemplary practice which could be benchmarked by other parties.

Based on these generic descriptors, more specific descriptors are developed for all standards and/or clusters of standards to form assessment rubrics. These rubrics can guide the POA in their evaluation.

Section 2

Guide to Evaluation of Standards for Programme Accreditation: Provisional Accreditation

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The following standards are applicable during the evaluation of Provisional Accreditation. The individual standards in each area of the COPPA-ODL have been clustered to better reflect the area of evaluation. Stakeholders, particularly the Higher Education Providers (HEP) will be able to use the rubrics as a self-assessment instrument and be better prepared for the submission of programmes for evaluation; while the Panel of Assessors (POA) are able to evaluate programmes based on the standards or cluster of standards identified in each area of the COPPA-ODL. The supporting documents listed are examples of evidence/documentation that could be provided by the HEP during the evaluation. Though not exhaustive, the HEP and the POA may refer to the examples as a guide.

Area 1: Programme Development and Delivery

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

Cluster 1.1A combines Standards 1.1.1, 1.1.2 and 1.1.3

Standard 1.1.1

The programme **must** be consistent with, and supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP, in promoting democratisation of education through globalised online learning.

Standard 1.1.2

The programme **must** be considered only after a needs assessment has indicated that there is a demand for the programme to be offered via ODL mode.

Standard 1.1.3

The department **must** state its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, and assessment, and ensure constructive alignment between them.

Attainment Level Rubric (Cluster 1.1A)

Attainment Level	Description
1	The programme fulfils **NONE** of the following: ● The programme is consistent with, and/or supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP. ● The programme is considered based on a needs assessment that there is a demand for the programme to be offered via ODL mode. ● The programme documents its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, assessment, and/or information related to constructive alignment between them.

Attainment Level	Description
2	The programme fulfils **AT LEAST ONE** of the following: ● The programme is consistent with, and/or supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP. ● The programme is considered based on a needs assessment that there is a demand for the programme to be offered via ODL mode. ● The programme documents its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, assessment, and/or information related to constructive alignment between them.
3	The programme is consistent with, and supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP; is considered based on a needs assessment that there is a demand for the programme to be offered via ODL mode and it documents its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, assessment, and information related to constructive alignment between them.

Example of Supporting Documents:

- Working paper of curriculum development or curriculum review approved by the HEP's Senate or Academic Board, supported by the departmental meeting minutes.
- Needs analysis, programme benchmarking report, survey questionnaire and/or any documents that report feedback from stakeholders or interested parties.

Cluster 1.1B combines Standards 1.1.4 and 1.1.5

Standard 1.1.4

The programme learning outcomes **must** correspond to an MQF level descriptors and the five clusters of MQF learning outcomes:

i. Knowledge and understanding
ii. Cognitive skills
iii. Functional work skills with focus on:
    a. Practical skills
    b. Interpersonal skills
    c. Communication skills
    d. Digital skills
    e. Numeracy skills
    f. Leadership, autonomy and responsibility

iv. Personal and entrepreneurial skills
v. Ethics and professionalism.

Standard 1.1.5

Considering the stated learning outcomes, the programme **must** indicate the career and further studies options available to the students on completion of the programme.

Attainment Level Rubric (Cluster 1.1B)

Attainment Level	Description
1	The programme learning outcomes **DO NOT** correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme **DOES NOT** indicate the career and further studies options available to the students on completion of the programme.
2	The programme learning outcomes correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. However, the programme **DOES NOT** clearly indicate the career and further studies options available to the students on completion of the programme.
3	The programme learning outcomes correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme indicates the career and further studies options available to the students on completion of the programme.

Example of Supporting Documents:

- Working paper of curriculum development or curriculum review approved by the HEP's Senate or Academic Board, supported by the departmental meeting minutes.

1.2 Programme Development: Process, Content, Structure and Learning-Teaching-Methods

Cluster 1.2A combines Standards 1.2.1, 1.2.2 and 1.2.3

Standard 1.2.1

The department **must** have sufficient autonomy[1] to design the curriculum and to utilise[2] the allocated resources necessary for its implementation.

(Where applicable, the above provision must also cover collaborative programmes and programmes conducted in collaboration with or from, other HEPs in accordance with national policies).

Standard 1.2.2

The department **must** have an appropriate process to design and develop the curriculum leading to the approval by the highest academic authority in the HEP.

Standard 1.2.3

The department **must** consult the stakeholders in the development of the curriculum including education and ODL experts.

Attainment Level Rubric (Cluster 1.2A)

Attainment Level	Description
1	The department fulfils **NONE** of the following: ● The department has sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation. ● The department has appropriate process to design and develop the curriculum leading to the approval by the highest academic authority in the HEP. ● The department consults the stakeholders in the development of the curriculum including education and ODL experts.

[1] Sufficient autonomy relates to the freedom of the department to design (including the use of external experts or national curriculum) and propose curriculum for approval.

[2] To utilise means the expenditures of allocated resources according to HEP's financial procedures. To be read together with standard 5.3.2.

Attainment Level	Description
2	The department fulfils **AT LEAST ONE** of the following: ● The department has sufficient autonomy to design and design the curriculum and to utilise the allocated resources necessary for its implementation. ● The department has appropriate process to develop the curriculum leading to the approval by the highest academic authority in the HEP. ● The department consults the stakeholders in the development of the curriculum including education and ODL experts.
3	The department has sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation, has appropriate process to design and develop the curriculum leading to the approval by the highest academic authority in the HEP, and consults the stakeholders in the development of the curriculum including education and ODL experts.

Example of Supporting Documents:

- Policies, processes, and procedures on programme/curriculum design and delivery
- Minutes of meetings and the composition of the stakeholders involved in the process
- Programme outline with curriculum structure and content

Cluster 1.2B contains Standard 1.2.4

Standard 1.2.4

The curriculum **must** fulfil the requirements of the discipline of study, taking into account the appropriate programme standards, professional and industry requirements, good practices as well as future needs in the field.

Attainment Level Rubric (Cluster 1.2B)

Attainment Level	Description
1	The curriculum **DOES NOT** fulfil the requirements of the discipline of study as stipulated in the appropriate programme standards, professional and industry requirements.

Attainment Level	Description
2	The curriculum **PARTIALLY** fulfil the requirements of the discipline of study as stipulated in the appropriate programme standards, and by professional and industry requirements, as well as taking into account good practices and future needs in the field.
3	The curriculum fulfils the requirements of the discipline of study, taking into account the appropriate programme standards, professional and industry requirements, good practices as well as future needs in the field.

Example of Supporting Documents:

- Policies, processes, and procedures for the curriculum design.
- Minutes of meetings the committee and stakeholders involved in the curriculum design.
- Programme documentation with curriculum structure and content that consider programme standards, professional and industry requirements.
- Benchmarking reports on good practices and future needs in curriculum design delivery.

Cluster 1.2C contains Standard 1.2.5

Standard 1.2.5

There **must** be appropriate learning and teaching methods relevant to the programme educational objectives and learning outcomes which covers the following:

i. The department **must** establish a mechanism/system where all forms of interaction and delivery are integrated.
ii. The programme **must** involve the provision of appropriate self-instructional materials (SIM) for self-directed learners.
iii. There **must** be a unit or section devoted to the design and development of SIM.
iv. SIM for the ODL programme **must** be provided in the following ways: adopting existing materials; adapting existing materials; or creating original materials; or any other appropriate approaches. The department should consider having intellectual property rights and licensing policies for learning materials, learning objects and innovations. Copyright laws and best practices must be in place and observed.
v. The department **must** provide an electronic/online learning platform to conduct learning and teaching activities.
vi. The department **must** decide on the nature of interaction between learners and instructors which may be synchronous or asynchronous or a combination of

both. However, the scheduled face-to-face sessions must be carried out synchronously which can be physically or electronically mediated.

Attainment Level Rubric (Cluster 1.2C)

Attainment Level	Description
1	The department and/or the programme **DO NOT SPECIFY** appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes, covering **NONE** of the following: ● provision of appropriate self-instructional materials (SIM) for self-directed learners, with copyright laws in place and observed; ● a unit or section devoted to the design and development of SIM; ● provision of an electronic/online learning platform to conduct teaching and learning activities.
2	The department and/or the programme **PARTIALLY** specify appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes, covering **AT LEAST ONE** of the following: ● provision of appropriate self-instructional materials (SIM) for self-directed learners, with copyright laws in place and observed; ● a unit or section devoted to the design and development of SIM; ● provision of an electronic/online learning platform to conduct teaching and learning activities.
3	There are appropriate teaching and learning methods specified that are relevant to the programme educational objectives and learning outcomes, covering: ● provision of appropriate self-instructional materials (SIM) for self-directed learners, with copyright laws in place and observed; ● a unit or section devoted to the design and development of SIM; ● provision of an electronic/online learning platform to conduct teaching and learning activities.

Example of Supporting Documents:

- SIMs for several ODL courses in the curriculum.
- Approved working paper of the establishment of the unit/section for the design and development of SIM.
- Approved working paper of the provision of an electronic/online learning platform to conduct teaching and learning activities.

1.3 Programme Delivery

***Note**: This section is intentionally left blank.*

Area 2: Assessment of Student Learning

2.1 Relationship between Assessment and Learning Outcomes

Cluster 2.1A contains Standard 2.1.1

Standard 2.1.1

Assessment principles, methods and practices **must** be aligned to the learning outcomes, consistent with the levels defined in the MQF.

Attainment Level Rubric (Cluster 2.1A)

Attainment Level	Description
1	There is **NO** document on the assessment principles, methods and practices.
2	There are **LIMITED** documents on assessment principles, methods and practices but they are not aligned to the learning outcomes of the programme, nor consistent with the levels defined in the MQF.
3	Assessment principles, methods and practices are aligned to the learning outcomes of the programme, consistent with the levels defined in the MQF.

Example of Supporting Documents:

- Evidences on compliance with the Malaysian Qualifications Framework
- Documents on assessment principles, methods and practices, such as policies, guidelines or university circulars.
- Course assessment plan that is constructively aligned to learning outcomes.

2.2 Assessment Methods

Cluster 2.2A combines Standards 2.2.1 and 2.2.2

Standard 2.2.1
A variety of assessment methods and tools including innovative techniques **must** be used appropriately to assess the learning outcomes and competencies.

Standard 2.2.2
There **must** be policies and mechanisms to ensure the security, credibility, validity, reliability, consistency, currency and fairness of the assessment methods. Specific procedures to cater for the assessment of ODL students **must** be put in place which could involve distant locations and simultaneous processes in many locations.

Attainment Level Rubric (Cluster 2.2A)

Attainment Level	Description
1	There is **NO** document on the availability of a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies.
2	There are **LIMITED** documents on the availability of a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies, and **NO** policy or mechanism to ensure the validity, reliability, integrity, currency and fairness of the assessment methods.
3	There are policies and mechanisms to ensure the security, credibility, validity, reliability, consistency, currency and fairness of the assessment methods. A variety of assessment methods and tools including innovative techniques is available to assess the learning outcomes and competencies.

Example of Supporting Documents:

- Documents on security, credibility, validity, reliability, consistency, currency and fairness of the assessment tools in the form of policies, guideline or university circulars.

Cluster 2.2B contains Standard 2.2.3

Standard 2.2.3

The frequency, methods, and criteria of student assessment — including the grading criteria and appeal policies — **must** be documented and communicated to students on the commencement of the programme.

Attainment Level Rubric (Cluster 2.2B)

Attainment Level	Description
1	There is **NO** document on frequency, methods, and criteria of student assessment, including the grading system and appeal policies.
2	There are **LIMITED** documents on frequency, methods, and criteria of student assessment, including the grading system and appeal policies.
3	The frequency, methods, and criteria of student assessment, including the grading system and appeal policies, are documented on the commencement of the programme.

Example of Supporting Documents:

- Documents in the form of policies, guidelines or university circulars on students' assessment criteria, including, the grading system, appeal, frequency & methods of assessment, passing mark.
- Communication plan or policies on the dissemination of assessment results.

2.3 Management of Student Assessment

Cluster 2.3A contains Standard 2.3.2

Standard 2.3.2

There **must** be mechanisms to ensure the security of assessment documents and records.

Attainment Level Rubric (Cluster 2.3A)

Attainment Level	Description
1	There is **NO** mechanism to ensure the security of assessment documents and records.
2	There are **INADEQUATE** mechanisms to ensure the security of assessment documents and records.
3	There are mechanisms to ensure the security of assessment documents and records.

Example of Supporting Documents:

- Processes and procedures in ensuring the security of assessment documents and records.
- Standard Operating Procedures (SOP) on handling assessment documents and records.

Cluster 2.3B contains Standard 2.3.4

Standard 2.3.4

The department **must** have appropriate guidelines and mechanisms for students to appeal their course results.

Attainment Level Rubric (Cluster 2.3B)

Attainment Level	Description
1	The department has **NO** guideline or mechanism for students to appeal their course results.
2	The department has the guidelines and/or mechanisms for students to appeal their course results is available but the guidelines and/or mechanisms **LACK** clarity.
3	The department has appropriate guidelines and mechanisms for students to appeal their course results.

Example of Supporting Documents:

- Academic regulation and standard operating procedures that provide the guidelines and mechanisms for students to appeal their course results.

Area 3: Student Selection and Support Services

3.1 Student Selection

Cluster 3.1A combines Standards 3.1.1 and 3.1.2

Standard 3.1.1

The programme **must** have clear criteria and processes for student selection (including that of transfer students and APEL candidates) and these must be consistent with applicable requirement.

Standard 3.1.2

The criteria and processes of student selection **must** be transparent and objective.

Attainment Level Rubric (Cluster 3.1A)

Attainment Level	Description
1	The programme has **NO** criterion or process for student selection (including that of transfer students and APEL candidates).
2	The programme has criteria and/or processes for student selection (including that of transfer students and APEL candidates) are available but the criteria and/or processes **LACK** clarity, transparency, objectivity and consistency with applicable requirement.
3	The programme has clear criteria and processes for student selection (including that of transfer students and APEL candidates), which is transparent, objective and consistent with applicable requirement.

Example of Supporting Documents:

- Document on criteria and processes on student selection including transfer students.
- Document on criteria and processes on student selection including transfer students, consistent with the entry requirement stated in the programme standard.

Cluster 3.1B contains Standard 3.1.4

Standard 3.1.4

There **must** be a clear policy, and if applicable, appropriate mechanisms, for appeal on student selection.

Attainment Level Rubric (Cluster 3.1B)

Attainment Level	Description
1	There is **NO** policy or mechanism for appeal on student selection.
2	The policy and/or mechanism for appeal on student selection is available but **LACK** clarity.
3	There are a clear policy and/or appropriate mechanisms for appeal on student selection.

Example of Supporting Documents:

- Document on appeal policy/mechanism for student selection.

3.2 Articulation and Transfer

Cluster 3.2A contains Standard 3.2.1

Standard 3.2.1

The department **must** have well-defined policies and mechanisms to facilitate credit transfer /exemption, student mobility, which may include student transfer within and between institutions as well as cross-border.

Attainment Level Rubric (Cluster 3.2A)

Attainment Level	Description
1	The department has **NO** policy or mechanism to facilitate student mobility,

Attainment Level	Description
2	The department has policies and/or mechanisms to facilitate student mobility, which may include student transfer within and between institutions as well as cross-border border, but the policies and/or mechanisms **LACK** clarity. The policies and/or mechanisms to facilitate credit transfer/exemption and student mobility, which may include student transfer within and between institutions as well as cross-border, are available but **LACK CLARITY**.
3	The department has well-defined policies and mechanisms to facilitate credit transfer/exemption and student mobility, which may include student transfer within and between institutions as well as cross-border.

Example of Supporting Documents:

- Document on policies and mechanism on student mobility and transfer within and between institutions as well as cross-border.

3.3 Student Support Services

Cluster 3.3A contains Standard 3.3.1

Standard 3.3.1
Students **must** have access to appropriate, adequate and continuous support services, such as physical (main campus, regional centres), social, financial, recreational and online facilities and counselling (academic and/or non-academic). All student support **must** be designed to cater for the non-residential nature of ODL learners.

Attainment Level Rubric (Cluster 3.3A)

Attainment Level	Description
1	Students **DO NOT** have access to **ESSENTIAL** support services, such as physical (main campus, regional centres), financial and online facilities and counselling for ODL learners. The design of the student support services **DOES NOT** consider the non-residential nature of ODL learners.

