Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

GUIDELINES FOR EVALUATION OF STANDARDS:

COPTPA

Guidelines to Evaluation of Standards for COPTPA Second Edition
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Contents

Section 1 Introduction....1

1.1 Overview....1
1.2 General Evaluation Framework....2

Section 2 Guide to Evaluation of Standards for Programme Accreditation: Provisional Accreditation....3

Area 1: Programme Development and Delivery....4
1.1 Programme Educational Objectives....4
1.2 Programme Learning Outcomes....5
1.3 Programme Development: Process, Content, Structure and -Learning-Teaching Methods....8
1.4 Programme Delivery....9
Area 2: Assessment of Student Learning....12
2.1 The Relationship between Assessment and Learning Outcomes....12
2.2 Assessment Methods....13
2.3 Competency-Based Assessment....14
2.4 Management of Student Assessment....15
Area 3: Student Selection and Support Services....17
3.1 Student Articulation and Transfer....17
3.2 Student Support Services....19
3.3 Student Representation and Participation....21
3.4 Alumni....21
Area 4: Teaching Staff....22
4.1 Recruitment and Management....22
4.2 Service and Development....24
Area 5: Educational Resources....26
5.1 Physical Facilities....26
5.2 Expertise in Education....27
5.3 Financial Resources....27
Area 6: Programme Management....29
6.1 Programme Management....29
6.2 Programme Leadership....31
6.3 Administrative Staff....32
6.4 Records Administration....32
Area 7: Programme Monitoring, Review snd Continual Quality Improvement....34
7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement....34

Section 3 Guide to Evaluation of Standards for Programme Accreditation: Full Accreditation and Compliance Evaluation.....36

Area 1: Programme Development and Delivery.....37
1.1 Programme Educational Objectives.....37
1.2 Programme Learning Outcomes.....38
1.3 Programme Development: Process, Content, Structure and Learning-Teaching Methods.....42
1.4 Programme Delivery.....45
Area 2: Assessment of Learning.....52
2.1 The Relationship between Assessment and Learning Outcomes.....52
2.2 Assessment Methods.....53
2.3 Competency-Based Assessment.....56
2.4 Management of Student Assessment.....56
Area 3: Student Selection and Support Services.....59
3.1 Student Articulation and Transfer.....59
3.2 Support Services.....62
3.3 Student Representation and Participation.....68
3.4 Alumni.....71
Area 4: Academic Staff.....73
4.1 Recruitment and Management.....73
4.2 Service and Development.....78
Area 5: Educational Resources.....83
5.1 Physical Facilities.....83
5.2 Expertise in Education.....86
5.3 Financial Resources.....87
Area 6: Programme Management.....89
6.1 Governance.....89
6.2 Programme Leadership.....93
6.3 Administrative Staff.....95
6.4 Records Administration.....97
Area 7: Programme Monitoring, Review and Continual Quality Improvement.....99
7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement.....99

Section 4 Methodology for Ratings and Final Recommendation.....106

4.1 General Framework.....106
4.2 Methodology for Computing an Overall Attainment for Provisional Accreditation 106
4.3 Methodology for Computing an Overall Attainment for Full Accreditation and Compliance Evaluation.....108
4.4 Considerations for Final Recommendation.....110

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 COPTPA second edition document contains **107 standards** which need to be fulfilled by a TVET 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. Teaching 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 COPTPA 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 COPTPA. 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 Programme Educational Objectives

Cluster 1.1A contains Standard 1.1.1

Standard 1.1.1

The programme objectives **must** be consistent with and supportive of the vision, mission and goals of the TVET Provider.

Note: *Reference can be made to the COPTPA for the suggested TVET programme objectives at each MQF level.*

Attainment Level Rubric (Cluster 1.1A)

Attainment Level	Description
1	The programme objectives are **NOT** consistent with, and **NOT** supportive of, the vision, mission and goals of TVET Providers.
2	The programme objectives are **PARTIALLY** consistent with, and/or **PARTIALLY** supportive of, the vision, mission and goals of TVET Providers.
3	The programme objectives are consistent with, and supportive of, the vision, mission and goals of TVET Providers.

Examples of Supporting Documents:

- Working paper of curriculum development or curriculum review approved by the TVET Providers' 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.
- The link between programme objectives with the vision, mission and goals of TVET Providers.

1.2 Programme Learning Outcomes

Cluster 1.2A combines Standards 1.2.1, 1.2.2 and 1.2.3

Standard 1.2.1

The programme **must** be consistent with and supportive of the vision, mission and goals of the TVET Provider.

Standard 1.2.2

The programme **must** be considered only after a needs assessment has indicated that there is a need for the programme to be offered. TVET Providers **must** have a formal committee system responsible for internal and external consultation, feedback, market and occupational needs analysis and employability projections of the programme in line with the new, emerging areas of technology of the programme.

Standard 1.2.3

The programme **must** define its TVET objectives, learning outcomes and deliveries including learning and teaching strategies, assessments, and the constructive alignment between them.

Attainment Level Rubrics (Cluster 1.2A)

Attainment Level	Description
1	The programme fulfils **NONE** of the following: ● The programme is consistent with, and/or supportive of, the vision, mission and goals of the TVET provider. ● The programme is considered based on a needs assessment that there is a need for the programme to be offered, overseen or managed by a formal committee system appointed by the TVET provider. ● The programme documents its TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, 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 supportive of, the vision, mission and goals of the TVET provider. ● The programme is considered based on a needs assessment that there is a need for the programme to be offered, overseen or managed by a formal committee system appointed by the TVET provider. ● The programme documents its TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, and/or information related to constructive alignment between them.
3	The programme is consistent with, and supportive of, the vision, mission and goals of the TVET provider, is considered based on a needs assessment that there is a need for the programme to be offered overseen or managed by a formal committee system appointed by the TVET provider, and documents its TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, and information related to constructive alignment between them.

Example of Supporting Documents:

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

Cluster 1.2B combines Standards 1.2.4 and 1.2.5

Standard 1.2.4

The programme learning outcomes **must** correspond to MQF level descriptors and MQF five clusters of 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.

Note: *Reference can be made to the COPTPA for the suggested TVET programme objectives at each MQF level.*

Standard 1.2.5

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 1.2B)

Attainment Level	Description
1	The TVET 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 TVET learning outcomes **PARTIALLY** correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme **DOES NOT** clearly indicate the career and further studies options available to the students on completion of the programme.
3	The TVET 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.
- Evidence of compliance to the Malaysian Qualifications Framework (MQF).
- Promotional items such as programme brochures, webpage that indicates career and options available upon the completion of the programme.

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

Cluster 1.3A combines Standards 1.3.1, 1.3.2, and 1.3.3

Standard 1.3.1

The TVET programme **must** be considered only if occupational/industry standards are used as a basis for curriculum development.

Standard 1.3.2

The curriculum **must** fulfil the requirements of particular occupational/industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology.

Standard 1.3.3

The TVET programme **must** be based on 1 credit equal to 40 notional hours and each level has a minimum credit of learning loads.

Note: *The profile of TVET qualifications is described in Table 1 of the COPTPA.*

Attainment Level Rubric (Cluster 1.3A)

Attainment Level	Description
1	The TVET programme/curriculum fulfils **NONE** of the following: ● The curriculum fulfils the requirements of a particular occupational/industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology. ● The programme fulfils the minimum credit of learning loads and the curriculum structure of the designated TVET qualification.
2	The TVET programme/curriculum fulfils with **AT LEAST ONE** of the following: ● The curriculum fulfils the requirements of a particular occupational/industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology. ● The programme fulfils the minimum credit of learning loads and the curriculum structure of the designated TVET qualification.