Attainment Level	Description
2	Students **DO NOT** have access to appropriate, adequate and continuous support services, such as physical (main campus, regional centres), social, financial, recreational and online facilities and counselling (academic and/or non-academic) for ODL learners. The student support services are **NOT** specifically designed to cater for the non-residential nature of ODL learners.
3	Students have access to appropriate, adequate and continuous support services, such as physical (main campus, regional centres), social, financial, recreational and online facilities and counselling (academic and/or non-academic), which are designed to cater for the non-residential nature of ODL learners.

Example of Supporting Documents:

- Document on support services, such as physical (main campus, regional centres), social, financial, recreational and online facilities and counselling (academic and/or non-academic) that caters to the non-residential nature of ODL learners.

Cluster 3.3B contains Standard 3.3.2

Standard 3.3.2

There **must** be a designated administrative unit, with a prominent organisational status in the HEP, responsible for planning and implementing student support services staffed by individuals who have appropriate experience.

Attainment Level Rubric (Cluster 3.3B)

Attainment Level	Description
1	There is **NO** designated administrative unit responsible for planning and implementing student support services.
2	There is a designated administrative unit responsible for planning and implementing student support services, but the unit is **LESS PROMINENT** in the HEP**.**
3	There is a designated administrative unit, with a prominent organisational status in the HEP, responsible for planning and implementing student support services.

Example of Supporting Documents:

- Organisation chart of the unit that is responsible to provide student support services.
- Roles and responsibilities of the staffs in the unit.
- Report on the performance of the unit.

Cluster 3.3C contains Standard 3.3.6

Standard 3.3.6

The HEP **must** have clearly defined and documented processes and procedures in handling student disciplinary cases.

Attainment Level Rubric (Cluster 3.3C)

Attainment Level	Description
1	The HEP has **NO** process or procedure in handling student disciplinary cases.
2	The HEP has processes and/or procedures, with **INSUFFICIENT** clarity, in handling student disciplinary cases.
3	The HEP has clearly defined and documented processes and procedures in handling student disciplinary cases.

Example of Supporting Documents:

- Document on processes and procedures in handling student disciplinary cases.

3.4 Student Representation and Participation

***Note**: This section is intentionally left blank.*

3.5 Alumni

***Note**: This section is intentionally left blank.*

Area 4: Academic Staff

4.1 Recruitment and Management

Cluster 4.1A combines Standards 4.1.1 and 4.1.4

Standard 4.1.1

The department **must** have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.

Standard 4.1.4*

The department **must** have an adequate and qualified academic staff (ODL course coordinators, programme coordinator/leader and instructor/facilitator/tutor) responsible for implementing the programme. At least 60% of the academic staff in a specific programme (only inclusive of course coordinator) **must** be employed in a full-time basis. The department **must** have a policy on the use of part-time academics from other institutions for teaching and learning purposes. This policy **must** address academic qualification, specialisation and overall workload.

Note: For Provisional Accreditation (PA), the first two statements for the requirements on recruiting adequate and qualified academic staff with at least 60% of them employed as a full-time basis, are not applicable during PA. Hence, only the last two statements are considered in the evaluation of this standard during PA.

Attainment Level Rubric (Cluster 4.1A)

Attainment Level	Description
1	The department/programme **DOES NOT HAVE** any of the following: ● A plan for its academic manpower needs. ● A policy on the use of part-time academics from other institutions for teaching and learning purposes.
2	The department/programme has **AT LEAST ONE** of the following: ● A plan for its academic manpower needs. ● A policy on the use of part-time academics from other institutions for teaching and learning purposes.
3	The department has a clearly defined plan for its academic manpower needs, that is consistent with institutional policies and programme requirements, and has a policy on the use of part-time academics from other institutions for teaching and learning purposes, which addresses academic qualification, specialisation and overall workload.

Example of Supporting Documents:

- Staff job description, terms of reference and key performance indicators
- Academic manpower plan
- List of lecturers and their expertise matching programme requirements
- Policy on part-time academics

Cluster 4.1B combines Standards 4.1.2 and 4.1.6

Standard 4.1.2

The department **must** have a clear and documented academic staff recruitment policy where the criteria for selection are based on academic merit (from bona fide institutions) and/or relevant work experience. The recruitment policy for a particular programme **must** seek diversity where there is a balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches, ODL experiences and backgrounds.

Standard 4.1.6

Policies and procedures for recognition through promotion, salary increment or other remuneration such as incentives to reward innovation in ODL **must** be clear, transparent and based on merit.

Attainment Level Rubric (Cluster 4.1B)

Attainment Level	Description
1	The department **DOES NOT HAVE ANY** of the following: ● An academic staff recruitment policy with criteria selection based on academic merit, relevant experience or diversity among the staff. ● Policy or procedure for recognition through promotion or remuneration.
2	The department has **AT LEAST ONE** of the following: ● An academic staff recruitment policy with criteria selection based on academic merit, relevant experience and/or diversity among the staff. ● Policies and procedures for recognition through promotion and/or remuneration.

Attainment Level	Description
3	The department has a clear and documented academic staff recruitment policy with criteria selection based on academic merit and/or relevant experience. The recruitment policy for a particular programme seeks diversity among staff in terms of experience, approaches and backgrounds. The policies and procedures for recognition through promotion, salary increment or other remuneration, such as incentives to reward innovation in ODL, are clear, transparent and based on merit.

Example of Supporting Documents:

- HR Handbook/policies – recruitment, promotion and appraisal
- HR Development and Strategy Plan and initiatives

4.2 Service and Development

Cluster 4.2A combines Standards 4.2.1 and 4.2.3

Standard 4.2.1
The department **must** have policies addressing matters related to service, development and appraisal of the academic staff.

Standard 4.2.3
The HEP **must** have clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among full time and part time academic staff.

Attainment Level Rubric (Cluster 4.2A)

Attainment Level	Description
1	The HEP/department **DOES NOT HAVE** any of the following: ● Policy addressing matters related to service, development and appraisal of the academic staff. ● Policy on conflict of interest and professional conduct.

Attainment Level	Description
2	The HEP/department has **AT LEAST ONE** of the following: ● Policy addressing matters related to service, development and appraisal of the academic staff. ● Policy on conflict of interest and professional conduct.
3	The department has policies addressing matters related to service, development and appraisal of the academic staff. The HEP has clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among full time and part time academic staff.

Example of Supporting Documents:

- Policy on services, development and appraisal of academic staff.
- Policy on conflict of interest and professional conduct.
- Procedures for handling disciplinary cases.

Area 5: Educational Resources

5.1 Physical and Virtual Facilities

Cluster 5.1A combines Standards 5.1.1 and 5.1.3

Standard 5.1.1

The HEP **must** have a policy regarding the selection and effective use of electronic devices, internal and external networks, eContent and other effective means of using information and communication technology in the programme.

Standard 5.1.3

The department **must** put in place an appropriate LMS to facilitate ODL programme delivery.

Attainment Level Rubric (Cluster 5.1A)

Attainment Level	Description
1	The HEP/department **DOES NOT HAVE** any of the following: ● A policy regarding the selection and use of electronic devices, internal and external networks, eContent and/or other means of using information and communication technology in the programme. ● An LMS to facilitate ODL programme delivery.
2	The HEP/department has **AT LEAST ONE** of the following: ● A policy regarding the selection and use of electronic devices, internal and external networks, eContent and/or other means of using information and communication technology in the programme. ● An LMS to facilitate ODL programme delivery.
3	The HEP has a policy regarding the selection and effective use of electronic devices, internal and external networks, eContent and other effective means of using information and communication technology in the programme. The department puts in place an appropriate LMS to facilitate ODL programme delivery.

Example of Supporting Documents:

- Policy regarding the selection and effective use of electronic devices, internal and external networks, eContent
- The dashboard or portal of the learning management system (LMS)
- List of online platform, subscribed learning resources services and facilities

Cluster 5.1B combines Standards 5.1.2 and 5.1.4

Standard 5.1.2

The programme **must** have sufficient and appropriate physical and virtual facilities (electronic learning platform) and educational resources to ensure its effective delivery, including facilities for practical-based and research programmes and for those with special needs.

Standard 5.1.4

The physical facilities, system and eContent **must** comply with the relevant laws, regulations and copyright.

Attainment Level Rubric (Cluster 5.1B)

Attainment Level	Description
1	The HEP/programme has or fulfils **NONE** of the following: ● Physical and virtual facilities (electronic learning platform) and educational resources for programme delivery. ● The physical facilities, system and eContent that must comply with the relevant laws, regulations and copyright.
2	The HEP/programme has or fulfils **AT LEAST ONE** of the following: ● Physical and virtual facilities (electronic learning platform) and educational resources for programme delivery. ● The physical facilities, system and eContent comply with the relevant laws, regulations and copyright.
3	The programme has sufficient and appropriate physical and virtual facilities (electronic learning platform) and educational resources for its effective delivery, including facilities for practical-based and research programmes and for those with special needs. The physical facilities, system and eContent comply with the relevant laws, regulations and copyright.

Example of Supporting Documents:

- List of physical facilities and virtual facilities (electronic learning platform) required for the programme.
- List of license certificates or related documents for software and eContent applications used by the programme.

5.2 Research and Development

Note: *This section has been intentionally left blank.*

5.3 Financial Resources

Cluster 5.3A combines Standards 5.3.1, 5.3.2 and 5.3.3

Standard 5.3.1
The HEP **must** demonstrate financial viability and sustainability for offering the programme.

Standard 5.3.2
The department **must** have clear procedures to ensure that its financial resources are sufficient and managed efficiently.

Standard 5.3.3
The HEP **must** have a clear line of responsibility and authority for budgeting and resource allocation that take into account the specific needs of the faculty/department/ unit.

Attainment Level Rubric (Cluster 5.3A)

Attainment Level	Description
1	The HEP/department **DOES NOT** have any of the following: ● Financial viability or sustainability plan for offering the programme. ● Procedure, or a provision to establish a set of procedures, at the department level to manage its financial resources. ● A clear line of responsibility and authority for budgeting or resource allocation that takes into account the specific needs of the department/unit.

Attainment Level	Description
2	The HEP/department has **AT LEAST ONE** of the following: ● Financial viability and/or sustainability plan for offering the programme. ● Procedures, and/or a provision to establish a set of procedures, at the department level to manage its financial resources. ● A clear line of responsibility and authority for budgeting and/or resource allocation that takes into account the specific needs of the department/unit.
3	The HEP has a plan for financial viability or sustainability for offering the programme, and has a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the department/unit. The department has clear procedures, or a provision to establish a set of procedures, to manage its financial resources is managed efficiently.

Example of Supporting Documents:

- Audited financial statements or certified supporting documents for the last three consecutive years
- Allocation of funds for training and education activities.

Area 6: Programme Management

6.1 Programme Management

Cluster 6.1A combines Standards 6.1.1 and 6.1.3

Standard 6.1.1

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

Standard 6.1.3

The department **must** have policies, procedures and mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.

Attainment Level Rubric (Cluster 6.1A)

Attainment Level	Description
1	The department **DOES NOT HAVE** any of the following: ● Clear management structure or function, or the relationships between them, which are communicated to relevant parties involved based on the principles of responsibility, accountability and transparency. ● Policy, procedure or mechanism for review and updating of its structures, functions, strategies or core activities for continuous quality improvement.
2	The department has **AT LEAST ONE** of the following: ● Clear management structure and/or function, and the relationships between them, which are communicated to relevant parties involved based on the principles of responsibility, accountability and transparency. ● Policies, procedures and/or mechanisms for review and updating of its structures, functions, strategies and/or core activities for continuous quality improvement.

Attainment Level	Description
3	The department has a clear management structure and function, and the relationships between them, which are communicated to all parties involved based on the principles of responsibility, accountability and transparency. There are policies, procedures and mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.

Example of Supporting Documents:

- Organisational and governance charts
- Documents or policies on HEP's governance and quality management systems

Cluster 6.1B contains Standard 6.1.4

Standard 6.1.4

The academic board of the department **must** be an effective decision-making body with an adequate degree of autonomy.

Attainment Level Rubric (Cluster 6.1B)

Attainment Level	Description
1	The department has **NO** academic board as a decision-making body.
2	The department has an academic board as a decision-making body with **LIMITED** autonomy.
3	The academic board of the department is an effective decision-making body with an adequate degree of autonomy.

Example of Supporting Documents:

- Appointment letters for academic board of the department signed by designated authority.
- Terms of reference for the appointment
- Minutes of meeting of the HEP/department academic board

6.2 Programme Leadership

Cluster 6.2A combines Standards 6.2.1 and 6.2.2

Standard 6.2.1

The criteria for the appointment and the responsibilities of the programme leader **must** be clearly stated. The programme leader **must** be a full-time staff of the HEP.

Standard 6.2.2

The programme leader **must** possess the appropriate qualifications, technological knowledge and experience, and have sufficient authority for curriculum design, delivery and review.

Attainment Level Rubric (Cluster 6.2A)

Attainment Level	Description
1	There is **NO** criterion for the appointment and responsibilities of the programme leader **AND NO** appointment of a qualified full-time staff as programme leader.
2	The criteria for the appointment and/or responsibilities of the programme leader is **NOT CLEARLY** stated, and the appointed programme leader **DOES NOT** have the qualification, knowledge and experiences related to the programme he/she is responsible for.
3	The criteria for the appointment and the responsibilities of the programme leader are clearly stated, where the programme leader is a full-time staff of the HEP, having appropriate qualifications, technological knowledge and experience, with sufficient authority for curriculum design, delivery and review.

Example of Supporting Documents:

- Appointment criteria for programme leader.
- Job description and list of duties and responsibilities of programme leader.
- CV of programme leader

6.3 Administrative Staff

Note: *This section is intentionally left blank.*

6.4 Academic Records

Cluster 6.4A combines Standards 6.4.1 and 6.4.3

Standard 6.4.1

The department **must** have appropriate policies and practices concerning the nature, content and security of student, academic staff and other academic records.

Standard 6.4.3

The department **must** implement policies on the rights of individual privacy and the confidentiality of records.

Attainment Level Rubric (Cluster 6.4A)

Attainment Level	Description
1	The department **DOES NOT HAVE** any of the following: • policy concerning the nature, content and security of student, academic staff or other academic records, or • policy on the rights of individual privacy or the confidentiality of records.
2	The department has or implements **AT LEAST ONE** of the following: ● Policies and practices concerning the nature, content and security of student, academic staff and/or other academic records. ● Policies on the rights of individual privacy and/or the confidentiality of records.
3	The department has appropriate policies concerning the nature, content and security of student, academic staff and other academic records, and policies on the rights of individual privacy and the confidentiality of records.

Example of Supporting Documents:

- HEP's policies on security of documents, individual information, data and confidential records.
- HEP's quality management or quality assurance systems (manuals and/or selected documented procedures).
- HEP's and/or department's risk assessment/treatment plans for information systems and data security.

Area 7: Programme Monitoring, Review and Continual Quality Improvement

7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

Cluster 7.1A contains Standard 7.1.1

Standard 7.1.1

The department **must** have clear policies and appropriate mechanisms for regular monitoring and review of the programme.

Attainment Level Rubric (Cluster 7.1A)

Attainment Level	Description
1	The department **DOES NOT HAVE** policy or mechanism for regular monitoring and review of the programme.
2	The department has **UNCLEAR** policies and **INAPPROPRIATE** mechanisms for regular monitoring and review the programme.
3	The department has clear policies and appropriate mechanisms for regular monitoring and review of the programme

Example of Supporting Documents:

- HEP's policies and documented procedures for regular monitoring and review of the academic programmes.

Cluster 7.1B combines Standards 7.1.2 and 7.1.9

Standard 7.1.2

The department **must** have a Quality Assurance (QA) unit/personnel for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.

Standard 7.1.9

There **must** be an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.

Attainment Level Rubric (Cluster 7.1B)

Attainment Level	Description
1	The department **DOES NOT** have a Quality Assurance (QA) unit/personnel for internal quality assurance of the department to work with the QA unit of the HEP. There is no link between the departmental quality assurance processes and the achievement of the institutional purpose.
2	The department forms an **AD HOC** Quality Assurance (QA) unit, or appoints personnel responsible, for internal quality assurance of the department that does not always work with the QA unit of the HEP. There is **INCOHERENT** link between the departmental quality assurance processes and the achievement of the institutional purpose.
3	The department has a Quality Assurance (QA) unit/personnel for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP, where this provides an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.

Example of Supporting Documents:

- HEP's organisation chart showing the position of its QA unit.
- Department's organisation chart showing the position of its QA unit/personnel.
- List or appointment/assignment letters of the head and personnel/staff of the department's QA unit/role.
- Meeting minutes of the department's QA unit.
- HEP's and/or Department's QA or quality reports.

Cluster 7.1C* contains Standard 7.1.7
***APPLICABLE FOR PROGRAMME WITH COLLABORATIVE ARRANGEMENTS ONLY** (see note below)

Standard 7.1.7*

In collaborative arrangements, the partners involved **must** share the responsibilities of programme monitoring and review.

(This standard must be read together with Standard 6.1.5 in Area 6, COPPA-ODL.)

Attainment Level Rubric (Cluster 7.1C*)

Attainment Level	Description
1	In collaborative arrangements*, the partners **DO NOT** involve or are not given any responsibility in programme monitoring and review.
2	In collaborative arrangements*, the partners involved some but **INSIGNIFICANT** responsibility, such as providing data only, in programme monitoring and review.
3	In collaborative arrangements*, the partners involved share the responsibilities of programme monitoring and review.

Note: *The term "collaborative arrangements" in Standard 7.1.7 is applicable only for programme implemented with collaborative partners, such as joint-degree and dual-degree programmes. Therefore, this standard is only applicable for Provisional Accreditation (PA) if the HEP/department appoints its collaborative partners to implement the programme.*

Example of Supporting Documents:

- Legal documents such as MOU or MOA with the collaborative partners, including clauses in MOU/MOA and supplementary documents outlining the partner's responsibilities in programme monitoring and review.

Section 3

Guide to Evaluation of Standards for Programme Accreditation: Full Accreditation and Compliance Evaluation

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The following standards are applicable during the evaluation of Full Accreditation (FA) and Compliance Evaluation (CE). The individual standards in each area of the COPPA-ODL have been clustered to better reflect the area of evaluation. Stakeholders, particularly the Higher Education Providers (HEP) will be able to use the rubrics as a self-assessment instrument and be better prepared for the submission of programmes for evaluation; while the Panel of Assessors (POA) are able to evaluate programmes based on the standards or cluster of standards identified in each area of the COPPA-ODL. The supporting documents listed are examples of evidence/documentation that could be provided by the HEP during the evaluation. Though not exhaustive, the HEP and POA may refer to the examples as a guide.

Area 1: Programme Development and Delivery

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

Cluster 1.1A combines Standards 1.1.1, 1.1.2 and 1.1.3.

Standard 1.1.1

The programme **must** be consistent with, and supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP, in promoting democratisation of education through globalised online learning.

Standard 1.1.2

The programme **must** be considered only after a needs assessment has indicated that there is a demand for the programme to be offered via ODL mode.
(This standard must be read together with Standard 1.2.2 in Area 1 and 6.1.6 in Area 6, COPPA-ODL.)

Standard 1.1.3

The department **must** state its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, and assessment, and ensure constructive alignment between them.
(This standard must be read together with Standard 1.2.4 in Area 1, COPPA-ODL)

Attainment Level Rubric (Cluster 1.1A)

Attainment Level	Description
1	The programme fulfils **NONE** of the following: ● The programme is consistent with, and/or supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP. ● The programme is considered based on a needs assessment that there is a demand for the programme to be offered via ODL mode. ● The programme documents its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, assessment, and/or information related to constructive alignment between them.

Attainment Level	Description
2	The programme fulfils **AT LEAST ONE** of the following: ● The programme is consistent with, and/or supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP. ● The programme is considered based on a needs assessment that there is a demand for the programme to be offered via ODL mode. ● The programme documents its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, assessment, and/or information related to constructive alignment between them.
3	The programme is consistent with, and supportive of, the vision, mission, goals and Open and Distance Learning (ODL) policy of the HEP, is considered based on a needs assessment that there is a demand for the programme to be offered via ODL mode and documents its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, and assessment, as well as information related to constructive alignment between them.
4	The programme is considered based on an updated needs assessment that is used in formulating or reviewing the programme educational objectives and learning outcomes, and systematically documents its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, and assessment, as well as information related to constructive alignment between them.
5	The programme is considered based on an updated needs assessment that is benchmarked to ensure currency and relevance of its programme educational objectives, learning outcomes, teaching and learning strategies that focus on student engagement, and assessment, as well as information related to constructive alignment between them.

Example of Supporting Documents:

- Working paper of curriculum development or curriculum review approved by the HEP's Senate or Academic Board, supported by the departmental meeting minutes.
- Needs analysis, programme benchmarking report, survey questionnaire and/or any documents that report feedback from stakeholders or interested parties.
- Ministry's approval of the programme.
- Programme advisory panel reports and/or meeting minutes.
- External advisor's report (for level MQF level 6 and above).
- Student's academic handbook
- Programme information in the HEP's websites and official brochure (if any).

Cluster 1.1B combines Standards 1.1.4 and 1.1.5

Standard 1.1.4

The programme learning outcomes **must** correspond to an MQF level descriptors and the five clusters of MQF learning outcomes:

i. Knowledge and understanding
ii. Cognitive skills
iii. Functional work skills with focus on:
    a. Practical skills
    b. Interpersonal skills
    c. Communication skills
    d. Digital skills
    e. Numeracy skills
    f. Leadership, autonomy and responsibility
iv. Personal and entrepreneurial skills
v. Ethics and professionalism

Standard 1.1.5

Considering the stated learning outcomes, the programme **must** indicate the career and further studies options available to the students on completion of the programme.

Attainment Level Rubric (Cluster 1.1B)

Attainment Level	Description
1	The programme learning outcomes **DO NOT** correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme **DOES NOT** indicate the career and further studies options available to the students on completion of the programme.
2	The programme learning outcomes correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. However, the programme **DOES NOT** clearly indicate the career and further studies options available to the students on completion of the programme.
3	The programme learning outcomes correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme indicates the career and further studies options available to the students on completion of the programme.

Attainment Level	Description
4	The programme learning outcomes explicitly address the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme disseminates information about the career and further studies options available to the students on completion of the programme.
5	The programme learning outcomes constructively address the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme publishes information about the career and further studies options available to the students on completion of the programme.

Example of Supporting Documents:

- Working paper of curriculum development or curriculum review approved by the HEP's Senate or Academic Board, supported by the corresponding meeting minute and Ministry's approval.
- Programme advisory panel reports and/or meeting minutes.
- External advisor's report (for MQF level 6 and above).
- Student's academic handbook.
- Programme information in the HEP's websites and official brochure (if any).

1.2 Programme Development: Process, Content, Structure and Learning-Teaching Methods

Cluster 1.2A combines Standards 1.2.1, 1.2.2 and 1.2.3

Standard 1.2.1

The department **must** have sufficient autonomy[3] to design the curriculum and to utilise[4] the allocated resources necessary for its implementation.

(*Where applicable, the above provision must also cover collaborative programmes and programmes conducted in collaboration with or from, other HEPs in accordance with national policies*.)

[3] Sufficient autonomy relates to the freedom of the department to design (including the use of external experts or national curriculum) and propose curriculum for approval.

[4] To utilise means the expenditures of allocated resources according to HEP's financial procedures. To be read together with standard 5.3.2.

Standard 1.2.2

The department **must** have an appropriate process to design and develop the curriculum leading to the approval by the highest academic authority in the HEP.

Standard 1.2.3

The department **must** consult the stakeholders in the development of the curriculum including education and ODL experts.

Attainment Level Rubric (Cluster 1.2A)

Attainment Level	Description
1	The department fulfils **NONE** of the following: ● The department has sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation. ● The department has appropriate process to design and develop the curriculum leading to the approval by the highest academic authority in the HEP. ● The department consults the stakeholders in the development of the curriculum including education and ODL experts.
2	The department fulfils **AT LEAST ONE** of the following: ● The department has sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation. ● The department has appropriate process to design and develop the curriculum leading to the approval by the highest academic authority in the HEP. ● The department consults the stakeholders in the development of the curriculum including education and ODL experts.
3	The department has sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation, has appropriate process to design and develop the curriculum leading to the approval by the highest academic authority in the HEP, and consults the stakeholders in the development of the curriculum including education and ODL experts.
4	The department effectively uses its autonomy, stakeholders' input and optimal resources in the implementation of the requirements.
5	The department has and implements sustainable policies and internal processes leading to continual improvement and good practices in fulfilling the requirements.

Example of Supporting Documents:

- Policies, processes, and procedures on programme/curriculum design and delivery
- Current Programme outline with curriculum structure and content
- Proof of programme implementation, e.g., minutes of meeting
- Proof of the effectiveness of the practice such as attainment of programme learning outcomes

Cluster 1.2B contains Standard 1.2.4

Standard 1.2.4

The curriculum **must** fulfil the requirements of the discipline of study, taking into account the appropriate programme standards, professional and industry requirements, good practices as well as future needs in the field.

Attainment Level Rubric (Cluster 1.2B)

Attainment Level	Description
1	The curriculum **DOES NOT** fulfil the requirements of the discipline of study as stipulated in the appropriate programme standards, professional and industry requirements.
2	The curriculum **PARTIALLY** fulfil the requirements of the discipline of study as stipulated in the appropriate programme standards, and by professional and industry requirements, as well as taking into account good practices and future needs in the field.
3	The curriculum fulfils the requirements of the discipline of study, taking into account the appropriate programme standards, professional and industry requirements, good practices as well as future needs in the field.
4	The curriculum design and delivery consider the requirements of the discipline of study beyond the programme standards, professional and industry requirements, as well as implementing good practices with consideration of future needs in the field.
5	The curriculum design and delivery involve collaborative initiatives with external local and/or global partners.

Example of Supporting Documents:

- Policies, processes, and procedures for the curriculum design and delivery.

- Minutes of meetings the committee and stakeholders involved in the curriculum delivery and programme management.
- Documents and records related to curriculum design and delivery, and its fulfilment of programme standards, and professional and industry requirements.
- Benchmarking reports on good practices and future needs in curriculum design and delivery.

Cluster 1.2C contains Standard 1.2.5

Standard 1.2.5

There **must** be appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes which covers the following:

i. The department **must** establish a mechanism/system where all forms of interaction and delivery are integrated.
ii. The programme **must** involve the provision of appropriate self-instructional materials (SIM) for self-directed learners
iii. There **must** be a unit or section devoted to the design and development of SIM.
iv. SIM for the ODL programme **must** be provided in the following ways: adopting existing materials; adapting existing materials; or creating original materials or any other appropriate approaches. The department should consider having intellectual property rights and licensing policies for learning materials, learning objects and innovations. Copyright laws and best practices must be in place and observed.
v. The department **must** provide an electronic/online learning platform to conduct teaching and learning activities.
vi. The department **must** decide on the nature of interaction between learners and instructors* which may be synchronous or asynchronous or a combination of both. Some of the interaction must be carried out through face-to-face sessions which can be physically or electronically mediated communication.

Attainment Level Rubric (Cluster 1.2C)

Attainment Level	Description
1	The department and/or the programme **DO NOT** have or implement appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes, covering **NONE** of the following: ● integrated delivery and interaction, including nature of interaction between learners and instructors; ● provision of appropriate self-instructional materials (SIM) for self-directed learners, with copyright laws in place ad observed; ● a unit or section devoted to the design and development of SIM; ● provision of an electronic/online learning platform to conduct teaching and learning activities.

Attainment Level	Description
2	The department and/or the programme **PARTIALLY** have and/or implement appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes, covering **AT LEAST ONE** of the following: ● integrated delivery and interaction, including nature of interaction between learners and instructors; ● provision of appropriate self-instructional materials (SIM) for self-directed learners, with copyright laws in place ad observed; ● a unit or section devoted to the design and development of SIM; ● provision of an electronic/online learning platform to conduct teaching and learning activities.
3	There are appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes, covering: ● integrated delivery and interaction, including nature of interaction between learners and instructors; ● provision of appropriate self-instructional materials (SIM) for self-directed learners, with copyright laws in place ad observed; ● a unit or section devoted to the design and development of SIM; ● provision of an electronic/online learning platform to conduct teaching and learning activities.
4	The teaching and learning methods implemented consider the learning ecosystem beyond the conventional ODL delivery and mechanisms, and incorporate good practices in ODL delivery.
5	The teaching and learning methods involve collaborative initiatives with external local and/or global partners.

Example of Supporting Documents:

- SIMs for ODL courses in the curriculum.
- Information about the management and operation of the unit/section for the design and development of SIM.
- Information about the management and operation the electronic/online learning platform to conduct teaching and learning activities.

1.3 Programme Delivery

Cluster 1.3A combines Standards 1.3.1 and 1.3.3

Standard 1.3.1

The department **must** take responsibility to ensure the effective delivery of programme learning outcomes.

Standard 1.3.3

The programme **must** have a full-time programme leader/coordinator and a team of course coordinators and/or instructors with adequate authority for the effective delivery of the programme.

Attainment Level Rubric (Cluster 1.3A)

Attainment Level	Description
1	The department **DOES NOT** take responsibility to ensure the effective delivery of programme learning outcomes. The programme **DOES NOT** have a full-time programme leader/coordinator and a team of course coordinators and/or instructors with adequate authority for the effective delivery of the programme.
2	The department takes **PARTIAL** responsibility to ensure the effective delivery of programme learning outcomes. The programme has a full-time programme leader/coordinator and a team of course coordinators and/or instructors with limited authority for the effective delivery of the programme.
3	The department takes responsibility to ensure the effective delivery of programme learning outcomes. The programme has a full-time programme leader/coordinator and a team of course coordinators and/or instructors with adequate authority for the effective delivery of the programme.
4	The department takes full responsibility to ensure the effective delivery of programme learning outcomes. The programme has a full-time programme leader/coordinator and a team of course coordinators and/or instructors with adequate autonomy for the efficient and effective delivery of the programme.
5	The department takes full responsibility and ownership to ensure the effective delivery of programme learning outcomes. The programme has a full-time programme leader/coordinator and a team of course coordinators and/or instructors with adequate autonomy and fully committed for the efficient and effective delivery of the programme.

Example of Supporting Documents:

- Letter of appointment of the full-time programme leader/coordinator and a team of course coordinators and/or instructors
- Job description of the full-time programme leader/coordinator and a team of course coordinators and/or instructors

Cluster 1.3B contains Standard 1.3.2

Standard 1.3.2

Students **must** be provided with, and briefed on, current information about (among others) the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies. This information can be made available in the learning portal and/or learning management system.

Attainment Level Rubric (Cluster 1.3B)

Attainment Level	Description
1	Students are **NOT** provided with, **AND NOT** briefed on current information about (among others) the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies. The information is **NOT** made available in the learning portal and/or learning management system.
2	Students are **NOT** provided with, **OR NOT** briefed on current information about (among others) the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies. The information is **NOT** made available in the learning portal and/or learning management system.
3	Students are provided with, briefed on, and be made available in the learning portal and/or learning management system, current information about the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies.

Attainment Level	Description
4	Students are provided with, briefed on, and be made available in the learning portal and/or learning management system, current information effectively and efficiently about the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies.
5	Students are provided with, briefed on, and be made available in the learning portal and/or learning management system, current and updated information about the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies.

Example of Supporting Documents:

- Course outlines
- Evidence of course information communicated to students
- Learning portal and/or learning management system

Cluster 1.3C contains Standard 1.3.4

Standard 1.3.4

The department **must** provide students with a conducive learning environment and proper facilities for the execution of practical based training in line with the requirement of the programme.

Attainment Level Rubric (Cluster 1.3C)

Attainment Level	Description
1	The department **DOES NOT** provide students with a conducive learning environment and proper facilities for the execution of practical based training in line with the requirement of the programme.
2	The department provides students with a **PARTIALLY** conducive learning environment, proper facilities for the execution of practical based training in line with the requirement of the programme.
3	The department provides students with a conducive learning environment and proper facilities for the execution of practical based training in line with the requirement of the programme.

Attainment Level	Description
4	The department provides students with an effective conducive learning environment with relevant facilities for practical based training.
5	The department provides students with an effective conducive learning environment, which is regularly reviewed and continually improved, and up-to-date facilities for practical based training, which are regularly benchmarked for improvement.

Example of Supporting Documents:

- List of physical facilities required for and used by the programme
- List of practical based training facilities required for the programme

Cluster 1.3D contains Standard 1.3.5

Standard 1.3.5

The department **must** encourage innovations in teaching, learning and assessment and include tools (i.e., analytics) to monitor student learning activities.