Attainment Level	Description
3	The programme/curriculum fulfils the requirements of a particular occupational/ industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology, and the minimum credit of learning loads and the curriculum structure of the designated TVET qualification.

Example of Supporting Documents:

- Policies, processes, and procedures on curriculum design.
- Working paper of curriculum development approved by the HEP's Senate or Academic Board, supported by the departmental meeting minutes.
- Programme documentation with curriculum structure and content that consider programme standards, professional and industry requirements.
- Minutes of meetings and the composition of the stakeholders involved in the curriculum design.
- Benchmarking reports on good practices in curriculum design delivery.

Cluster 1.3B combines Standards 1.3.4, 1.3.5 and 1.3.6

Standard 1.3.4
TVET Providers **must** have the autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements.

Standard 1.3.5
TVET Providers **must** have an appropriate process to develop the curriculum leading to the approval by the related TVET authority.

Standard 1.3.6
TVET Providers **must** consult the stakeholders in the development of the curriculum.

Attainment Level Rubric (Cluster 1.3B)

Attainment Level	Description
1	TVET Providers fulfils **NONE** of the following: ● TVET Providers have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements. ● TVET Providers have an appropriate process to develop the curriculum leading to the approval by the related TVET authority. ● TVET Providers consult the stakeholders in the development of the curriculum.
2	The department fulfils **AT LEAST ONE** of the following: ● TVET Providers have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements. ● TVET Providers have an appropriate process to develop the curriculum leading to the approval by the related TVET authority. ● TVET Providers consult the stakeholders in the development of the curriculum.
3	TVET Providers have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements, have an appropriate process to develop the curriculum leading to the approval by the related TVET authority, and consult the stakeholders in the development of the curriculum.

Example of Supporting Documents:

- Policies, processes, and procedures on curriculum design and delivery.
- Minutes of meetings and the composition of the stakeholders involved in the process.
- Programme outline with curriculum structure and content that consider programme standards, professional and industry requirements.

Cluster 1.3C contains Standard 1.3.7

Standard 1.3.7

There **must** be activities to enrich student experience and to foster personal development and responsibility.

Attainment Level Rubric (Cluster 1.3C)

Attainment Level	Description
1	There is **NO** co-curricular activities specified to enrich student experience, and to foster personal development and responsibility.
2	The specified co-curricular activities are **LESS APPROPRIATE** to enrich student experience, and to foster personal development and responsibility.
3	There are co-curricular activities to enrich student experience, and to foster personal development and responsibility.

Example of Supporting Documents:

- Programme documentation with curriculum structure and content that outlines the list of co-curricular activities available in the programme and the credit values involved.

1.4 Programme Delivery

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

Area 2: Assessment of Student Learning

2.1 The 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 achievement of learning outcomes of the programme, consistent with the levels defined in the MQF.

Note: *The following should be taken into consideration in fulfilling Standard 2.1.1 when designing the assessment methods*

- *Assessment methods to measure the practical skills (psychomotor domain) need to be aligned with the competency level to ensure the achievement of prescribed skills.*
- *Assessment methods to measure the functional, personal and ethical skills need to be aligned with the competency level to ensure the achievement of learning outcomes.*
- *Section 2.3 in COPTPA on Competency-Based Assessment.*

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 achievement of learning outcomes of the programme, nor consistent with the levels defined in the MQF.
3	Assessment principles, methods and practices are aligned to the achievement of learning outcomes of the programme, consistent with the levels defined in the MQF. Assessment methods to measure the practical skills (psychomotor domain) and/or the functional, personal and ethical skills are aligned with the competency level to ensure the achievement of prescribed skills and learning outcomes.

Example of Supporting Documents:

- Evidences on compliance with the Malaysian Qualifications Framework (MQF)

- Documents on assessment principles, methods and practices, such as policies, guidelines or university circulars.
- Competency-Based course assessment plan that is constructively aligned to learning outcomes.

2.2 Assessment Methods

Cluster 2.2A combines Standards 2.2.1 and 2.2.5

Standard 2.2.1

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

Standard 2.2.5

TVET Providers **must** establish a clear policy on the grading system and passing mark based on the course/module, discipline and level of study.

Attainment Level Rubric (Cluster 2.2A)

Attainment Level	Description
1	There is **NO** policy or document on frequency, methods, and criteria of student assessment, including the grading system and appeal policies, or on passing mark based on the course/module, discipline and level of study.
2	There are **LIMITED** policies and documents on frequency, methods, and criteria of student assessment, including the grading system and appeal policies, and on passing mark based on the course/module, discipline and level of study.
3	There is a clear policy on the grading system and passing mark based on the course/module, discipline and level of study. 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 policy on dissemination of assessment results.

Cluster 2.2B contains Standard 2.2.2

Standard 2.2.2

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

Attainment Level Rubric (Cluster 2.2B)

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.
3	There are a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies.

Example of Supporting Documents:

- Documents on methods and tools that are appropriate for the assessment of learning outcomes and competencies in the form of policies, guidelines or university circulars.

2.3 Competency-Based Assessment

Note: *This section on "Competency-Based Assessment" should be read together in fulfilling Standards 2.1 and 2.2 of the COPTPA.*

2.4 Management of Student Assessment

Cluster 2.4A contains Standard 2.4.2

Standard 2.4.2

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

Attainment Level Rubric (Cluster 2.4A)

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 2.4B contains Standard 2.4.4

Standard 2.4.4

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

Attainment Level Rubric (Cluster 2.4B)

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

Example of Supporting Documents:

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

Area 3: Student Selection and Support Services

3.1 Student Articulation and Transfer

Cluster 3.1A contains Standard 3.1

Standard 3.1
TVET Providers **must** have well-defined policies and mechanisms to facilitate student transfer within and between institutions as well as cross-border and these **must** be consistent with the applicable requirement and the principles of TVET education pathway.

Note: *The evaluation of Standard 3.1 should refer to the requirements and principles of TVET education pathway as given in principles 3.1.1 to 3.1.9 of the COPTPA.*

Attainment Level Rubric (Cluster 3.1A)

Attainment Level	Description
1	TVET Providers have **NO** policy or mechanism to facilitate student transfer within and between institutions as well as cross-border.
2	TVET Providers have policies and/or mechanisms to facilitate student transfer within and between institutions as well as cross-border are available but the policies and/or mechanisms **LACK** clarity, transparency, objectivity and consistency with applicable requirement and the principles of TVET education pathway.
3	TVET Providers have well-defined policies and mechanisms to facilitate student transfer within and between institutions as well as cross-border and these are consistent with applicable requirement and the principles of TVET education pathway.

Example of Supporting Documents:

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

Cluster 3.1B contains Standard 3.1.10

Standard 3.1.10

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

Attainment Level Rubric (Cluster 3.1B)

Attainment Level	Description
1	There is **NO** criterion or process for student selection.
2	The criteria and/or processes for student selection are available but **LACK** clarity, transparency, objectivity and consistency with applicable requirement.
3	The criteria and processes of student selection are transparent and objective.

Example of Supporting Documents:

- Document on criteria and processes on student selection including transfer students.

Cluster 3.1C contains Standard 3.1.12

Standard 3.1.12

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

Attainment Level Rubric (Cluster 3.1C)

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 **LACKS** clarity.
3	There are a clear policy and/or appropriate mechanisms for appeal on student selection.

Example of Supporting Documents:

- Document on appeal policy for student selection.

3.2 Student Support Services

Cluster 3.2A contains Standard 3.2.1

Standard 3.2.1
Students **must** 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.

Attainment Level Rubric (Cluster 3.2A)

Attainment Level	Description
1	Students **DO NOT HAVE** access to essential support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.
2	Students **HAVE LIMITED** access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.
3	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.

Example of Supporting Documents:

- Document on support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.

Cluster 3.2B contains Standard 3.2.2

Standard 3.2.2

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

Attainment Level Rubric (Cluster 3.2B)

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 TVET Providers.
3	There is a designated administrative unit, with a prominent organisational status in the TVET Providers, 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 staff in the unit.
- Report on the performance of the unit.

Cluster 3.2C contains Standard 3.2.6

Standard 3.2.6

TVET Providers **must** have clearly defined and documented processes and procedures in handling student disciplinary cases.

Attainment Level Rubric (Cluster 3.2C)

Attainment Level	Description
1	The TVET Providers have **NO** process or procedure in handling student disciplinary cases.
2	The TVET Providers have processes and/or procedures, with **INSUFFICIENT** clarity, in handling student disciplinary cases.
3	The TVET Providers have 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

3.3 Student Representation and Participation

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

3.4 Alumni

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

Area 4: Teaching Staff

4.1 Recruitment and Management

Cluster 4.1A combines Standards 4.1.1 and 4.1.4

Standard 4.1.1

TVET Providers **must** have a clearly defined plan for their teaching manpower needs, consistent with institutional policies and programme requirements.

Standard 4.1.4

The industrial experience **must** be significant to the Discipline Core Modules (functional) of the taught programme. TVET Providers **must** have a clear procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff.

Attainment Level Rubric (Cluster 4.1A)

Attainment Level	Description
1	TVET Providers/the programme **DO NOT HAVE** any of the following: ● A plan for its academic manpower needs. ● A procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff.
2	TVET Providers/the programme have **AT LEAST ONE** of the following: ● A plan for its academic manpower needs. ● A procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff.
3	TVET Providers have a clearly defined plan for its teaching manpower needs, that is consistent with institutional policies and programme requirements, and have a procedure for appointing teaching staff with teaching competency for TVET programmes.

Example of Supporting Documents:

- Staff job description and terms of reference and key performance indicators

- Academic manpower plan
- List of lecturers and their expertise matching program requirements

Cluster 4.1B combines Standards 4.1.2 and 4.1.12

Standard 4.1.2

TVET Providers **must** have a clear and documented teaching staff recruitment policy where the criteria for selection are based primarily on academic merit and industry experience.

Standard 4.1.12

Recognition and reward through promotion, salary increment or other remuneration **must** be based on clear and transparent policies and procedures.

Attainment Level Rubric (Cluster 4.1B)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE ANY** of the following: ● A teaching staff recruitment policy with criteria selection based on academic merit or industry experience. ● Policy or procedure for recognition through promotion or remuneration.
2	TVET Providers have **AT LEAST ONE** of the following: ● Teaching staff recruitment policy with criteria selection based on academic merit and/or industry experience. ● Policies and procedures for recognition through promotion and/or remuneration.
3	TVET Providers have a clear and documented teaching staff recruitment policy, with criteria selection based on academic merit and industry experience. Recognition and reward through promotion, salary increment, or other remuneration are based on clear and transparent policies and procedures.

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

TVET Providers **must** have policies addressing matters related to service, development and appraisal of the teaching staff.

Standard 4.2.3

TVET Providers **must** have clear policies and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest, particularly in the areas of professional conduct, private practice, multiple employment, and consultancy services.

Attainment Level Rubric (Cluster 4.2A)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE** any of the following: ● Policy addressing matters related to service, development and appraisal of the teaching staff. ● Policy and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest.
2	TVET Providers have **AT LEAST ONE** of the following: ● Policy addressing matters related to service, development and appraisal of the teaching staff. ● Policy and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest.
3	TVET Providers have policies addressing matters related to service, development and appraisal of the academic staff, clear policies and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest, particularly in the areas of professional conduct, private practice, multiple employment, and consultancy services.

Example of Supporting Documents:

- Policy on academic integrity including plagiarism, and research ethics/disciplinary cases.
- 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 Facilities

Cluster 5.1A combines Standards 5.1.1 and 5.1.3

Standard 5.1.1

TVET Providers **must** provide sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme to ensure its effective delivery including facilities for practical-based programmes and for those with special needs.

Standard 5.1.3

The physical facilities and training resources of the TVET Providers and where applicable, the collaborating partners, **must** comply with the relevant laws and regulations.

Attainment Level Rubric (Cluster 5.1A)

Attainment Level	Description
1	TVET Providers **DOES NOT** fulfil any of the following: ● Physical facilities and training resources at the commencement of the programme for its delivery. ● The physical facilities and training resources of the TVET Providers (and where applicable, together with the collaborating partners) comply with the relevant laws and regulations.
2	TVET Providers have or fulfil **AT LEAST ONE** of the following: ● Physical facilities and training resources at the commencement of the programme for its delivery. ● The physical facilities and training resources of the TVET Providers (and where applicable, together with the collaborating partners) comply with the relevant laws and regulations.

Attainment Level	Description
3	TVET Providers provide sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme for its effective delivery including facilities for practical-based programmes and for those with special needs. The physical facilities and training resources of the TVET Providers (and where applicable, together with the collaborating partners) comply with the relevant laws and regulations.

Example of Supporting Documents:

- List of physical facilities required for the programme that comply with the relevant laws and regulations.
- List of license certificates or related documents for software and e-Content applications used by the programme.

5.2 Expertise in Education

Note: *This section is intentionally left blank.*

5.3 Financial Resources

Cluster 5.3A combines Standards 5.3.1 and 5.3.2

Standard 5.3.1
TVET Providers **must** have clear procedures to ensure effective financial planning and efficient use of resources.

Standard 5.3.2
TVET Providers **must** have adequate funds to carry out all trainings and education activities required to achieve the learning outcomes.

Attainment Level Rubric (Cluster 5.3A)

Attainment Level	Description
1	TVET Providers **DOES NOT HAVE** any of the following: ● A plan to fund all trainings and education activities required to achieve the learning outcomes. ● Procedure, or a provision to establish a set of procedures, for financial planning or efficient use of resources.
2	TVET Providers **HAVE AT LEAST ONE** of the following: ● A plan to fund all trainings and education activities required to achieve the learning outcomes. ● Procedure, and/or a provision to establish a set of procedures, for financial planning and/or efficient use of resources.
3	TVET Providers has clear a plan to adequately fund all trainings and education activities required to achieve the learning outcomes and have procedures, or a provision to establish a set of procedures, for financial planning and efficient use of resources.

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, 6.1.2 and 6.1.6

Standard 6.1.1

TVET Providers **must** clarify their structure and function and the relationships between them, and these must be communicated to all stakeholders involved based on the principles of responsibility, accountability and transparency.

Standard 6.1.2

TVET Providers **must** have policies, procedures and mechanisms for regular reviewing and updating of their structures, functions, strategies and core activities to ensure continual quality improvement.