Attainment Level Rubric (Cluster 1.3D)

Attainment Level	Description
1	The department **DOES NOT** encourage innovations in teaching, learning and assessment or does not include tools (i.e., analytics) to monitor student learning activities.
2	The department **PARTIALLY** encourages innovations in teaching, learning and assessment and include tools (i.e., analytics) to monitor student learning activities.
3	The department encourages innovations in teaching, learning and assessment and include tools (i.e., analytics) to monitor student learning activities.
4	The department provides resources to encourage innovations in teaching, learning and assessment and include tools (i.e., analytics) to monitor student learning activities.
5	The department provides support and incentivisation to encourage innovations in teaching, learning and assessment and include tools (i.e., analytics) to monitor student learning activities.

Example of Supporting Documents:

- Evidence of innovation in teaching and learning
- Evidence of innovation in assessment
- Evidence of resources, support or incentives provided
- Tools (i.e. analytics) to monitor student learning activities

Cluster 1.3E contains Standard 1.3.6

Standard 1.3.6

The department **must** obtain feedback from stakeholders to improve the delivery of the programme outcomes.

Attainment Level Rubric (Cluster 1.3E)

Attainment Level	Description
1	The department **DOES NOT** obtain feedback from stakeholders to improve the delivery of the programme outcomes.
2	The department obtains feedback from stakeholders, but the feedback is **NOT UTILISED** for improvement of the delivery of the programme outcomes.
3	The department obtains feedback from stakeholders to improve the delivery of the programme outcomes.
4	The department obtains feedback regularly from stakeholders to improve the delivery of the programme outcomes.
5	The department obtains feedback regularly and systematically from stakeholders to continually improve the delivery of the programme outcomes.

Example of Supporting Documents:

- Feedback from industry
- Student evaluation form
- Evidence of action taken on feedback obtained

Area 2: Assessment of Student Learning

2.1 Relationship between Assessment and Learning

Cluster 2.1A combines Standards 2.1.1 and 2.1.2

Standard 2.1.1

Assessment principles, methods and practices **must** be aligned to the learning outcomes, consistent with the levels defined in the MQF.

Standard 2.1.2

The alignment between assessment and the learning outcomes in the programme **must** be systematically and regularly reviewed to ensure the attainment of the intended learning outcomes.

Attainment Level Rubric (Cluster 2.1A)

Attainment Level	Description
1	There is **NO** document or evidence on the use of on the assessment principles, methods and practices.
2	There are **LIMITED** documents or evidence on the use of on assessment principles, methods and practices but they are neither aligned to the learning outcomes of the programme, nor consistent with the levels defined in the MQF, and **NOT** systematically and regularly reviewed to ensure its effectiveness.
3	Assessment principles, methods and practices are aligned to the learning outcomes of the programme, consistent with the levels defined in the MQF, and are systematically and regularly reviewed to ensure the attainment of the intended learning outcomes.
4	There is analysis performed to ensure constructive alignment of assessments to the learning outcomes and competency levels.
5	The constructive alignment of assessments to the learning outcomes and competency levels has improved student learning experience.

Example of Supporting Documents:

- Evidences on compliance with the MQF

- Documents on assessment principles, methods and practices, such as policies, guidelines or university circulars.
- Documentary evidence related to review process, stakeholder engagement, approval and communication to stakeholders.
- Course assessment plan that is constructively aligned to learning outcomes.
- Measurement and evaluation of learning outcomes.
- CQI reports at course and programme levels.

2.2 Assessment Method

Cluster 2.2A combines Standards 2.2.1 and 2.2.2

Standard 2.2.1

A variety of assessment methods and tools including innovative techniques **must** be used appropriately to assess the learning outcomes and competencies.

Standard 2.2.2

There **must** be policies and mechanisms to ensure the security, credibility, validity, reliability, consistency, currency and fairness of the assessment methods. Specific procedures to cater for the assessment of ODL students **must** be put in place which could involve distant locations and simultaneous processes in many locations.

Attainment Level Rubric (Cluster 2.2A)

Attainment Level	Description
1	There is **NO** document or evidence on the availability of a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies.
2	There are **LIMITED** documents or evidence on the use of a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies, **BUT NO** policy or mechanism to ensure the validity, reliability, integrity, currency and fairness of the assessment methods.
3	There are policies and mechanisms to ensure the security, credibility, validity, reliability, consistency, currency and fairness of the assessment methods. A variety of assessment methods and tools including innovative techniques are used appropriately to assess the learning outcomes and competencies. Specific procedures to cater for the assessment of ODL students are put in place which could involve distant locations and simultaneous processes in many locations.

Attainment Level	Description
4	The outcomes and competencies were analysed and used to further improve the assessment tools.
5	There is a regular review of these policies/mechanism and the innovative assessment tools to ensure constructive alignment to the domains of the learning outcomes being assessed.

Example of Supporting Documents:

- Documents on security, credibility, validity, reliability, consistency, currency and fairness of the assessment tools in the form of policies, guideline or university circulars.
- Evidences of staff attending courses/training innovative assessment tools.
- Evidences on review of tools used to ensure effectiveness and constructive alignment.

Cluster 2.2B combines Standards 2.2.3 and 2.2.4

Standard 2.2.3

The frequency, methods, and criteria of student assessment — including the grading criteria and appeal policies — **must** be documented and communicated to students on the commencement of the programme.

Standard 2.2.4

Changes to student assessment methods **must** follow the established procedures and regulations and communicated to the student prior to their implementation.

Attainment Level Rubric (Cluster 2.2B)

Attainment Level	Description
1	There is **NO** document on frequency, methods, and criteria of student assessment, including the grading system and appeal policies.
2	There are **LIMITED** documents on frequency, methods, and criteria of student assessment, including the grading system and appeal policies. Changes to the assessment methods, however, **DO NOT** follow established procedures and regulations and **MAY NOT** be communicated to students prior to their implementation.

Attainment Level	Description
3	The frequency, methods, and criteria of student assessment, including the grading system and appeal policies, are documented and communicated to students on the commencement of the programme. Changes to the assessment methods follow established procedures and regulations and are communicated to students prior to their implementation.
4	There is a regular review of these policies and its communication mechanism to students.
5	The review of these policies is done by getting feedback from stakeholders and by benchmarking against good practices.

Example of Supporting Documents:

- Documents in the form of policies, guidelines or university circulars on students' assessment criteria, including, the grading system, appeal, frequency & methods of assessment, passing mark.
- Evidences of documents being made available and accessible to students
- Evidences of documents undergoing reviews, records of engagement with stakeholders, reports on benchmarking exercises, minutes of meetings for approval and communication plans for informing stakeholders of any changes.
- Evidences that actions have been taken based of the reports.
- Communication plan or policies on dissemination of current results.

2.3 Management of Student Assessment

Cluster 2.3A combines Standards 2.3.1, 2.3.3, 2.3.4 and 2.3.5

Standard 2.3.1

The department and its academic staff **must** have an adequate level of autonomy in the management of student assessment.

Standard 2.3.3

The result of the coursework component **must** be announced to the students before the final examination while the final assessment results must be communicated to students before the commencement of a new semester to facilitate progression decision.

Standard 2.3.4

The department **must** have appropriate guidelines and mechanisms for students to appeal their course results.

Standard 2.3.5

The department **must** periodically review the management of student assessment and act on the findings of the review.
(*For MQF level 6 and above, the review must involve external examiners*).

Attainment Level Rubric (Cluster 2.3A)

Attainment Level	Description
1	The department **DOES NOT** have or implement any of the following: ● The department and its academic staff have adequate level of autonomy in the management of student assessment. ● The result of the coursework component is announced to the students before the final examination while the final assessment results are communicated to students before the commencement of a new semester to facilitate progression decision. ● The department has appropriate guidelines and mechanisms for students to appeal their course results.
2	The HEP/department has or implemented **AT LEAST ONE** of the following: ● The department has and its academic staff have adequate level of autonomy in the management of student assessment. ● The result of the coursework component is announced to the students before the final examination while the final assessment results are communicated to students before the commencement of a new semester to facilitate progression decision. ● Appropriate guidelines and mechanisms are available for students to appeal their course results.
3	The department and its academic staff have an adequate level of autonomy in the management of student assessment. The result of the coursework component is announced to the students before the final examination while the final assessment results are communicated to students before the commencement of a new semester to facilitate progression decision. Appropriate guidelines and mechanisms are available for students to appeal their course results. The management of student assessment is periodically reviewed with actions on the findings of the review (for MQF level 6 and above, the review involves external examiners).
4	The department manages student assessment effectively and efficiently.
5	The department conducts benchmarking with other institutions and implements good practises in managing student assessment.

Example of Supporting Documents:

- Examination policy, process and procedures that shows academic staff has adequate level of autonomy in the management of student assessment.
- Evidence that shows the result of the coursework component are announced to students before the final examination while the final assessment results are communicated to students before the commencement of a new semester.
- Academic regulation and SOP that provide the guidelines and mechanisms for students to appeal their course results.
- Report on the review of management of student assessment.
- External examiner's report.
- Evidences that actions have been taken based on the reports.

Cluster 2.3B contains Standard 2.3.2

Standard 2.3.2

There **must** be mechanisms to ensure the security of assessment documents and records.

Attainment Level Rubric (Cluster 2.3B)

Attainment Level	Description
1	There is **NO** mechanism to ensure the security of assessment documents and records.
2	There are **INADEQUATE** mechanisms to ensure the security of assessment documents and records.
3	There are mechanisms to ensure the security of assessment documents and records.
4	The mechanisms for ensuring the security of assessment documents and records are implemented effectively.
5	The mechanisms for ensuring the security of assessment documents and records are regularly reviewed and continually improved for sustainable implementation.

Example of Supporting Documents:

- Process and procedure in ensuring the security of assessment documents and records.
- Standard Operating Procedures (SOP) on handling assessment documents and records.

- Evidence of Plan-Do-Check-Act (PDCA) implementation on the process of ensuring the security of assessment documents and records.

Area 3: Student Selection and Support Services

3.1 Student Selection

Cluster 3.1A combines Standards 3.1.1 and 3.1.2

Standard 3.1.1
The programme **must** have clear criteria and processes for student selection (including that of transfer students and APEL candidates) and these must be consistent with applicable requirement.

Standard 3.1.2
The criteria and processes of student selection **must** be transparent and objective.

Attainment Level Rubric (Cluster 3.1A)

Attainment Level	Description
1	The programme has **NO** criterion or process for student selection (including that of transfer students).
2	The programme has criteria and/or processes for student selection (including that of transfer students) but the criteria and/or processes **LACK** clarity, transparency, objectivity and consistency with applicable requirement.
3	The programme has clear criteria and processes for student selection (including that of transfer students and APEL candidates), which are transparent, objective and consistent with applicable requirement.
4	The criteria and processes for student selection (including that of transfer students and APEL candidates) are effectively implemented.
5	The criteria and process for student selection (including that of transfer students and APEL candidates) are regularly reviewed and updated for sustainable implementation.

Example of Supporting Documents:

- Document on criteria and processes on student selection including transfer students and APEL candidates
- Application forms with relevant documents
- APEL.A certificate
- Evidence of review and updated documents

Cluster 3.1B contains Standard 3.1.3

Standard 3.1.3

Student enrolment **must** be related to the capacity of the department to effectively deliver the programme.

Attainment Level Rubric (Cluster 3.1B)

Attainment Level	Description
1	Student enrolment is **NOT** related to the capacity of the department for effective programme delivery.
2	Student enrolment is **PARTIALLY** related to the capacity of the department for effective programme delivery.
3	Student enrolment is related to the capacity of the department for effective programme delivery.
4	Student enrolment is directly related to the capacity of the department for effective programme delivery with a good staff-students ratio according to the discipline or regulatory requirement.
5	The department maintains an excellent staff-students ratio for effective programme delivery, which exceeds the discipline or regulatory requirement.

Example of Supporting Documents:

- Document on criteria and processes on student enrolment.
- Application forms with relevant documents.
- Staff-student ratio as per requirements of programme standards.
- Capacity and resources of department
- APEL.A certificate

Cluster 3.1C combines Standards 3.1.4 and 3.1.5

Standard 3.1.4

There **must** be a clear policy, and if applicable, appropriate mechanisms, for appeal on student selection.

Standard 3.1.5

The department **must** offer appropriate orientation, developmental or remedial support to assist all ODL students, including new students, incoming transfer students and students with special needs.

Attainment Level Rubric (Cluster 3.1C)

Attainment Level	Description
1	There is **NO** policy or mechanism for appeal on student selection and **NO** developmental or remedial support provided to assist students, including incoming transfer students who are in need.
2	The policy and/or mechanism for appeal on student selection are available but **LACK** clarity. Developmental or remedial support provided to assist students, including incoming transfer students who are in need, are available but **INADEQUATE**.
3	There are a clear policy and/or appropriate mechanisms for appeal on student selection. The department offers appropriate developmental or remedial support to assist new students, including incoming transfer students who are in need.
4	The policy and mechanisms for appeal on student selection are implemented effectively. Similarly, the developmental or remedial support to assist new students, including incoming transfer students who are in need, is provided efficiently.
5	The policy and mechanism for appeal on student selection and the developmental or remedial support to assist new students including incoming transfer students who are in need are regularly reviewed and continually improved for sustainable implementation.

Example of Supporting Documents:

- Document on appeal policy for student selection.
- Documents related to the implementation of the appeal policy on student selection including transfer students.
- Review and updated appeal policy.

- Letter to ODL students, new students and incoming transfer students requesting to attend developmental and remedial programme prior to the commencement of class.
- Evidence of developmental and remedial support to assist new students

3.2 Articulation and Transfer

Cluster 3.2A combines Standards 3.2.1 and 3.2.2

Standard 3.2.1

The department **must** have well-defined policies and mechanisms to facilitate credit transfer/exemption, student mobility, which may include student transfer within and between institutions as well as cross-border.

Standard 3.2.2

The department **must** ensure that the incoming transfer students have the capacity to successfully follow the programme.

Attainment Level Rubric (Cluster 3.2A)

Attainment Level	Description
1	The department has **NO** policy or mechanism to facilitate credit transfer/exemption and student mobility, which may include student transfer within and between institutions as well as cross-border, **AND DOES NOT** ensure that the incoming transfer students, if any, have the capacity to follow the programme.
2	The department has policies and/or mechanisms to facilitate student mobility, which may include student transfer within and between institutions as well as cross-border border, but the policies and/or mechanisms **LACK** clarity. The department is **NOT ABLE** to ensure that the incoming transfer students, if any, have the capacity to follow the programme.
3	There are well defined policies and mechanisms to facilitate credit transfer/exemption and student mobility, which may include student transfer within and between institutions as well as cross-border. They manage to ensure that the incoming transfer students, if any, have the capacity to follow the programme.

Attainment Level	Description
4	The policies and mechanisms to facilitate credit transfer/exemption, student mobility and student transfer within and between institutions as well as cross-border, are effectively implemented.
5	The policies and mechanisms to facilitate credit transfer/exemption, student mobility and student transfer within and between institutions as well as cross-border, are regularly reviewed, benchmarked and continually improved for sustainable implementation.

Example of Supporting Documents:

- Document on policies and mechanism on credit transfer/ exemption, student mobility and transfer within and between institutions as well as cross-border in order to ensure that they have the capacity to successfully follow the programme.
- Evidence of monitoring transfer student.

3.3 Student Support Services

Cluster 3.3A combines Standards 3.3.1, 3.3.4 and 3.3.8

Standard 3.3.1

Students **must** have access to appropriate, adequate and continuous support services, such as physical (main campus, regional centres), social, financial, recreational and online facilities and counselling (academic and/or non-academic). All student support **must** be designed to cater for the non-residential nature of ODL learners.

Standard 3.3.4

Academic, non-academic and career counselling **must** be provided by adequate and qualified staff who have undergone periodic, structured training and development in the area of expertise.

Standard 3.3.8

Student support services **must** be evaluated regularly to ensure their adequacy, effectiveness and student well-being and safety.

Attainment Level Rubric (Cluster 3.3A)

Attainment Level	Description
1	Students **DO NOT** have access to essential support services, such as physical, social, financial, recreational and online facilities, including academic and non-academic counselling, and health services. The HEP also **DOES NOT** provide academic, non-academic and career counselling.
2	Students have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic and health services. The staff providing academic and non-academic counselling are **INADEQUATE** and **NOT** qualified.
3	Students have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services. Academic, non-academic and career counselling are provided by adequate and qualified staff. The student support services are evaluated regularly to ensure their adequacy, effectiveness and safety.
4	Students have access to all appropriate support services for their conducive learning and good wellbeing, provided by adequate and qualified staff.
5	The student support services continually reviewed, benchmarked and improved for current and future sustenance.

Example of Supporting Documents:

- Document on support services, such as physical (main campus, regional centres), social, financial, recreational and online facilities and counselling (academic and/or non-academic). All student support must be designed to cater for the non-residential nature of ODL learners.
- Report on student support services and its evaluation.

Cluster 3.3B contains Standard 3.3.2

Standard 3.3.2

There **must** be a designated administrative unit, with a prominent organisational status in the HEP, responsible for planning and implementing student support services and staffed by individuals who have appropriate experience.

Attainment Level Rubric (Cluster 3.3B)

Attainment Level	Description
1	There is **NO** designated administrative unit responsible for planning and implementing student support services.
2	There is a designated administrative unit responsible for planning and implementing student support services, staffed by individuals with **NO** appropriate experience and/or the unit is less prominent in the HEP.
3	There is a designated administrative unit, with a prominent organisational status in the HEP, responsible for planning and implementing student support services and staffed by individuals who have appropriate experience.
4	The designated administrative unit responsible for planning and implementing student support services delivers the services effectively and efficiently.
5	The designated administrative unit responsible for planning and implementing student support services evaluates, reviews, benchmarks and continually improves the services provided for current and future sustenance.

Example of Supporting Documents:

- Organisation chart of the unit that is responsible to provide student support services.
- Roles and responsibilities of the staffs in the unit.
- Report on the performance of the unit.

Cluster 3.3C contains Standard 3.3.3

Standard 3.3.3

An effective induction to the programme **must** be available to new students to promote self-directed learning / self-managed learning and familiarise themselves to all learning support services of ODL.

Attainment Level Rubric (Cluster 3.3C)

Attainment Level	Description
1	There is **NO** induction programme for new students.

Attainment Level	Description
2	An induction to the programme is available to new students to promote self-directed learning / self-managed learning and familiarise themselves to all learning support services of ODL, **BUT** it is **NOT EFFECTIVE**.
3	There is an **EFFECTIVE** induction to the programme available to new students to promote self-directed learning / self-managed learning and familiarise themselves to all learning support services of ODL.
4	Induction to the programme is implemented effectively to new students to promote self-directed learning / self-managed learning and familiarise themselves to all learning support services of ODL, while addressing needs of specific groups of students.
5	The effectiveness of the programme induction is regularly reviewed and continually improved.

Example of Supporting Documents:

- Document on induction to the programme to new students with special attention given to out of state and international students as well as students with special needs.
- Report on the induction implementation to new student and its evaluation.

Cluster 3.3D combines Standards 3.3.5 and 3.3.7

Standard 3.3.5

There **must** be mechanisms that actively identify and assist students who are in need of academic, and/or career counselling.

Standard 3.3.7

There **must** be an effective mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.

Attainment Level Rubric (Cluster 3.3D)

Attainment Level	Description
1	There is **NO** mechanism to identify and assist students who are in need of academic and/or career counselling or for students to voice their grievances and seek resolution on academic and non-academic matters.

Attainment Level	Description
2	There are, but **INADEQUATE**, mechanisms to identify and assist students who are in need of academic and/or career counselling and for students to voice their grievances and seek resolution on academic and non-academic matters.
3	There are adequate mechanisms to identify and assist students who are in need of academic and/or career counselling and for students to voice their grievances and seek resolution effectively on academic and non-academic matters.
4	The mechanisms to identify and assist students who are in need of academic and/or career counselling and for students to voice their grievances and seek resolution effectively on academic and non-academic matters are implemented effectively and efficiently.
5	The mechanisms to identify and assist students who are in need of academic and/or career counselling and for students to voice their grievances and seek resolution effectively on academic and non-academic matters are regularly reviewed and continually improved.

Example of Supporting Documents:

- Document on mechanism to identify and assist students who are in need of academic, and/or career counselling and to voice their grievances and seek resolution on academic and non-academic matters.
- Report on the implementation of student support services and its evaluation.

Cluster 3.3E contains Standard 3.3.6

Standard 3.3.6

The HEP **must** have clearly defined and documented processes and procedures in handling student disciplinary cases.

Attainment Level Rubric (Cluster 3.3E)

Attainment Level	Description
1	The HEP has **NO** processes and procedures in handling student disciplinary cases.
2	The HEP has **NO** processes and procedures, with insufficient clarity, in handling student disciplinary cases.

Attainment Level	Description
3	The HEP has clearly defined and documented processes and procedures in handling student disciplinary cases.
4	The HEP has clearly defined and documented processes and procedures in handling student disciplinary cases, which are efficiently implemented.
5	The HEP has clearly defined and documented processes and procedures in handling student disciplinary cases, which are regularly reviewed and continually improved.

Example of Supporting Documents:

- Document on processes and procedures in handling student disciplinary cases

3.4 Student Representation and Participation

Cluster 3.4A contains Standard 3.4.1

Standard 3.4.1
There **must** be policies and procedures to actively engage student through appropriate channel/platform in areas that affect their interest and welfare.

Attainment Level Rubric (Cluster 3.4A)

Attainment Level	Description
1	There is **NO** policy and process for active student engagement especially in areas that affect their interest and welfare.
2	There are policies which are **NOT** well-disseminated, and/or **INADEQUATE** processes for active student engagement especially in areas that affect their interest and welfare.
3	There are policies and procedures to actively engage student through appropriate channel/platform in areas that affect their interest and welfare.
4	The policies and processes for active student engagement in areas that affect their interest and welfare are implemented efficiently and effectively.

Attainment Level	Description
5	The policies and processes for active student engagement in areas that affect their interest and welfare are regularly reviewed, benchmarked and continually improved.

Example of Supporting Documents:

- Policy for student engagement
- Student council appointment letter
- Sample of student activities with industry (workshops, seminars, corporate social responsibility, knowledge sharing session, etc.)

Cluster 3.4B contains Standard 3.4.2

Standard 3.4.2

Students **must** be facilitated to develop linkages with external stakeholders and to participate in activities to gain or enhance managerial, entrepreneurial and leadership skills in preparation for the workplace or enhancing their current skills in the workplace.

Attainment Level Rubric (Cluster 3.4B)

Attainment Level	Description
1	Students are **NOT** facilitated to develop linkages with external stakeholders **or** to participate in activities to gain or enhance managerial, entrepreneurial and leadership skills in preparation for the workplace or enhancing their current skills in the workplace.
2	Students are **PARTIALLY** facilitated to develop linkages with external stakeholders and to participate in activities to gain or enhance managerial, entrepreneurial and leadership skills in preparation for the workplace or enhancing their current skills in the workplace.
3	Students are facilitated to develop linkages with external stakeholders and to participate in activities to gain or enhance managerial, entrepreneurial and leadership skills in preparation for the workplace or enhancing their current skills in the workplace.

Attainment Level	Description
4	There are systematic and effective mechanisms provided for students to develop linkages with external stakeholders and to participate in activities to gain or enhance managerial, entrepreneurial and leadership skills in preparation for the workplace or enhancing their current skills in the workplace.
5	There are dedicated platforms for students to develop sustainable linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial and leadership skills in preparation for the workplace.

Example of Supporting Documents:

- Documents of linkages with external stakeholders
- Documents on student activities.
- Evidence of linkages with external stakeholders such as Memorandum of Understanding (MOU)/ Memorandum of Agreement (MOA)

3.5 Alumni

Cluster 3.5A* contains Standard 3.5.1
***APPLICABLE FOR COMPLIANCE EVALUATION ONLY**
(see note below)

Standard 3.5.1*
The department **must** foster active linkages with alumni to develop, review and continuously improve the programme.

Attainment Level Rubric (Cluster 3.5A*)

Attainment Level	Description
1	The HEP/department **DOES NOT** foster any linkage with alumni* to develop, review and continuously improve the programme.
2	The HEP/department **DOES NOT** consistently foster active linkages with alumni* to develop, review and continuously improve the programme.

Attainment Level	Description
3	The department fosters active linkages with alumni* to develop, review and continuously improve the programme.
4	The department maintains consistent and effective linkages with alumni* by involving them in the development, review and continuously improvement of the programme.
5	With clear governance and processes as well as close monitoring, the department maintains sustainable linkages with alumni* in the development, review and continuously improvement of the programme.

Note: *This standard is applicable for Compliance Evaluation (CE) only since it can be assessed after the programme produces at least one cohort of graduates, who will then become the "alumni" of the programme.*

Example of Supporting Documents:

- Evidence of alumni involvement in programme development, review and continuous quality improvement initiatives/

Area 4: Academic Staff

4.1 Recruitment and Management

Cluster 4.1A combines Standards 4.1.1, 4.1.3 and 4.1.4

Standard 4.1.1

The department **must** have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.

Standard 4.1.3

The staff (instructor/facilitator/tutor) – student ratio for the programme **must** be appropriate to the teaching-learning methods and comply with the programme standards (where applicable) for the discipline, taking into consideration the uniqueness and flexibility of the ODL.

Standard 4.1.4

The department **must** have an adequate and qualified academic staff (ODL course coordinators, programme coordinator/leader and instructor/facilitator/tutor) responsible for implementing the programme. At least 60% of the academic staff in a specific programme (only inclusive of course coordinator) **must** be employed in a full-time basis. The department **must** have a policy on the use of part-time academics from other institutions for teaching and learning purposes. This policy **must** address academic qualification, specialisation and overall workload.

Attainment Level Rubric (Cluster 4.1A)

Attainment Level	Description
1	The department/programme **DOES NOT HAVE** any the following: ● A plan for its academic manpower needs. ● Adequate academic staff (ODL course coordinators, programme coordinator/leader and instructor/facilitator/tutor) responsible for implementing the programme, with at least 60% of the academic staff in a specific programme (only inclusive of course coordinator) must be employed in a full-time basis. ● A policy on the use of part-time academics from other institutions for teaching and learning purposes. ● The staff (instructor/facilitator/ tutor) – student ratio appropriate to the teaching-learning methods and comply with the programme standards (where applicable) for the discipline.
2	The department/programme fulfils **AT LEAST ONE** of the following: ● A clearly defined plan for its academic manpower needs. ● Adequate academic staff (ODL course coordinators, programme coordinator/leader and instructor/facilitator/tutor) responsible for implementing the programme, with at least 60% of the academic staff in a specific programme (only inclusive of course coordinator) must be employed in a full-time basis. ● A policy on the use of part-time academics from other institutions for teaching and learning purposes. ● The staff (instructor/facilitator/ tutor) – student ratio appropriate to the teaching-learning methods and comply with the programme standards (where applicable) for the discipline.
3	The department has a clearly defined plan for its academic manpower that is consistent with institutional policies and programme requirements, and has adequate and qualified academic staff (ODL course coordinators, programme coordinator/leader and instructor/facilitator/tutor) responsible for implementing the programme, with at least 60% of the academic staff in a specific programme (only inclusive of course coordinator) must be employed in a full-time basis. There is a policy on the use of part-time academics from other institutions for teaching and learning purposes, which addresses academic qualification, specialisation and overall workload. The staff (instructor/facilitator/tutor) – student ratio for the programme is appropriate to the teaching-learning methods and complies with the programme standards (where applicable) for the discipline, taking into consideration the uniqueness and flexibility of the ODL.

Attainment Level	Description
4	The plan for the department's academic manpower, adequacy of qualified academic staff for implementing the programme, the policy on the use of part-time academics from other institutions and the programme's staff-student ratio are regularly evaluated and reviewed for continual improvement.
5	The department has demonstrated good and sustainable practices such as benchmarking towards enhancing the academic manpower plan, the policy on the use of part-time academics from other institutions and the programme's staff-student ratio.

Example of Supporting Documents:

- 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 job description, terms of reference and key performance indicators
- Staff workload per semester
- Data showing trend of academic productivity

Cluster 4.1B combines Standards 4.1.2, 4.1.5 and 4.1.6

Standard 4.1.2

The department **must** have a clear and documented academic staff recruitment policy where the criteria for selection are based on academic merit (from bona fide institutions) and/or relevant work experience. The recruitment policy for a particular programme **must** seek diversity where there is a balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches, ODL experiences and backgrounds. Academic **staff** recruited must be directly related to the fields/areas of discipline of the courses offered.

Standard 4.1.5

The policy of the department **must** reflect an equitable distribution of responsibilities among the academic staff.

Standard 4.1.6

Policies and procedures for recognition through promotion, salary increment or other remuneration such as incentives to reward innovation in ODL **must** be clear, transparent and based on merit.

Attainment Level Rubric (Cluster 4.1B)

Attainment Level	Description
1	The department **DOES NOT HAVE** any of the following: ● An academic staff recruitment policy with criteria selection based on academic merit, relevant work experience or diversity among the staff. ● An equitable distribution of responsibilities among the academic staff. ● Policies and procedures for recognition through promotion and remuneration, such as incentives to reward innovation in ODL, that is based on merit.
2	The department has **AT LEAST ONE** of the following: ● An academic staff recruitment policy with criteria selection based on academic merit, relevant work experience and/or or diversity among the staff. ● An equitable distribution of responsibilities among the academic staff. ● Policies and procedures for recognition through promotion and remuneration, such as incentives to reward innovation in ODL, that is based on merit.
3	The department has a clear and documented academic staff recruitment policy with criteria selection based on academic merit and/or relevant experience, where the recruited staff are directly related to fields/areas of discipline of the courses offered. The recruitment policy for a particular programme seeks diversity among staff in terms of experience, approaches and backgrounds, where there is a balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches, ODL experiences and backgrounds. The implementation of these policies is reflected in an equitable distribution of responsibilities among the academic staff. The policies and procedures for recognition through promotion, salary increment or other remuneration, such as incentives to reward innovation in ODL, are clear, transparent and based on merit.
4	The policies and procedures for the academic staff recruitment, recognition and rewards are regularly evaluated and reviewed for continual improvement.
5	The department has demonstrated good and sustainable practices such as benchmarking towards enhancing the academic staff recruitment, recognition and rewards.

Example of Supporting Documents:

- HR Handbook/policies – recruitment, promotion and appraisal
- HR Development and Strategy Plan and initiatives
- Performance analysis report and revised policies/procedures

Cluster 4.1C contains Standard 4.1.7

Standard 4.1.7

The department **must** have national and international linkages to provide for the involvement of experienced academics, professionals and practitioners in order to enhance teaching and learning in the programme

Attainment Level Rubric (Cluster 4.1C)

Attainment Level	Description
1	The department **DOES NOT HAVE** national and/or international linkages to provide for the involvement of experienced academics, professionals and practitioners in order to enhance teaching and learning in the programme.
2	The department has **LIMITED** national and/or international linkages to provide for the involvement of experienced academics, professionals and practitioners in order to enhance teaching and learning in the programme.
3	The department has national and international linkages to provide for the involvement of experienced academics, professionals and practitioners in order to enhance teaching and learning in the programme.
4	The established linkages are regularly evaluated and reviewed to maintain their effectiveness.
5	The department has demonstrated good and sustainable practices, such as benchmarking towards enhancing the linkages.

Example of Supporting Documents:

- Evidence representing national and/or international collaborative efforts such as Memorandum of Understanding (MOU)/ Memorandum of Agreement (MOA) on enhancement of teaching and learning in programme.

Cluster 4.1D contains Standard 4.1.8

Standard 4.1.8

Training and Continuous Professional Development (CPD) programmes related to ODL **must** be done for all new and existing full-time/part-time academic staff and academic support staff and the process is evaluated**.**

Attainment Level Rubric (Cluster 4.1D)

Attainment Level	Description
1	Training and Continuous Professional Development (CPD) programmes related to ODL are **NOT** done for new and/or existing full-time/part-time academic staff and/or academic support staff.
2	Training and CPD programmes related to ODL are done with **LIMITED** capacity/resources/scope for new and existing full-time/part-time academic staff and academic support staff.
3	Training and CPD programmes related to ODL are done for all new and existing full-time/part-time academic staff and academic support staff and the process is evaluated.
4	The training and CPD programmes related to ODL are regularly evaluated and reviewed for continual improvement to maintain their effectiveness.
5	The department has demonstrated good and sustainable practices, such as benchmarking towards enhancing the training and CPD programmes related to ODL.

Example of Supporting Documents:

- Documents on training and continuous professional development (CPD) programmes
- Documents on review of training and continuous professional development (CPD) programmes

4.2 Service and Development

Cluster 4.2A combines Standards 4.2.1, 4.2.3 and 4.2.4

Standard 4.2.1

The department **must** have policies addressing matters related to service, development and appraisal of the academic staff.