Standard 6.1.6

The governance of the department/TVET Providers **must** involve the participation of, and consultation with, teaching staff, students and external stakeholders.

Attainment Level Rubric (Cluster 6.1A)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE** any of the following: ● Clear structure or function, or the relationships between them, which are communicated to relevant parties involved based on the principles of responsibility, accountability and transparency. ● The governance, which shall involve the participation of, or consultation with, teaching staff, students or external stakeholders. ● Policy, procedure or mechanism for review and updating of its structures, functions, strategies or core activities for continual quality improvement.

Attainment Level	Description
2	TVET Providers **HAVE AT LEAST ONE** of the following: ● Clear 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. ● The governance, which shall involve the participation of, and/or consultation with, teaching staff, students and/or external stakeholders. ● Policies, procedures and/or mechanisms for review and updating of its structures, functions, strategies and/or core activities for continual quality improvement.
3	TVET providers have their structure and function, and the relationships between them, which are communicated to all parties involved based on the principles of responsibility, accountability and transparency. Their governance involves the participation of, and consultation with, teaching staff, students and external stakeholders. There are policies, procedures and mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continual 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 6.1.3

Standard 6.1.3

The academic board/committee of the department/TVET Providers **must** be an active policy-making body with an adequate degree of autonomy.

Attainment Level Rubric (Cluster 6.1B)

Attainment Level	Description
1	The department/TVET providers have **NO** academic board/committee as a decision-making body.
2	The department/TVET providers have an academic board/committee as a decision-making body **WITH LIMITED** autonomy.

Attainment Level	Description
3	The academic board/committee of the department/TVET Providers is an active policy-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 department/TVET providers academic board/committee

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 TVET programme leader **must** be clearly stated.

Standard 6.2.2
The leadership of the programme **must** be helmed by those with appropriate qualifications and experience, and with sufficient authority for curriculum design, delivery and review in line with the criteria developed.

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 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.

Attainment Level	Description
3	The criteria for the appointment and the responsibilities of the TVET programme leader are clearly stated, where the leadership of the programme is helmed by those with appropriate qualifications and experience, with sufficient authority for curriculum design, delivery and review in line with the criteria developed.

Example of Supporting Documents:

- Appointment letter/criteria for programme leader;
- Job description and list of duties and responsibilities
- CV of programme leader

6.3 Administrative Staff

Note: *This section is intentionally left blank.*

6.4 Records Administration

Cluster 6.4A combines Standards 6.4.1 and 6.4.2

Standard 6.4.1
TVET Providers **must** have appropriate policies and practices concerning the nature, content and security of student and teaching staff records.

Standard 6.4.2
TVET Providers **must** implement policies on the rights of individual privacy and the confidentiality of records.

Attainment Level Rubric (Cluster 6.4A)

Attainment Level	Description
1	TVET Providers **DOES NOT HAVE** or implement any of the following: • Policy and practices 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	TVET Providers 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	TVET Providers have appropriate policies concerning the nature, content and security of student, academic staff and other academic records, and the policies on the rights of individual privacy and the confidentiality of records.

Example of Supporting Documents:

- TVETS Providers' policies on security of documents, individual information, data and confidential records.
- TVETS Providers' quality management or quality assurance systems (manuals and/or selected documented procedures).
- TVETS Providers' 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 1.1.1

Standard 7.1.1
TVET Providers **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	TVET Providers **DO 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	TVET Providers have clear policies and appropriate mechanisms for regular monitoring and review of the programme.

Example of Supporting Documents:

- TVETS Providers' 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
TVET Providers **must** have a dedicated unit or personnel responsible for internal quality assurance (IQA).

Standard 7.1.9

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

Attainment Level Rubric (Cluster 7.1B)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE** a dedicated unit or personnel responsible for internal quality assurance (IQA). There is no link between the quality assurance processes and the achievement of the institutional purpose.
2	TVET Providers form an **AD HOC** a dedicated unit or appoint personnel responsible for internal quality assurance (IQA). There is **INCOHERENT** link between the quality assurance processes and the achievement of the institutional purpose.
3	TVET Providers have dedicated unit or personnel responsible for internal quality assurance (IQA). There is a link between the quality assurance processes and the achievement of the institutional purpose.

Example of Supporting Documents:

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

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 COPTPA 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 COPTPA. 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 Programme Educational Objectives

Cluster 1.1A contains Standard 1.1.1

Standard 1.1.1

The programme objectives **must** be consistent with and supportive of the vision, mission and goals of the TVET Provider.

Note: *Reference can be made to the COPTPA for the suggested TVET programme objectives at each MQF level.*

Attainment Level Rubric (Cluster 1.1A)

Attainment Level	Description
1	The programme objectives are **NOT** consistent with, and **NOT** supportive of, the vision, mission and goals of TVET Providers.
2	The programme objectives are **PARTIALLY** consistent with, and/or **PARTIALLY** supportive of, the vision, mission and goals of TVET Providers.
3	The programme objectives are consistent with, and supportive of, the vision, mission and goals of TVET Providers.
4	The programme objectives are considered based on a needs assessment.
5	The programme objectives are considered based on a needs assessment that is benchmarked to ensure currency and relevance with the stakeholders' expectation, nationally and globally.

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 MQF level 6 and above).
- Student's academic handbook.
- Programme information in the TVET Providers' websites and official brochure (if any).

1.2 Programme Learning Outcomes

Cluster 1.2A combines Standards 1.2.1, 1.2.2 and 1.2.3

Standard 1.2.1

The programme **must** be consistent with and supportive of the vision, mission and goals of the TVET Provider.

Standard 1.2.2

The programme **must** be considered only after a needs assessment has indicated that there is a need for the programme to be offered. TVET Providers must have a formal committee system responsible for internal and external consultation, feedback, market and occupational needs analysis and employability projections of the programme in line with the new, emerging areas of technology of the programme.

Standard 1.2.3

The programme **must** define its TVET objectives, learning outcomes and deliveries including learning and teaching strategies, assessments, and the constructive alignment between them.

Attainment Level Rubric (Cluster 1.2A)

Attainment Level	Description
1	The programme fulfils **NONE** of the following: ● The programme is consistent with, and/or supportive of, the vision, mission and goals of the TVET Provider. ● The programme is considered based on a needs assessment that there is a need for the programme to be offered, overseen or managed by a formal committee system appointed by the TVET provider. ● The programme documents its TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, 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 and goals of the TVET Provider. ● The programme is considered based on a needs assessment that there is a need for the programme to be offered, overseen or managed by a formal committee system appointed by the TVET provider. ● The programme documents its TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, and/or information related to constructive alignment between them.
3	The programme is consistent with, and supportive of, the vision, mission and goals of the TVET Provider, is considered based on a needs assessment that there is a need for the programme to be offered overseen or managed by a formal committee system appointed by the TVET provider, and documents its TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, and 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 its TVET programme objectives and learning outcomes, and systematically documents its TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, and 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 TVET programme objectives, learning outcomes deliveries including learning and teaching strategies, assessments, and information related to constructive alignment between them.

Example of Supporting Documents:

- Working paper of curriculum development or curriculum review approved by the TVET Providers' Senate or Academic Board, supported by the corresponding meeting minute.
- 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).
- Needs analysis, survey questionnaire and/or any documents that report feedback from stakeholders or interested parties.
- Student's academic handbook.

- Programme information in the TVET Providers' websites and official brochure (if any).