Standard 4.2.3

The HEP **must** have clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among full time and part time academic staff.

Standard 4.2.4

The HEP **must** have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.

Attainment Level Rubric (Cluster 4.2A)

Attainment Level	Description
1	The HEP/department **DOES NOT** have any of the following: ● Policy addressing matters related to service, development and appraisal of the academic staff. ● Policy on conflict of interest and professional conduct. ● Mechanism or process for periodic student evaluation of the academic staff for quality improvement.
2	The HEP/department has **AT LEAST ONE** of the following: ● Policy addressing matters related to service, development and appraisal of the academic staff. ● Policy on conflict of interest and professional conduct. ● Mechanism and/or process for periodic student evaluation of the academic staff for quality improvement.
3	The department has policies addressing matters related to service, development and appraisal of the academic staff. The HEP has clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among full time and part time academic staff, as well as mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.

Attainment Level	Description
4	The policies on service, development and appraisal of the academic staff, and on conflict of interest and professional conduct as well as mechanisms and processes for periodic student evaluation of the academic staff are regularly evaluated and reviewed for continual improvement to maintain their effectiveness.
5	The HEP/department has demonstrated good and sustainable practices, such as benchmarking towards enhancing policies on service, development and appraisal of the academic staff, and on conflict of interest and professional conduct as well as mechanisms and processes for periodic student evaluation of the academic staff.

Example of Supporting Documents:

- Policy on academic integrity including plagiarism, and research ethics, disciplinary cases
- Analysis of Annual Appraisal Report
- Staff Awards – research, teaching, publication, etc.
- Statistics on staff promotion

Cluster 4.2B combines Standards 4.2.2, 4.2.5 and 4.2.6

Standard 4.2.2

The academic staff **must** be given sufficient autonomy to focus on areas of their expertise.

Standard 4.2.5

The department **must** provide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience.

Standard 4.2.6

The department **must** encourage and facilitate its academic staff to play an active role in community and industry engagement activities.

Attainment Level Rubric (Cluster 4.2B)

Attainment Level	Description
1	The HEP/department **DOES NOT HAVE** or provide any of the following: ● Sufficient autonomy given the academic staff to focus on areas of their expertise. ● Opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience. ● Encouragement and facilitation for its academic staff to play an active role in community and industry engagement activities.
2	The HEP/department has or provides **AT LEAST ONE** of the following: ● Sufficient autonomy given the academic staff to focus on areas of their expertise. ● Opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience. ● Encouragement and facilitation for its academic staff to play an active role in community and industry engagement activities.
3	The academic staff are given sufficient autonomy to focus on areas of their expertise. The department provides opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience, and encourages and facilitates its academic staff to play an active role in community and industry engagement activities.
4	The HEP/department regularly evaluates and reviews for continual improvement of the policy for continuous professional enhancement for the academic staff in order maintain their effectiveness.
5	The HEP/department has demonstrated good and sustainable practices, such as benchmarking towards enhancing the development programmes for academic staff and the policy for their continuous professional enhancement.

Example of Supporting Documents:

- Data on staff professional membership and external engagement
- List of trainings offered to staff based on needs analysis
- Data on staff active in research, external grant, publication, postgraduate students, collaboration/linkages with other institutions/industry.

Area 5: Educational Resources

5.1 Physical and Virtual Facilities

Cluster 5.1A combines Standards 5.1.1 and 5.1.3

Standard 5.1.1

The HEP **must** have a policy regarding the selection and effective use of electronic devices, internal and external networks, eContent and other effective means of using information and communication technology in the programme.

Standard 5.1.3

The department **must** put in place an appropriate LMS to facilitate ODL programme delivery.

Attainment Level Rubric (Cluster 5.1A)

Attainment Level	Description
1	The HEP/department **DOES NOT HAVE** any of the following: ● A policy regarding the selection or use of electronic devices, internal and external networks, eContent or other means of using information and communication technology in the programme. ● An LMS to facilitate ODL programme delivery.
2	The HEP/department has **AT LEAST ONE** of the following: ● A policy regarding the selection and/or use of electronic devices, internal and external networks, eContent and/or other means of using information and communication technology in the programme. ● An LMS to facilitate ODL programme delivery.
3	The HEP has a policy regarding the selection and effective use of electronic devices, internal and external networks, eContent and other effective means of using information and communication technology in the programme. The department puts in place an appropriate LMS to facilitate ODL programme delivery.

Attainment Level	Description
4	The HEP and the department regularly reviews and continually improve the policy regarding the selection and effective use of electronic devices, internal and external networks, eContent and other effective means of using information and communication technologies in the programme to ensure an effective ODL programme delivery as well as an efficient LMS to facilitate the delivery.
5	The policy regarding the effective use of current and relevant information and communication technologies in the programme delivery and the LMS are benchmarked, certified, or recognised by external parties.

Example of Supporting Documents:

- Policy regarding the selection and effective use of electronic devices, internal and external networks, eContent
- The dashboard or portal of the learning management system (LMS)
- List of online platforms, subscribed learning resources services and facilities

Cluster 5.1B combines Standards 5.1.2, 5.1.4 and 5.1.6

Standard 5.1.2

The programme **must** have sufficient and appropriate physical and virtual facilities (electronic learning platform) and educational resources to ensure its effective delivery, including facilities for practical-based and research programmes and for those with special needs.

Standard 5.1.4

The physical facilities, system and eContent **must** comply with the relevant laws, regulations and copyright.

Standard 5.1.6

The educational resources, online platform, subscribed learning resources services and facilities **must** be maintained and periodically reviewed to improve the quality and appropriateness.

Attainment Level Rubric (Cluster 5.1B)

Attainment Level	Description
1	The HEP/programme has or fulfils **NONE** of the following: ● Physical and virtual facilities (electronic learning platform) and educational resources for programme delivery. ● The physical facilities, system and eContent comply with the relevant laws, regulations and copyright. ● The educational resources, online platform, subscribed learning resources services and facilities are maintained to improve the quality and appropriateness.
2	The HEP/programme has or fulfils **AT LEAST ONE** of the following: ● Physical and virtual facilities (electronic learning platform) and educational resources for programme delivery. ● The physical facilities, system and eContent comply with the relevant laws, regulations and copyright. ● The educational resources, online platform, subscribed learning resources services and facilities are maintained to improve the quality and appropriateness.
3	The programme has sufficient and appropriate physical and virtual facilities (electronic learning platform) and educational resources to ensure its effective delivery, including facilities for practical-based and research programmes and for those with special needs. The physical facilities, system and eContent comply with the relevant laws, regulations and copyright. The educational resources, online platform, subscribed learning resources services and facilities are maintained and periodically reviewed to improve the quality and appropriateness.
4	The physical and virtual facilities (electronic learning platform), educational resources, online platform and subscribed learning resources services provide quality services, demonstrated by high satisfaction level by the respective users or customers.
5	The physical and virtual facilities (electronic learning platform), educational resources, online platform and subscribed learning resources services are benchmarked with and/or certified/recognised by external parties.

Example of Supporting Documents:

- List of physical facilities and virtual facilities (electronic learning platform) required for the programme.
- List of license certificates or related documents for software and eContent applications used by the programme.

Cluster 5.1C contains Standard 5.1.5

Standard 5.1.5

The library or resource centre **must** have adequate and up-to-date reference materials and qualified staff that meet the needs of the programme and research amongst academic staff and students.

Attainment Level Rubric (Cluster 5.1C)

Attainment Level	Description
1	The library or resource centre **DOES NOT** have any of the following: ● Adequate and/or up-to-date reference materials. ● Qualified staff that meet the needs of the programme or research amongst academic staff and students.
2	The library or resource centre has **AT LEAST ONE** of the following: ● Adequate and/or up-to-date reference materials. ● Qualified staff that meet the needs of the programme and/or research amongst academic staff and students.
3	The library or resource centre has adequate and up-to-date reference materials and qualified staff that meets the needs of the programme and research amongst academic staff and students.
4	The library or resource centre has comprehensive and up-to-date reference materials and provides services that effectively meets all needs of the programme and research amongst academic staff and students.
5	The library or resource centre is benchmarked for currency and relevance of its services and/or certified/recognised by external parties.

Example of Supporting Documents:

- Library and resource centre facilities
- Database system used in the library and resource centre
- Number of staff in the library and resource centre and their qualifications.

5.2 Research and Development

Cluster 5.2A* contains Standard 5.2.1 and 5.2.3
***LARGELY DIRECTED TO UNIVERSITIES AND UNIVERSITY COLLEGES ONLY**

Standard 5.2.1

The faculty/department/unit **must** have a policy and a programme on research and development, and adequate facilities to sustain them.

Standard 5.2.3

The department **must** periodically review its research resources and facilities, and take appropriate action to enhance its research capabilities and to promote a conducive research environment.

Attainment Level Rubric (Cluster 5.2A)

Attainment Level	Description
1	The department **DOES NOT HAVE** a research policy and inadequate facilities and resources to sustain them.
2	The department has a research policy but has **INADEQUATE** facilities and resources to sustain them. The policy may be periodically reviewed but with ineffective action to improve its research capabilities.
3	The department/unit has a policy and a programme on research and development, and adequate facilities and resources to sustain them. The policy is periodically reviewed and appropriate action is taken to enhance its research capabilities and to promote a conducive research environment.
4	Through the implementation of its policy and programmes on research and development, the department enhances its capability in producing research outputs and innovations.
5	The implementation of its research and development policy has led the department gaining recognitions and good reputation on its achievements in research and innovation.

Example of Supporting Documents:

- Research policy
- Evidence of periodically review of research resources and facilities

Cluster 5.2B contains Standard 5.2.2

Standard 5.2.2

The interaction between research and learning **must** be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship and development.

Attainment Level Rubric (Cluster 5.2B)

Attainment Level	Description
1	There is **NO** interaction between research and learning.
2	There is **SOME BUT LIMITED** interaction between research and learning, which is **NOT** clearly reflected in the curriculum, influence current teaching, or **DOES NOT** encourage or prepare students for engagement in research, scholarship and development.
3	The interaction between research and learning is reflected in the curriculum, influences current teaching, and encourages and prepares students for engagement in research, scholarship and development.
4	There are effective interactions between research and learning are reflected in the curriculum, influence current teaching, and manage to encourage students for an active engagement in research, scholarship and development, which improve student learning experience or increase the research and innovation outputs.
5	The constructive and well-connected interaction between research and learning as reflected in the curriculum delivery, leads to a good synergy between research and learning in the programme delivery.

Example of Supporting Documents:

- Documents showing interaction between research and learning reflected in the curriculum, teaching and learning and engaging students in research, scholarship and development.

5.3 Financial Resources

Cluster 5.3A combines Standards 5.3.1, 5.3.2 and 5.3.3

Standard 5.3.1
The HEP **must** demonstrate financial viability and sustainability for offering the programme.

Standard 5.3.2
The department **must** have clear procedures to ensure that its financial resources are sufficient and managed efficiently.

Standard 5.3.3
The HEP **must** have a clear line of responsibility and authority for budgeting and resource allocation that take into account the specific needs of the faculty/department/ unit.

Attainment Level Rubric (Cluster 5.3A)

Attainment Level	Description
1	The HEP/department **DOES NOT** have, or is not able to demonstrate, any of the following: ● Financial viability or sustainability for the programme. ● Procedures at the department level to manage its financial resources. ● A clear line of responsibility and authority for budgeting or resource allocation that takes into account the specific needs of the department.
2	The HEP/department has or is able to demonstrate **AT LEAST ONE** of the following: ● Financial viability and/or sustainability for the programme. ● Procedures at the department level to manage its financial resources. ● A clear line of responsibility and authority for budgeting and/or resource allocation that takes into account the specific needs of the department.

Attainment Level	Description
3	The HEP demonstrates financial viability and sustainability for offering the programme, and has a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the department/unit. The department has clear procedures to ensure that its financial resources are sufficient and managed efficiently.
4	With clear procedures for management of its financial resources and clear line of responsibility and authority for budgeting and resource allocation that takes into account is specific needs, the department manages its financial resources efficiently and effectively to ensure that all the programme needs are met.
5	The department's business model is implemented successfully in ensuring that the programme is well-resourced, leading to its financial sustainability.

Example of Supporting Documents:

- Audited financial statements or certified supporting documents for the last three consecutive years.
- Allocation of funds for training and education activities.

Area 6: Programme Management

6.1 Programme Management

Cluster 6.1A combines Standards 6.1.1 and 6.1.3

Standard 6.1.1

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

Standard 6.1.3

The department **must** have policies, procedures and mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.

Attainment Level Rubric (Cluster 6.1A)

Attainment Level	Description
1	The department **DOES NOT HAVE** any of the following: ● Clear management structure or function, or the relationships between them, which are communicated to relevant parties involved based on the principles of responsibility, accountability and transparency. ● Policy, procedure or mechanism for review and updating of its structures, functions, strategies or core activities for continual quality improvement.
2	The department has **AT LEAST ONE** of the following: ● Clear management structure and/or function, and/or the relationships between them, which are communicated to relevant parties involved based on the principles of responsibility, accountability and transparency. ● Policies, procedures and/or mechanisms for review and updating of its structures, functions, strategies and/or core activities for continual quality improvement.

Attainment Level	Description
3	The department has a clear management structure and function, and the relationships between them, which are communicated to all parties involved based on the principles of responsibility, accountability and transparency. There are policies, procedures and mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continual quality improvement.
4	The department clarifies its management structure and function and the relationships between them and periodically communicated the updated structures and functions to the stakeholders and all parties involved. The department has excellent policies, procedures, and mechanisms for regular review and updating of its structures, functions, strategies, and core activities evident from the culture of continual quality improvement.
5	The department clarifies its management structure and function and relationship bet them and periodically communicated the updated structures and functions to the stakeholders and all parties involved. The dept has excellent policies, procedures, and mechanisms for regular review and updating of its structures, functions, strategies, and core activities which is benchmarked by others.

Example of Supporting Documents:

- Organisational and governance charts.
- Documents or policies on HEP's governance and quality management systems.

Cluster 6.1B contains Standard 6.1.2

Standard 6.1.2

The department **must** provide accurate, relevant and timely information about the programme which are easily and publicly accessible including prospective students.

Attainment Level Rubric (Cluster 6.1B)

Attainment Level	Description
1	The department **DOES NOT** provide information about the programme, especially to prospective students.
2	The department provides **LIMITED** information about the programme, especially to prospective students.

Attainment Level	Description
3	The department provides accurate, relevant and timely information about the programme which is easily and publicly accessible, especially to prospective students.
4	The information about the programme that is publicly accessible, including to prospective students, has been regularly updated, with updates clearly identified/highlighted.
5	The information about the programme that are publicly accessible, including to prospective students, has increased the enrolment of students to the programme.

Example of Supporting Documents:

- Evidences of timely, current and relevant information publicly disseminated on website or any other digital and/or conventional platform to prospective students.

Cluster 6.1C contains Standard 6.1.4

Standard 6.1.4

The academic board of the department **must** be an effective decision-making body with an adequate degree of autonomy.

Attainment Level Rubric (Cluster 6.1C)

Attainment Level	Description
1	The department has **NO** academic board as a decision-making body.
2	The department has an academic board as a decision-making body with **LIMITED** autonomy.
3	The academic board of the department is an effective decision-making body with an adequate degree of autonomy.
4	The decisions made in the academic board are duly recorded and conveyed to relevant parties in a timely manner and actions needed are systematically followed through.
5	Decisions made in the academic board includes matters relating to actions needed to address current and future needs.

Example of Supporting Documents:

- Appointment letters for academic board of the department signed by designated authority.
- Terms of reference for the appointment.
- Minutes of meeting of the HEP/department academic board.

Cluster 6.1D* contains Standard 6.1.5
***APPLICABLE FOR PROGRAMMES CONDUCTED IN DIFFERENT REGIONAL CENTRES OR PARTNER INSTITUTIONS ONLY**
(see note below)

Standard 6.1.5*

Mechanisms to ensure functional integration and comparability of educational quality **must** be established for programmes conducted in different regional centres or partner institutions.
(This standard must be read together with Standard 7.1.7 in Area 7, COPPA-ODL.)

Attainment Level Rubric (Cluster 6.1D*)

Attainment Level	Description
1	There is **NO** mechanism for functional integration and comparability of educational quality for programmes conducted in different regional centres or partner institutions*.
2	There are **LIMITED** established mechanisms that allow functional integration and comparability of educational quality for programmes conducted in different regional centres or partner institutions*.
3	Mechanisms to ensure functional integration and comparability of educational quality are established for programmes conducted in different regional centres or partner institutions*.
4	There is regular review of the procedures for effective functional integration and comparable educational quality for programmes conducted in different regional centres or partner institutions*.
5	Review of the procedures for functional integration and comparability of educational quality for programmes conducted in different regional centres or partner institutions* is undertaken by involving stakeholder consultation and benchmarking.

Note: *The term "conducted in different regional centres or partner institutions" in Standard 6.1.5 is applicable only for programme implemented in different regional centres within the same HEP or in partner institutions. Therefore, this standard is only applicable for Full Accreditation (FA) and*

Compliance Evaluation (CE) if the HEP/department has arrangements with its collaborative partners in implementing the programme.

Example of Supporting Documents:

- Document outlining governance of programmes at different locations
- Appointment of person-in-charge together with terms of reference and Limits of Authority
- Documents related to coordination activities of programmes at different locations
- Internal audit mechanisms and reports on QA of programmes at different locations

Cluster 6.1E* contains Standard 6.1.6
***APPLICABLE FOR FULL ACCREDITATION WITH LIMITED SCOPE**
(see note below)

Standard 6.1.6*

The department **must** conduct periodic internal and external consultations as well as graduate employability analyses to ensure currency and relevancy of the programme in meeting market demand.
(This standard must be read together with Standard 1.1.2, 1.2.2 in Area 1 and Standard 7.1.6 in Area 7,COPPA-ODL.)

Attainment Level Rubric (Cluster 6.1E*)

Attainment Level	Description
1	The department **DOES NOT** conduct internal or external consultations and/or graduate employability analyses*.
2	The department conducts internal and/or external consultations, but **DOES NOT** carry out adequate graduate employability analyses* to assess currency and relevancy of the programme in meeting market demand.
3	The department has conducts periodic internal and external consultations as well as graduate employability analyses* to ensure currency and relevancy of the programme in meeting market demand.
4	The periodic internal and external consultations have resulted in the programme maintaining its competitiveness.
5	The periodic internal and external consultations as well as graduate employability analyses* have resulted in improved graduate attributes.

***Note:** The term "graduate employability analyses" in Standard 6.1.6 is applicable only during Compliance Evaluation (CE) since such analyses could only be carried out after the programme*

produces at least one cohort of graduates. Therefore, the evaluation of this standard during Full Accreditation (FA) should be limited not to include graduate employability analyses.

Example of Supporting Documents:

- Reports/minutes of meeting of engagements with internal/external stakeholders.
- Analysis report and action plan on graduate employability.
- Market analysis and report on relevancy of the programme.

6.2 Programme Leadership

Cluster 6.2A combines Standards 6.2.1 and 6.2.2

Standard 6.2.1

The criteria for the appointment and the responsibilities of the programme leader **must** be clearly stated. The programme leader **must** be a full-time staff of the HEP.

Standard 6.2.2

The programme leader **must** possess the appropriate qualifications, technological knowledge and experience, and have sufficient authority for curriculum design, delivery and review.

Attainment Level Rubric (Cluster 6.2A)

Attainment Level	Description
1	There is **NO** criterion for the appointment and responsibilities of the programme leader **AND NO** appointment of a qualified full-time staff as programme leader.
2	The criteria for the appointment and/or responsibilities of the programme leader is **NOT CLEARLY** stated, and/or the appointed programme leader **DOES NOT** have the qualification, knowledge and experiences related to the programme he/she is responsible for.
3	The criteria for the appointment and the responsibilities of the programme leader are clearly stated, where the programme leader is a full-time staff of the HEP, having appropriate qualifications, technological knowledge and experience, with sufficient authority for curriculum design, delivery and review.

Attainment Level	Description
4	The criteria and the responsibilities of the programme leader are reviewed regularly, and the programme leader has been engaging with continuous professional development in areas related to curriculum design, delivery and review.
5	The review of the criteria and the responsibilities of the programme leader involves benchmarking, updating the curriculum with regulators' requirement and employing good practices from other institutions. In addition, the programme leader is recognised and referred to with regards to curriculum development and delivery.

Example of Supporting Documents:

- Appointment criteria for Programme Leader
- Job Description; List of duties and responsibilities of Programme Leader
- CV of programme leader

Cluster 6.2B contains Standard 6.2.3

Standard 6.2.3

There **must** be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

Attainment Level Rubric (Cluster 6.2B)

Attainment Level	Description
1	There is **NO** mechanism or process for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.
2	There are **LIMITED** mechanisms and/or processes for communication between the programme leader, department and HEP in relation to, among others, staff recruitment and training, student admission, allocation of resources and decision-making processes.

Attainment Level	Description
3	There must be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.
4	The mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes are evaluated and reviewed, resulting in a more effective communication between them.
5	The effective mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes, results in enculturation of continual quality improvement.

Example of Supporting Documents:

- Evidence / document / excerpts of planning for staff recruitment and training
- Evidence / document / excerpts on student admission
- Evidence / document / excerpts on allocation of resources
- HEP's communication plan

6.3 Administrative Staff

Cluster 6.3A combines Standards 6.3.1, 6.3.2 and 6.3.3

Standard 6.3.1

The HEP **must** have sufficient number of qualified administrative and academic support staff including instructional designers, editors, graphic designers and ICT support personnel to support the implementation of the programme and related activities.

Standard 6.3.2

The HEP **must** conduct regular performance review of the administrative and academic support staff of the programme.

Standard 6.3.3

The department **must** have an appropriate training scheme which include ODL related training for the advancement of the administrative and academic support staff as well as to fulfil the specific needs of the programme.

Attainment Level Rubric (Cluster 6.3A)

Attainment Level	Description
1	The department **DOES NOT** have any of the following: ● Sufficient number of qualified administrative staff to support the implementation of the programme and related activities. ● Conduct performance review of the administrative staff of the programme. ● A training scheme, which include ODL related training, for the advancement of the administrative staff.
2	The department has **AT LEAST ONE** of the following: ● Sufficient number of qualified administrative and academic support staff, which may include instructional designers, editors, graphic designers and/or ICT support personnel, to support the implementation of the programme and related activities; ● Performance review of the administrative and academic support staff of the programme, conducted by the HEP. ● A training scheme, which include ODL related training, for the advancement of the administrative and academic support staff as well as to fulfil the specific needs of the programme;
3	The department has sufficient number of qualified administrative and academic support staff, including instructional designers, editors, graphic designers and ICT support personnel, to support the implementation of the programme and related activities. The department also has appropriate training schemes, which include ODL related training for the advancement of the administrative and academic support staff as well as to fulfil the specific needs of the programme. The staff are subject to regular performance review conducted by the HEP.
4	There is a well-developed training scheme for the advancement of the administrative and academic support staff that would motivate them to be resourceful, resulting in improved performance and increasing their capability in meeting their job description and key performance indicators.
5	There is a comprehensive training scheme for the advancement of the administrative and academic support staff, which is regularly reviewed and continually improved, that would motivate them to be innovative and inspire others, leading to superior performance.

Example of Supporting Documents:

- List or appointment/assignment letter of the administrative and academic support staff of the programme.

- Training and development plans of the administrative and academic support staff of the programme.
- Records of annual performance review or appraisal for the administrative and academic support staff of the programme.

6.4 Academic Records

Cluster 6.4A combines Standards 6.4.1, 6.4.2, 6.4.3 and 6.4.4

Standard 6.4.1
The department **must** have appropriate policies and practices concerning the nature, content and security of student, academic staff and other academic records.

Standard 6.4.2
The department **must** maintain student records relating to their admission, performance, completion and graduation in physical or digital format to preserve these records for future reference.

Standard 6.4.3
The department **must** implement policies on the rights of individual privacy and the confidentiality of records.

Standard 6.4.4
The department **must** continually review policies on the security of records, including the increased use of electronic technologies and safety systems.

Attainment Level Rubric (Cluster 6.4A)

Attainment Level	Description
1	The department **DOES NOT HAVE** or implement any of the following: ● Policy or practice concerning the nature, content and security of student, academic staff or other academic records; ● Maintenance of student records relating to their admission, performance, completion or graduation; ● Policy on the rights of individual privacy or the confidentiality of records.

Attainment Level	Description
2	The department has or implements **AT LEAST ONE** of the following: ● Policies and/or practices concerning the nature, content and security of student, academic staff and/or other academic records; ● Maintenance of student records relating to their admission, performance, completion and/or graduation; ● Policies on the rights of individual privacy and/or the confidentiality of records.
3	The department has appropriate policies and practices concerning the nature, content and security of student, academic staff and other academic records, maintain student records relating to their admission, performance, completion and graduation and preserve these records for future reference. There are policies on the rights of individual privacy and the confidentiality of records implemented. The policies on the security of records are continually reviewed, including the increased use of electronic technologies and safety systems.
4	The department has and implements policies and practices concerning the nature, content and security of student, academic staff and other academic records, including policies on the rights of individual privacy and the confidentiality of records. These records are well-maintained, preserved, and the policies are continually reviewed to ensure that the systems and technologies are always secured in protecting the records, and their risks are identified and well managed.
5	The student, academic staff and other academic records are recoverable in the events of loss and disaster, the storage and archives are reliable, and the policies are continually reviewed to ensure the use of up-to-date technologies and systems to protect the records.

Example of Supporting Documents:

- HEP's policies on security of documents, individual information, data and confidential records.
- HEP's quality management or quality assurance systems (manuals and/or selected documented procedures).
- HEP's and/or department's staff, student and academic records/information systems (manuals and/or selected documented procedures).
- HEP's and/or department's risk assessment/treatment plans for information systems and data security.

Area 7: Programme Monitoring, Review and Continual Quality Improvement

7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

Cluster 7.1A combines Standards 7.1.1 and 7.1.3

Standard 7.1.1

The department **must** have clear policies and appropriate mechanisms for regular monitoring and review of the programme.

Standard 7.1.3

The department **must** have an internal programme monitoring and review committee with a designated head responsible for continual review of the programme content and ODL learning support services to ensure its currency and relevancy.

Attainment Level Rubric (Cluster 7.1A)

Attainment Level	Description
1	The department **DOES NOT HAVE** any policy and mechanism for regular monitoring and review of the programme. There is no internal programme monitoring and review committee for continual review of the programme content and ODL learning support services.
2	The department has **UNCLEAR** policies for regular monitoring and review of the programme AND/**OR INAPPROPRIATE** mechanisms for regular monitoring and review the programme content and ODL learning support services.
3	The department has clear policies and appropriate mechanisms for regular monitoring and review of the programme, and has an internal programme monitoring and review committee with a designated head responsible for continual review of the programme content and ODL learning support services to ensure its currency and relevance.

Attainment Level	Description
4	Guided by clear policies and documented guidelines and/or procedures for monitoring and review of the programme, the department, through an internal monitoring and review committee, performs regular programme monitoring and review, the programme content and ODL learning support services to ensure its currency and relevance.
5	Guided by clear policies and documented guidelines, procedures and/or plans for monitoring and review of the programme, the department, through an internal monitoring and review committee, performs thematic and/or overall monitoring and review at periodical intervals with action plans for continuous improvement of the programme, the programme content and ODL learning support services to its currency and relevance of the programme.

Example of Supporting Documents:

- HEP's policies and documented procedures for regular monitoring and review of the academic programmes.
- List or appointment letters of the head and the members of the internal programme monitoring and review committee.
- Meeting minutes of the internal programme monitoring and review committee.

Cluster 7.1B combines Standards 7.1.2 and 7.1.9

Standard 7.1.2

The department **must** have a Quality Assurance (QA) unit/personnel for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.

Standard 7.1.9

There **must** be an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.

Attainment Level Rubric (Cluster 7.1B)

Attainment Level	Description
1	The department **DOES NOT HAVE** a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP. There is **NO** link between the departmental quality assurance processes and the achievement of the institutional purpose.
2	The department forms an **AD HOC** Quality Assurance (QA) unit for internal quality assurance of the department that does not always work with the QA unit of the HEP. There is **INCOHERENT** link between the departmental quality assurance processes and the achievement of the institutional purpose.
3	The department has a Quality Assurance (QA) unit/personnel for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP, where this provides an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.
4	The department's Quality Assurance (QA) forms an integrated link with the HEP's QA unit to provide smooth coordination between the departmental quality assurance processes and the achievement of the institutional purpose.
5	The department's Quality Assurance (QA), led by a certified QA officer, manages to foster an integrated link with the HEP's QA unit has provided smooth coordination and synergy between, resulting in a a more sustainable IQA ecosystem of the HEP, which is benchmarked or recognised by other institutions and external parties.

Example of Supporting Documents:

- HEP's organisation chart showing the position of its QA unit.
- Department's organisation chart showing the position of its QA unit/personnel.
- List or appointment/assignment letters of the head and personnel/staff of the department's QA unit/role.
- Meeting minutes of the department's QA unit.
- HEP's and/or Department's QA or quality reports.

Cluster 7.1C* combines Standards 7.1.4 and 7.1.5
***APPLICABLE FOR FULL ACCREDITATION WITH LIMITED SCOPE**
(see note below)

Standard 7.1.4*

The department's review system **must** constructively engage stakeholders including ODL or technology experts, alumni and employers, whose views are taken into consideration.

Standard 7.1.5

The department **must** make the programme review report accessible to stakeholders.

Attainment Level Rubric (Cluster 7.1C*)

Attainment Level	Description
1	The department's review system **DOES NOT** engage stakeholders, and the programme review report is **NOT** shared with them.
2	The department's review system engages stakeholders, which may include the ODL or technology experts alumni*, employers* or external experts, whose views may be taken into consideration, and **LIMITED** content of the programme review report may be shared with them. However, the practice is **NOT CONSISTENT.**
3	The department's review system constructively engages stakeholders, including ODL or technology experts, alumni* and employers*, whose views are taken into consideration, and the programme review report is made accessible to them.
4	The department's review system constructively engages all relevant stakeholders, whose views are taken into consideration. Their views have been considered in curriculum review.
5	The department's review system engages a wider spectrum of stakeholders, and their collective views have contributed to improvement of the graduate attributes.

Note: *As the term "alumni" and "employers" refer to the graduates of the programme and their employers, respectively, Standard 7.1.4 can be evaluated in totality during Compliance Evaluation (CE). Hence, the scope of Standard 7.1.4 for the Full Accreditation (FA) should not include engagements with the alumni and employers. On the contrary, Standard 7.1.5 is applicable for both FA and CE as per statement.*

Example of Supporting Documents:

- List or appointment letters of members of programme advisory panel (PAP) among technology experts, alumni, employers and/or from industry/stakeholder representatives.
- Minutes of meetings between the HEP/department and the PAP.
- Working paper of the curriculum review and approval by HEP's Senate/Academic Board.
- Report from Industrial Advisory Panel (IAP) / External Examiner (EE)
- Report on action taken by programme on recommendations by IAP/EE

Cluster 7.1D* combines Standards 7.1.6 and 7.1.8
***APPLICABLE FOR FULL ACCREDITATION WITH LIMITED SCOPE**
(see note below)

Standard 7.1.6*

The department **must** show that the programme evaluation is done periodically, using proper mechanisms and resources, including benchmarked data (student performance, progression, attrition, graduation and employment/career advancement), teaching-learning methods and technologies, administration and related educational services.

Standard 7.1.8

The findings of a programme review by the department **must** be presented to the highest academic board of the institution for its attention and further action.

Attainment Level Rubric (Cluster 7.1D*)

Attainment Level	Description
1	The department **DOES NOT** perform any of the following: ● The programme evaluation is done periodically, using proper mechanisms and resources, teaching-learning methods and technologies, administration or related educational services; ● Presentation of the findings of a programme review to the highest academic board of the institution.

Attainment Level	Description
2	The department performs **AT LEAST ONE** of the following: ● The programme evaluation is done periodically, using proper mechanisms and resources, including benchmarked data (student performance, progression, attrition, graduation* and/or employment/career advancement*), teaching-learning methods and technologies, administration and/or related educational services; ● Presentation of the findings of a programme review to the highest academic board of the institution.
3	The programme assessment is done periodically, using proper mechanisms and resources, including benchmarked data (student performance, progression, attrition, graduation* and employment/career advancement*), teaching-learning methods and technologies, administration and related educational services, and the findings of the review are presented to the HEP for its attention and further action.
4	The programme assessment is done periodically, using the appropriate mechanisms and resources, including analysis of the benchmarked data, teaching-learning methods and technologies, administration and related educational services, for continual quality improvement.
5	The programme assessment is done according to the established plans for continual quality improvement and quality enhancement, leading to good or best practices.