Cluster 1.2B combines Standards 1.2.4 and 1.2.5

Standard 1.2.4

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

i. Knowledge and Understanding;
ii. Cognitive Skills;
iii. Functional Work Skills with a 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; and
v. Ethics and Professionalism.

Note: *Reference can be made to the COPTPA for the suggested TVET programme objectives at each MQF level.*

Standard 1.2.5

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

Attainment Level Rubric (Cluster 1.2B)

Attainment Level	Description
1	The TVET 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 TVET learning outcomes **PARTIALLY** correspond to the MQF level descriptors and the five clusters of MQF learning outcomes. Considering the stated learning outcomes, the programme does not clearly indicate the career and further studies options available to the students on completion of the programme.

Attainment Level	Description
3	The TVET 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.
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 TVET Providers' 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 TVET Providers' websites and official brochure (if any).

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

Cluster 1.3A combines Standards 1.3.1, 1.3.2, and 1.3.3

Standard 1.3.1

The TVET programme **must** be considered only if occupational/industry standards are used as a basis for curriculum development.

Standard 1.3.2

The curriculum **must** fulfil the requirements of particular occupational/industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology.

Standard 1.3.3

The TVET programme **must** be based on 1 credit equal to 40 notional hours and each level has a minimum credit of learning loads.

Note: *The profile of TVET qualifications is described in Table 1 of the COPTPA.*

Attainment Level Rubric (Cluster 1.3A)

Attainment Level	Description
1	The TVET programme/curriculum fulfils **NONE** of the following: • The curriculum fulfils the requirements of a particular occupational/industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology. • The programme fulfils the minimum credit of learning loads and the curriculum structure of the designated TVET qualification.
2	The TVET programme/curriculum fulfils with **AT LEAST ONE** of the following: • The curriculum fulfils the requirements of a particular occupational/industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology. • The programme fulfils the minimum credit of learning loads and the curriculum structure of the designated TVET qualification.

Attainment Level	Description
3	The programme/curriculum fulfils the requirements of a particular occupational/industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology, and the minimum credit of learning loads and the curriculum structure of the designated TVET qualification.
4	The curriculum design and delivery consider learning ecosystem beyond classroom.
5	The curriculum design and delivery consider the latest development in local and global scenario (such as the United Nation's Sustainable Development Goals and elements of the Fourth Industrial Revolution).

Example of Supporting Documents:

- Policies, processes, and procedures on curriculum design.
- Working paper of curriculum development approved by the HEP's Senate or Academic Board, supported by the departmental meeting minutes.
- Programme documentation with curriculum structure and content that consider programme standards, professional and industry requirements.
- Minutes of meetings and the composition of the stakeholders involved in the curriculum design.
- Benchmarking reports on good practices in curriculum design delivery.

Cluster 1.3B combines Standards 1.3.4, 1.3.5 and 1.3.6

Standard 1.3.4
TVET Providers **must** have the autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements.

Standard 1.3.5
TVET Providers **must** have an appropriate process to develop the curriculum leading to the approval by the related TVET authority.

Standard 1.3.6
TVET Providers **must** consult the stakeholders in the development of the curriculum.

Attainment Level Rubric (Cluster 1.3B)

Attainment Level	Description
1	TVET Providers fulfils **NONE** of the following: ● TVET Providers have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements. ● TVET Providers have an appropriate process to develop the curriculum leading to the approval by the related TVET authority. ● TVET Providers consult the stakeholders in the development of the curriculum.
2	The department fulfils **AT LEAST ONE** of the following: ● TVET Providers have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements. ● TVET Providers have an appropriate process to develop the curriculum leading to the approval by the related TVET authority. ● TVET Providers consult the stakeholders in the development of the curriculum.
3	TVET Providers have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements, have an appropriate process to develop the curriculum leading to the approval by the related TVET authority, and consult the stakeholders in the development of the curriculum.
4	TVET Providers effectively use its autonomy, stakeholders' input and optimal resources in the implementation of the requirements.
5	TVET Providers have and implement sustainable policies and/or internal processes leading to continual improvement and good practices in fulfilling the requirements.

Example of Supporting Documents:

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

Cluster 1.3C contains Standard 1.3.7

Standard 1.3.7

There **must** be activities to enrich student experience and to foster personal development and responsibility.

Attainment Level Rubric (Cluster 1.3B)

Attainment Level	Description
1	There is **NO** co-curricular activities available to enrich student experience, and to foster personal development and responsibility.
2	The availability of co-curricular activities is **LIMITED**, or they are **LESS APPROPRIATE** to enrich student experience, and to foster personal development and responsibility.
3	There are co-curricular activities to enrich student experience, and to foster personal development and responsibility.
4	The co-curricular activities are implemented with integration with the learning ecosystem for holistic student learning experience.
5	The implementation of co-curricular activities involves collaborative initiatives with external local and/or global partners.

Example of Supporting Documents:

- Information on the implementation of the co-curricular activities specified in the programme documentation or reports and the related student achievements.

1.4 Programme Delivery

Cluster 1.4A combines Standards 1.4.1 and 1.4.3

Standard 1.4.1

TVET Providers **must** take responsibility for ensuring the effective delivery of programme learning outcomes.

Standard 1.4.3

The programme **must** have an appropriate full-time coordinator and a team of TVET staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme.

Attainment Level Rubric (Cluster 1.4A)

Attainment Level	Description
1	TVET Providers **DO NOT** take responsibility to ensure the effective delivery of programme learning outcomes. The programme **DOES NOT** have an appropriate full-time coordinator and a team of TVET staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme.
2	TVET Providers take **PARTIAL** responsibility to ensure the effective delivery of programme learning outcomes. The programme has an appropriate full-time coordinator and a team of TVET staff (e.g., a programme committee) with limited authority for the effective delivery of the programme.
3	TVET Providers take responsibility to ensure the effective delivery of programme learning outcomes. The programme has an appropriate full-time coordinator and a team of TVET staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme.
4	TVET Providers take full responsibility to ensure the effective delivery of programme learning outcomes. The programme has an appropriate full-time coordinator and a team of TVET staff (e.g., a programme committee) with adequate autonomy for the effective delivery of the programme.
5	TVET Providers take full responsibility and ownership to ensure the effective delivery of programme learning outcomes. The programme has an appropriate full-time coordinator and a team of TVET staff (e.g., a programme committee) 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 coordinator and a team of TVET staff
- Job description of the full-time coordinator and a team of TVET staff

Cluster 1.4B contains Standard 1.4.2

Standard 1.4.2

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.

Attainment Level Rubric (Cluster 1.4B)

Attainment Level	Description
1	Students are **NOT** provided with, **AND NOT** brief on, 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.
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.
3	Students are provided with, and briefed on, 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.
4	Students are provided with, and briefed on, 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, and briefed on, 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.

Cluster 1.4C contains Standard 1.4.4

Standard 1.4.4

TVET Providers **must** provide students with a conducive learning and training environment.

Note: *This standard must be read together with standard 5.1 under '5.0 Educational Resources'.*

Attainment Level Rubric (Cluster 1.4C)

Attainment Level	Description
1	TVET Providers **DO NOT** provide students with a conducive learning and training environment.
2	TVET Providers provide students with a **PARTIALLY** conducive learning and training environment.
3	TVET Providers provide students with a conducive learning and training environment.
4	TVET Providers provide students with an effective conducive learning and training environment.
5	TVET Providers provide students with an effective conducive learning and training environment, which is regularly reviewed and continually improved.