Note: *As the analyses on "graduation" and "employment/career advancement" could only be performed after the first cohort of the programme graduates, who then enter into employment or other career advancement pathways afterwards, Standard 7.1.6 can be assessed and evaluated in totality during Compliance Evaluation (CE) only. Hence, the scope of Standard 7.1.6 for the Full Accreditation (FA) should be limited to analyses on student performance, progression and attrition only. On the contrary, Standard 7.1.8 is applicable for both FA and CE as per statement.*

Example of Supporting Documents:

- Meeting minutes of the internal programme monitoring and review committee.
- Programme monitoring and assessment review, programme periodical reports (semesterly, annually or based on programme's own cycle or HEP's QA cycle), including self-review/assessment reports.
- Programme's action plans and/or quality improvement reports.

Cluster 7.1E* contains Standard 7.1.7
***APPLICABLE FOR PROGRAMMES WITH COLLABORATIVE ARRANGEMENTS ONLY** (see note below)

Standard 7.1.7*

In collaborative arrangements, the partners involved **must** share the responsibilities of programme monitoring and review.
(This standard must be read together with Standard 6.1.5 in Area 6, COPPA-ODL.)

Attainment Level Rubric (Cluster 7.1E*)

Attainment Level	Description
1	In collaborative arrangements*, the partners **DO NOT** involve or are not given any responsibility in programme monitoring and review.
2	In collaborative arrangements*, the partners involved some but **INSIGNIFICANT** responsibility, such as providing data only, in programme monitoring and review.
3	In collaborative arrangements*, the partners involved share the responsibilities of programme monitoring and review.
4	In collaborative arrangements*, the partners involved participate actively in programme monitoring and review.
5	In collaborative arrangements*, the partners involved participate responsibly in programme monitoring and review, including implementation and joint monitoring of action plans.

***Note:** The term "collaborative arrangements" in Standard 7.1.7 is applicable only for programme implemented with collaborative partners, such as joint-degree and dual-degree programmes. Therefore, this standard is only applicable for Full Accreditation (FA) and Compliance Evaluation (CE) if the HEP/department has arrangements with its collaborative partners in implementing the programme.*

Example of Supporting Documents:

- Legal documents such as MOU or MOA with the collaborative partners, including clauses in MOU/MOA and supplementary documents outlining the partner's responsibilities in programme monitoring and review.
- Meeting minutes of the internal programme monitoring and review committee.
- Programme's action plans and/or quality improvement reports.

Section 4

Methodology for Ratings and Final Recommendation

4.1 General Framework

The COPPA-ODL document contains **96 standards** which need to be fulfilled by an academic programme undergoing an accreditation process. For the purpose of document preparation and evaluation, only 48 standards are applicable for Provisional Accreditation; 95 standards for Full Accreditation and 96 standards for Compliance Evaluation.

In general, each standard or cluster of standards shall be evaluated and given an attainment level (AL) between 1 to 5, with AL 3 designated as the baseline attainment in fulfilling the standard. The determination of the appropriate AL during an evaluation of a standard or a cluster of standards should be based on incremental fulfilment. In this manner, a higher AL should only be considered after all the lower AL have been fulfilled. Based on this principle, the standards and clusters of standards listed in Section 2 and Section 3 shall be determined accordingly.

In order to maintain consistency between the content of the report and the AL ratings given for all standards or clusters of standards, the values shall correspond to the level of findings classified in the form of commendations, affirmations, recommendations and suggestions for improvement. As such, a commendation should be reflected with an AL 5. Likewise, an AL of 1 or 2 could correspond to a recommendation due to non-fulfilment of a standard or cluster of standards. In doing so, the validity and reliability of the ratings can be maintained, and their consistency with the content of the report and the findings can be ensured.

4.2 Methodology for Computing an Overall Attainment for Provisional Accreditation

The calculation of the overall attainment starts by assigning all the standards and clusters of standards with values of 1-3. Denoting the attainment level for the ith standard or

cluster of standards for Area j as $\mathrm{AL}_{i,j}$, the average attainment level of Area j, $\overline{\mathrm{AL}_j}$, can be calculated as follows:

$$\overline{\mathrm{AL}_j} = \sum_{i=1}^{m_j} \mathrm{AL}_{i,j} \qquad \text{(i)}$$

where m_j is the total number of standards and clusters of standards in Area j.

To compute the overall attainment, $\overline{\overline{\mathrm{AL}}}$, the seven values of the average attainment level for all areas of evaluation calculated using Equation (i) can be combined with their respective weights using the following formula:

$$\overline{\overline{\mathrm{AL}}}\,(\%) = \left(\frac{1}{30}\sum_{j=1}^{n} w_j \cdot \overline{\mathrm{AL}_j}\right) \times 100\% = \left[\frac{1}{30}\sum_{j=1}^{n} w_j \cdot \left(\sum_{i=1}^{m_j} \mathrm{AL}_{i,j}\right)\right] \times 100\% \qquad \text{(ii)}$$

where n is the total number of areas, which is equal to 7, and the weights, w_j, can be referred to Table 4.1 for each area j.

Table 4.1: List of areas of evaluation and weights for the overall attainment (Provisional Accreditation)

Area of Evaluation	Number of Standards	Number of Applicable Standards	Number of Clusters, m_j	Weights, w_j
Area 1: Programme Design and Delivery	16	10	5	2.5
Area 2: Assessment of Student Learning	11	6	5	2.5
Area 3: Student Selection and Support Services	18	7	6	1.0
Area 4: Academic Staff	14	6	3	1.0
Area 5: Educational Resources	12	7	3	1.0
Area 6: Programme Management	16	7	4	1.0
Area 7: Programme Monitoring, Review and Continual Quality Improvement	9	4	3	1.0
Total	**96**	**47**	**29**	**10.0**

The overall attainment computed using Equation (ii) can be used for consideration of the final recommendation for the accreditation decision. The consideration for the final recommendation can also take into account the holistic evaluation of all areas which is best represented by a radar graph illustrated in Figure 4.1.

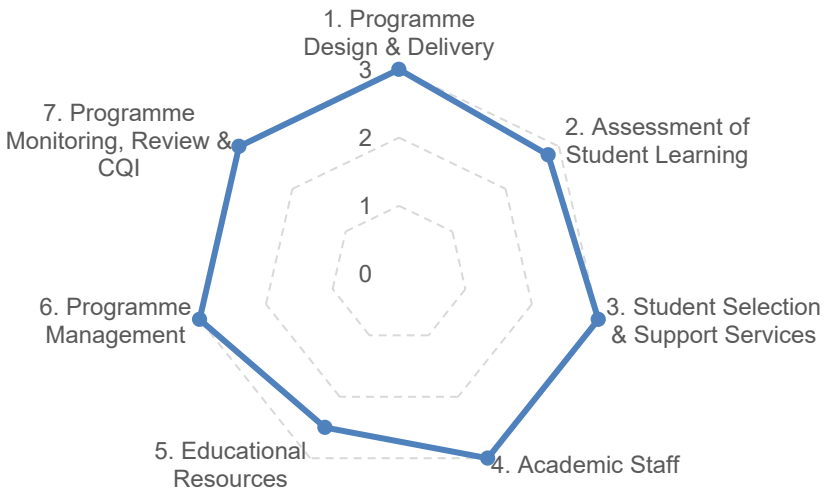

Figure 4.1: A radar graph for holistic evaluation for programme achievement in all areas for Provisional Accreditation

4.3 Methodology for Computing an Overall Attainment for Full Accreditation and Compliance Evaluation

The calculation of the overall attainment starts by assigning all the standards and clusters of standards with values of 1-5. Denoting the attainment level for the ith standard or cluster of standards for Area j as $\mathrm{AL}_{i,j}$, the average attainment level of Area j, $\overline{\mathrm{AL}}_j$, can be calculated as follows:

$$\overline{\mathrm{AL}}_j = \sum_{i=1}^{m_j} \mathrm{AL}_{i,j} \qquad \text{(iii)}$$

where m_j is the total number of standards and clusters of standards in Area j.

To compute the overall attainment, $\overline{\overline{\mathrm{AL}}}$, the seven values of the average attainment level for all areas of evaluation calculated using Equation (iii) can be combined with their respective weights using the following formula:

$$\overline{\overline{\mathrm{AL}}}\,(\%) = \left(\frac{1}{50}\sum_{j=1}^{n} w_j \cdot \overline{\mathrm{AL}}_j\right) \times 100\% = \left[\frac{1}{50}\sum_{j=1}^{n} w_j \cdot \left(\sum_{i=1}^{m_j} \mathrm{AL}_{i,j}\right)\right] \times 100\% \qquad \text{(iv)}$$

where n is the total number of areas, which is equal to 7, and the weights, w_j, can be referred to Table 4.2 for each area j.

Table 4.2: List of areas of evaluation and weights for the overall attainment (Full Accreditation)

Area of Evaluation	Number of Standards	Number of Applicable Standards	Number of Clusters, m_j	Weights, w_j
Area 1: Programme Design and Delivery	16	16	10	2.0
Area 2: Assessment of Student Learning	11	11	5	2.0
Area 3: Student Selection and Support Services	18	17	11	1.0
Area 4: Academic Staff	14	14	6	1.0
Area 5: Educational Resources	12	12	6	1.0
Area 6: Programme Management	16	16	9	1.0
Area 7: Programme Monitoring, Review and Continual Quality Improvement	9	9	5	2.0
Total	**96**	**95**	**52**	**10.0**

Table 4.3: List of areas of evaluation and weights for the overall attainment (Compliance Evaluation)

Area of Evaluation	Number of Standards	Number of Applicable Standards	Number of Clusters, m_j	Weights, w_j
Area 1: Programme Design and Delivery	16	16	10	2.0
Area 2: Assessment of Student Learning	11	11	5	2.0
Area 3: Student Selection and Support Services	18	18	12	1.0
Area 4: Academic Staff	14	14	6	1.0
Area 5: Educational Resources	12	12	6	1.0
Area 6: Programme Management	16	16	9	1.0
Area 7: Programme Monitoring, Review and Continual Quality Improvement	9	9	5	2.0
Total	**96**	**96**	**53**	**10.0**

The overall attainment computed using Equation (iv) can be used for consideration of the final recommendation for the accreditation decision. The consideration for the final recommendation can also take into account the holistic evaluation of all areas which is best represented by a radar graph illustrated in Figure 4.2.

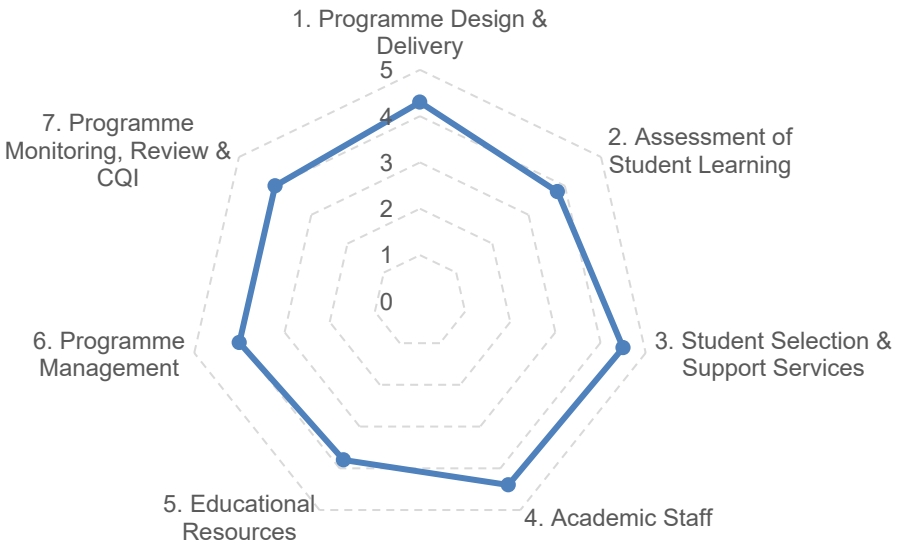

Figure 4.2: A radar graph for holistic evaluation for programme achievement in all areas for Full Accreditation and Compliance Evaluation

4.4 Considerations for Final Recommendation

Based on the percentage of overall attainment rating computed using Equation (ii) or Equation (iv) for provisional or full accreditation, respectively, the final recommendation for the accreditation decision can be proposed by the Panel of Assessors.

For consideration of the Provisional Accreditation (PA), the final recommendation may be selected from one of the following:

(a) Grant the Provisional Accreditation without condition;
(b) Grant the Provisional Accreditation with conditions;
(c) Denial of Provisional Accreditation (with reasons).

For consideration of the Full Accreditation (FA), the final recommendation may be selected from one of the following:

(a) Grant the Accreditation without condition;
(b) Grant the Accreditation with conditions;
(c) Denial of Accreditation (with reasons).

For the case of Compliance Evaluation (CE), the final recommendation may be selected from one of the following:

(a) Continue the Accreditation without condition;
(b) Continue the Accreditation with conditions;
(c) Withdrawal of the Accreditation (with reasons).

The guiding criteria leading to the final recommendation for PA, FA and CE are summarised in Table 4.4, Table 4.5 and Table 4.6, respectively. For PA, the decision for accreditation is based on the attainment level for each standard or cluster of standards.

Table 4.4: Guiding criteria for proposing the final recommendation for Provisional Accreditation

Final Recommendation for Provisional Accreditation	Criteria for Overall Attainment $\overline{\text{AL}}$	Criteria for Fulfilment of Clusters of Standards
Grant the Provisional Accreditation without condition	100%	• **All clusters are fulfilled with AL 3.** • No area of concern (recommendation).
Grant the Provisional Accreditation with conditions	≥ 85%	• **All clusters in Area 1 and Area 2 are fulfilled with AL 3.** • **All clusters in Areas 3-7 attain at least AL 2.** • Unattained standards within clusters are to be stated as recommendations to be addressed.
Denial of Provisional Accreditation (with reasons)	< 85%	• **One or more clusters attain AL 1.** • Unattained standards within clusters are to be stated as reasons to deny accreditation.

Table 4.5: Guiding criteria for proposing the final recommendation for Full Accreditation

Final Recommendation for Full Accreditation	Criteria for Overall Attainment $\overline{\text{AL}}$	Criteria for Fulfilment of Clusters of Standards
Grant the Accreditation without condition	≥ 60%	• **ALL clusters are fulfilled with AT LEAST AL 3.** • No area of concern (recommendation).
Grant the Accreditation with conditions	≥ 60%	• **MOST clusters are fulfilled (minimum AL 3).** • **One or more clusters attain AL 2.** • Unattained standards within clusters are to be stated as recommendations to be addressed.
Denial of Accreditation (with reasons)	< 60%	• **SOME clusters in one or more areas of evaluation attain AL 1, and/or one or more area-level ratings are below 3.0.** • Unattained standards within clusters are to be stated as reasons to deny accreditation.

Table 4.6: Guiding criteria for proposing the final recommendation for Compliance Evaluation

Final Recommendation for Compliance Evaluation	**Criteria for Overall Attainment** $\overline{\overline{\text{AL}}}$	**Criteria for Fulfilment of Clusters of Standards**
Continue the Accreditation without condition	≥ 70%	• **ALL clusters are fulfilled with AT LEAST AL 3, and in combination with AL 4 and/or AL 5.** • No area of concern (recommendation).
Continue the Accreditation with conditions	≥ 70%	• **MOST clusters are fulfilled (minimum AL 3).** • **One or more clusters attain AL 2.** • Unattained standards within clusters are to be stated as recommendations to be addressed.
Withdrawal of the Accreditation (with reasons)	< 70%	• **SOME clusters in one or more areas of evaluation attain AL 1, and/or one or more area-level ratings are below 3.0.** • Unattained standards within clusters are to be stated as reasons to withdraw accreditation.

LIST OF PANEL MEMBERS

NO.	PANEL MEMBER	ORGANISATION
1.	Prof. Ir. Dr. Shahrir Abdullah (Chairman)	Universiti Kebangsaan Malaysia (UKM)
2.	Mdm. Lilian Kek Siew Yick (Standard Writer)	UCSI University
3.	Sr. Ir. Dr. Suhaimi Abdul Talib	Formerly, Universiti Teknologi MARA (UiTM)
4.	Prof. Ts. Dr. Titik Khawa Abdul Rahman	Asia e University (AeU)
5.	Associate Prof. Ts. Dr. Muhammad Fahmi Miskon	Universiti Teknikal Malaysia Melaka (UTeM)
6.	Dr. Mad Ithnin Salleh	Universiti Pendidikan Sultan Idris (UPSI)