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 1.4D contains Standard 1.4.5

Standard 1.4.5

TVET providers **must** encourage innovation in TVET delivery and assessment such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.

Attainment Level Rubric (Cluster 1.4D)

Attainment Level	Description
1	TVET providers **DO NOT** encourage innovations in TVET delivery and assessment.
2	TVET providers **PARTIALLY** encourage innovations in TVET delivery and assessment.

Attainment Level	Description
3	TVET providers encourage innovations in TVET delivery and assessment, such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.
4	TVET providers provide resources to encourage innovations in TVET delivery and assessment such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.
5	TVET providers provide support and incentivisation to encourage innovations in TVET delivery and assessment such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.

Example of Supporting Documents:

- Evidence of innovation in teaching and learning.
- Evidence of innovation in assessment such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.
- Evidence of resources, support or incentives provided.

Cluster 1.4E contains Standard 1.4.6

Standard 1.4.6

TVET Providers **must** obtain feedback from the stakeholders to improve the delivery of the programme outcomes.

Attainment Level Rubric (Cluster 1.4E)

Attainment Level	Description
1	TVET Providers **DO NOT** obtain feedback from stakeholders to improve the delivery of the programme outcomes.
2	TVET Providers obtain feedback from stakeholders, but the feedback is **NOT UTILISED** for improvement of the delivery of the programme outcomes.
3	TVET Providers obtain feedback from stakeholders to improve the delivery of the programme outcomes.

Attainment Level	Description
4	TVET Providers obtains feedback regularly from stakeholders to improve the delivery of the programme outcomes.
5	TVET Providers obtains feedback regularly and systematically from stakeholders to continually improve the delivery of the programme outcomes.

Example of Supporting Documents:

- Feedback from industry, alumni, students (student evaluation form)
- Evidence of action taken on feedback obtained.

Cluster 1.4F contains Standard 1.4.7

Standard 1.4.7
TVET Providers **must** always engage with industries to enhance TVET delivery.

Attainment Level Rubric (Cluster 1.4F)

Attainment Level	Description
1	TVET Providers **DO NOT** engage with industries to enhance TVET delivery.
2	TVET Providers **OCCASIONALLY** engage with industries, and the information gathered from the engagement is not utilised to enhance TVET delivery.
3	TVET Providers always engage with industries to enhance TVET delivery.
4	TVET Providers have extensive engagement with industries to enhance TVET delivery.
5	TVET Providers regularly and systematically engage with industries to constructively enhance TVET delivery.

Example of Supporting Documents:

- Letter MOU/MOA with industry
- Invitation letter for round table session with industry
- Appointment letter of industry advisor

Area 2: Assessment of Student Learning

2.1 The Relationship between Assessment and Learning Outcomes

Cluster 2.1A combines Standards 2.1.1, 2.1.2, 2.1.3 and 2.1.4

Standard 2.1.1
Assessment principles, methods and practices **must** be aligned to the achievement of learning outcomes of the programme, consistent with the levels defined in the MQF.

Standard 2.1.2
The alignment between assessment and the achievement of learning outcomes of the programme **must** be systematically and regularly reviewed to ensure its effectiveness.

Standard 2.1.3
Assessment methods to measure the practical skills (psychomotor domain) **need** to be aligned with the competency level to ensure the achievement of prescribed skills.

Standard 2.1.4
Assessment methods to measure the functional, personal and ethical skills **need** to be aligned with the competency level to ensure the achievement of 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 that are aligned to the achievement of learning outcomes of the programme, consistent with the levels defined in the MQF, and **NOT** systematically and regularly reviewed to ensure its effectiveness. Assessment methods to measure the practical skills (psychomotor domain) and/or the functional, personal and ethical skills are **NOT** aligned with the competency level to ensure the achievement of prescribed skills and learning outcomes.

Attainment Level	Description
3	Assessment principles, methods and practices are aligned to the achievement of learning outcomes of the programme, consistent with the levels defined in the MQF, and are systematically and regularly reviewed to ensure its effectiveness. Assessment methods to measure the practical skills (psychomotor domain) and/or the functional, personal and ethical skills are aligned with the competency level to ensure the achievement of prescribed skills and 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:

- Evidence 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 leaning outcomes.
- CQI reports at course and programme levels.

2.2 Assessment Methods

Cluster 2.2A combines Standards 2.2.1, 2.2.4 and 2.2.5

Standard 2.2.1
The frequency, methods, and criteria of student assessment — including the grading system 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 established procedures and regulations and communicated to the student prior to their implementation.

Standard 2.2.5

TVET Providers **must** establish a clear policy on the grading system and passing mark based on the course/module, discipline and level of study.

Attainment Level Rubric (Cluster 2.2A)

Attainment Level	Description
1	There is **NO** policy or document on frequency, methods, and criteria of student assessment, including the grading system and appeal policies, or on passing mark based on the course/module, discipline and level of study.
2	There are **LIMITED** policies and documents on frequency, methods, and criteria of student assessment, including the grading system and appeal policies, and on passing mark based on the course/module, discipline and level of study. Changes to the assessment methods, however, **DO NOT** follow established procedures and regulations and may not be communicated to students prior to their implementation.
3	There is a clear policy on the grading system and passing mark based on the course/module, discipline and level of study. 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.
- Evidence of documents being made available and accessible to students.
- Evidence 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.
- Communication plan or policies on dissemination of assessment results.

Cluster 2.2B combines Standards 2.2.2 and 2.2.3

Standard 2.2.2

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

Standard 2.2.3

There **must** be mechanisms to ensure and to periodically review the validity, reliability, integrity, currency and fairness of the assessment methods.

Attainment Level Rubric (Cluster 2.2B)

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.
4	The outcomes and competencies are 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

2.3 Competency-Based Assessment

Note: *This section on "Competency-Based Assessment" should be read together in fulfilling Standards 2.1 and 2.2 of the COPTP**A**.*

2.4 Management of Student Assessment

Cluster 2.4A combines Standards 2.4.1, 2.4.3, 2.4.4 and 2.5.5

Standard 2.4.1
The department/TVET Providers and its academic staff **must** have adequate level of autonomy in the management of student assessment. (*This standard may not be applicable to certain programme arrangements*).

Standard 2.4.3
The assessment results **must** be communicated to students before the commencement of a new semester to facilitate progression decision.

Standard 2.4.4
The department/TVET Providers **must** have appropriate guidelines and mechanisms for students to appeal against their course results.

Standard 2.4.5
The department/TVET Providers **must** periodically review the management of student assessment and act on the findings of the review.

Attainment Level Rubric (Cluster 2.4A)

Attainment Level	Description
1	The department/TVET Providers **DOES NOT** have / implement any of the following: ● The department and its academic staff have adequate level of autonomy in the management of student assessment (not applicable to certain programme arrangements). ● The assessment results are communicated to students before the commencement of a new semester to facilitate progression decision. ● The department/TVET Providers have guidelines and mechanisms for students to appeal their course results.
2	The department/TVET Providers 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 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 adequate level of autonomy in the management of student assessment (not applicable to certain programme arrangements). The 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 taken on the findings of the review.
4	The department/TVET Providers manage student assessment effectively and efficiently.
5	The department/TVET Providers conduct benchmarking with other institutions and implement 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 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.
- Evidence that actions have been taken based of the reports.

Cluster 2.4B contains Standard 2.4.2

Standard 2.4.2

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

Attainment Level Rubric (Cluster 2.4B)

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 Articulation and Transfer

Cluster 3.1A combines Standards 3.1 and 3.1.14

Standard 3.1

TVET Providers **must** have well-defined policies and mechanisms to facilitate student transfer within and between institutions as well as cross-border and these **must** be consistent with applicable requirement and the principles of TVET education pathway.

Note: *The evaluation of Standard 3.1 should refer to the requirements and principles of TVET education pathway as given in principles 3.1.1 to 3.1.9 of the COPTPA.*

Standard 3.1.14

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

Attainment Level Rubric (Cluster 3.1A)

Attainment Level	Description
1	TVET Providers have **NO** policy or mechanism to facilitate 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	TVET Providers have policies and/or mechanisms to facilitate student transfer within and between institutions as well as cross-border, but the policies and/or mechanisms **LACK** clarity. They also **CANNOT** ensure that the incoming transfer students, if any, have the capacity to follow the programme.
3	TVET Providers have well-defined policies and mechanisms to facilitate student transfer within and between institutions as well as cross-border and these are consistent with applicable requirement and the principles of TVET education pathway. They manage to ensure that the incoming transfer students have the capacity to follow the programme successfully.

Attainment Level	Description
4	The policies, mechanisms, criteria and processes for facilitating student transfer within and between institutions as well as cross-border, are effectively implemented.
5	The policies, mechanisms, criteria and processes for facilitating 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 student transfer within and between institutions as well as cross border in order to ensure that they have the capacity to follow the programme successfully.

Cluster 3.1B contains Standard 3.1.10

Standard 3.1.10

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

Attainment Level Rubric (Cluster 3.1B)

Attainment Level	Description
1	There is **NO** criterion or process for student selection.
2	The criteria and/or processes for student selection are available **BUT LACK** clarity, transparency, objectivity and consistency with applicable requirement.
3	The criteria and processes of student selection are transparent and objective.
4	The criteria and processes for student selection are effectively determined and implemented.
5	The criteria and process for student selection are regularly reviewed and continually improved for sustainable implementation.

Example of Supporting Documents:

- Document on criteria and processes on student selection including transfer students. It must be consistent with the entry requirement stated in the programme standard.
- Application forms with relevant documents.

Cluster 3.1C contains Standard 3.1.11

Standard 3.1.11

Student enrolment must comply with/be related to the capacity of the department/TVET Providers to effectively deliver the programme.

Note: *This standard must be read together with the standards in Area 4 on "Teaching Staff" and Area 5 on "Educational Resources".*

Attainment Level Rubric (Cluster 3.1C)

Attainment Level	Description
1	Student enrolment **DOES NOT** comply with or is not related to the capacity of the department/TVET Providers for effective programme delivery.
2	Student enrolment **PARTIALLY** complies with or is partially related to the capacity of the department/TVET Providers for effective programme delivery.
3	Student enrolment complies with or is related to the capacity of the department for effective programme delivery.
4	Student enrolment is directly related to the capacity of the department/TVET Providers for effective programme delivery with a good staff-students ratio according to the discipline or regulatory requirement.
5	The department/TVET Providers 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 selection including transfer students.
- Application forms with relevant documents.

- Staff-student ratio as per programme standards
- Capacity/resources of the department.

Cluster 3.1D combines Standards 3.1.12 and 3.1.13

Standard 3.1.12

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

Standard 3.1.13

The department/TVET Providers **must** offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.

Attainment Level Rubric (Cluster 3.1D)

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. It must be consistent with the entry requirement stated in the programme standard.
- Evidence of developmental or remedial support to assist new students
- Review and updated policy

3.2 Support Services

Cluster 3.2A combines Standards 3.2.1, 3.2.4 and 3.2.8

Standard 3.2.1

Students **must** 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.

Standard 3.2.4

Academic, non-academic and career counselling **must** be provided by adequate and qualified staff.

Standard 3.2.8

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

Attainment Level Rubric (Cluster 3.2A)

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.

Attainment Level	Description
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 support services regularly reviewed, benchmarked and continually improved for current and future sustenance.

Example of Supporting Documents:

- Document on support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling which must be provided by adequate and qualified staff and health services.
- Report on student support services and its evaluation.

Cluster 3.2B contains Standard 3.2.2

Standard 3.2.2

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

Attainment Level Rubric (Cluster 3.2B)

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 TVET Providers.

Attainment Level	Description
3	There is a designated administrative unit, with a prominent organisational status in the TVET Provider, 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 3.2C contains Standard 3.2.3

Standard 3.2.3

An effective induction to the programme **must** be available to new students with special attention given to out of state and international students as well as students with special needs.

Attainment Level Rubric (Cluster 3.2C)

Attainment Level	Description
1	There is **NO** induction programme for new students.
2	The induction programme for new students (including out of state and international students as well as students with special needs) is available BUT **NOT EFFECTIVE**.
3	There is an **EFECTIVEE** induction programme available to new students (including those who are out of state and international students as well as students with special needs).

Attainment Level	Description
4	Induction to the programme is implemented effectively to new students, addressing specific needs by different groups of students, including those who are out of state and international students as well as students with special needs.
5	The effectiveness of the programme induction is regularly evaluated, reviewed and updated for continual improvement.

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 3.2D combines Standards 3.2.5 and 3.2.7

Standard 3.2.5

There **must** be mechanisms that actively identify and assist students who are in need of training as well as spiritual, psychological and social support.

Standard 3.2.7

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

Attainment Level Rubric (Cluster 3.2D)

Attainment Level	Description
1	There is **NO** mechanism to identify and assist students who are in need of training as well as spiritual, psychological and social support **OR** for students to voice their grievances and seek resolution on training and non-training matters.
2	There are, but **INADEQUATE** mechanisms to identify and assist students who are in need of training as well as spiritual, psychological and social support **AND** for students to voice their grievances and seek resolution on training and non-training matters.

Attainment Level	Description
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 training and non-training 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 on training and non-training 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 on training and non-training matters are regularly evaluated, reviewed and updated for continual improvement.

Example of Supporting Documents:

- Document on mechanism to identify and assist students who are in need of training as well as spiritual, psychological and social support 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 3.2E contains Standard 3.2.6

Standard 3.2.6

TVET Providers **must** have clearly defined and documented processes and procedures in handling student disciplinary cases.

Attainment Level Rubric (Cluster 3.2E)

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.
3	The HEP has clearly defined and documented processes and procedures in handling student disciplinary cases.

Attainment Level	Description
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

3.3 Student Representation and Participation

Cluster 3.3A combines Standards 3.3.1 and 3.3.2

Standard 3.3.1
There **must** be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare.

Standard 3.3.2
There **must** be adequate student representation and organisation.

Attainment Level Rubric (Cluster 3.3A)

Attainment Level	Description
1	TVET Providers have **NONE** of the following: ● Policy or process for active student engagement especially in areas that affect their interest or welfare. ● Student representation or organisation.
2	TVET Providers have **AT LEAST ONE** of the following: ● Policies and/or processes for active student engagement especially in areas that affect their interest and/or welfare. ● Student representation and/or organisation.

Attainment Level	Description
3	There are well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare, and adequate student representation and organisation.
4	The policies and processes for active student engagement are implemented efficiently and effectively. Student representation, organisation and activities are well supported at the institutional and departmental levels.
5	The policies and processes for active student engagement and for student representation and organisation 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 3.3B combines Standards 3.3.3 and 3.3.4

Standard 3.3.3

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

Standard 3.3.4

Student activities and organisations **must** be facilitated to encourage student participation in activities that promote character building; inculcate lifelong learning, a sense of belonging, responsibility and intercultural values; and promote active citizenship.

Attainment Level Rubric (Cluster 3.3B)

Attainment Level	Description
1	TVET Providers have **NONE** of the following: ● Students are facilitated to develop linkages with external stakeholders **OR** to participate in activities to gain managerial, entrepreneurial, innovation and leadership skills in preparation for the workplace. ● Student activities or organisations are facilitated to encourage student participation in activities that promote character building; inculcate lifelong learning, a sense of belonging, responsibility and intercultural values; and promote active citizenship.
2	TVET Providers have **AT LEAST ONE** of the following: ● Students are partially facilitated to develop linkages with external stakeholders **AND** to participate in activities to gain managerial, entrepreneurial, innovation and leadership skills in preparation for the workplace. ● Student activities and/or organisations are facilitated to encourage student participation in activities that promote character building; inculcate lifelong learning, a sense of belonging, responsibility and intercultural values; and promote active citizenship
3	Students are facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, innovation and leadership skills in preparation for the workplace. Student activities and organisations are facilitated to encourage student participation in activities that promote character building; inculcate lifelong learning, a sense of belonging, responsibility and intercultural values; and promote active citizenship.
4	There are systematic and effective mechanisms provided for students to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, innovation and leadership skills in preparation for the workplace. Student activities and organisation are effectively facilitated to support the development of the desired character as envisaged by TVET Providers' graduate attributes.
5	There are dedicated platforms for students to develop sustainable linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, innovation and leadership skills in preparation for the workplace. Student activities and organisation are well supported are well resourced, leading to good achievement of TVET Providers' graduate attributes.

Example of Supporting Documents:

- Documents of linkages with external stakeholders
- Student activities organised
- Evidence of linkages with external stakeholders such as Memorandum of Understanding (MOU)/ Memorandum of Agreement (MOA)

3.4 Alumni

Cluster 3.4A* contains Standard 3.4.1
***APPLICABLE FOR COMPLIANCE EVALUATION ONLY**
(see note below)

Standard 3.4.1
TVET Providers **must** encourage the alumni to play a role in the development, review and continuous improvement of the programme and in preparing the students for their professional future through linkages with industry and the professions.

Attainment Level Rubric (Cluster 3.4A*)

Attainment Level	Description
1	TVET Providers **DO NOT** engage with the alumni for a role in the development, review, and continuous improvement of the programme and in preparing the students for their professional future through linkages with industry and the professions.
2	TVET Providers **DO NOT CONSISTENTLY** engage with the alumni to play a role in the development, review, and continuous improvement of the programme and in preparing the students for their professional future through linkages with industry and the professions.
3	TVET Providers encourage the alumni to play a role in the development, review, and continuous improvement of the programme and in preparing the students for their professional future through linkages with industry and the professions.
4	TVET Providers consistently and effectively encourage the alumni to play a role in the development, review, and continuous improvement of the programme and in preparing the students for their professional future through effective linkages with industry and the professions.

Attainment Level	Description
5	With clear governance and processes as well as close monitoring, TVET Providers maintains sustainable linkages with the alumni in the development, review and continuously improvement of the programme, and in preparing the students for their professional future through sustainable linkages with industry and the professions.

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 developing, reviewing and continuously improving the programme

Area 4: Academic Staff

4.1 Recruitment and Management

Cluster 4.1A combines Standards 4.1.1, 4.1.4, 4.1.5, 4.1.8 and 4.1.10

Standard 4.1.1

TVET Providers **must** have a clearly defined plan for their teaching manpower needs, consistent with institutional policies and programme requirements.

Standard 4.1.4

The industrial experience **must** be significant to the Discipline Core Modules (functional) of the taught programme. TVET Providers **must** have a clear procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff.

Standard 4.1.5

Teaching staff/industry experts **must** have TVET teaching competency verified by authority and recognised by MQA or DSD.

Standard 4.1.8

The maximum staff-student ratio for the TVET programme is 1:25. The appropriate staff-student ratio **shall** be applied for particular learning activities and facilities; for instance, workshop, studio work, laboratory, clinical.

Standard 4.1.10

TVET Providers **must** have adequate full-time teaching staff responsible for implementing the programme. The full-time teaching staff should form at least 60% of the total staff required. Part-time teaching staff may consist of industry practitioners or from the academia.

Attainment Level Rubric (Cluster 4.1A)

Attainment Level	Description
1	TVET Providers/the programme **DO NOT HAVE** any of the following: ● A plan for its academic manpower needs. ● Adequate full-time teaching staff, at least 60% of the total staff required, responsible for implementing the programme. ● The staff-student ratio at 1:25 maximum, which is appropriately applied for particular learning activities and facilities, such as workshop, studio work, laboratory and clinical sessions. ● A procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff. ● Teaching staff/industry experts with TVET teaching competency for TVET programmes verified by authority and recognised by MQA or DSD.
2	TVET Providers/the programme have **AT LEAST ONE** of the following: ● A clearly defined plan for its academic manpower needs. ● Adequate full-time teaching staff, at least 60% of the total staff required, responsible for implementing the programme. ● The staff-student ratio at 1:25 maximum, which is appropriately applied for particular learning activities and facilities, such as workshop, studio work, laboratory and clinical sessions. ● A procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff. ● Teaching staff/industry experts with TVET teaching competency for TVET programmes verified by authority and recognised by MQA or DSD.
3	TVET Providers have a clearly defined plan for its academic manpower that is consistent with institutional policies and programme requirements, and have adequate full-time teaching staff, at least 60% of the total staff required, responsible for implementing the programme. The staff-student ratio is maximum at 1:25, which is appropriately applied for particular learning activities and facilities, such as workshop, studio work, laboratory and clinical sessions. TVET Providers also have a clear procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff, and have teaching staff/industry experts with teaching competency for TVET programmes verified by authority and recognised by MQA or DSD.

Attainment Level	Description
4	The plan for TVET Providers' teaching manpower, adequacy of qualified academic staff for implementing the programme, the procedure for appointing teaching staff with teaching competency for TVET programmes and the programme's staff-student ratio are regularly evaluated and reviewed for continual improvement.
5	TVET Providers have demonstrated good and sustainable practices such as benchmarking towards enhancing the teaching manpower plan, the procedure for appointing teaching staff with teaching competency for TVET programmes 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 and 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, 4.1.9, 4.1.11, 4.1.12 and 4.1.13

Standard 4.1.2

TVET Providers **must** have a clear and documented teaching staff recruitment policy where the criteria for selection are based primarily on academic merit and industry experience.

Standard 4.1.9

All the teaching staff **shall** be appointed by TVET Providers in advance when applying for accreditation.

Standard 4.1.11

The policy of the TVET Providers **must** reflect an equitable distribution of responsibilities among the teaching staff.

Standard 4.1.12

Recognition and reward through promotion, salary increment or other remuneration **must** be based on clear and transparent policies and procedures.

Standard 4.1.13

TVET Providers **must** be guided by considerations which are in line with national policy and international good practices in teaching appointment and promotion exercise.

Attainment Level Rubric (Cluster 4.1B)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE ANY** of the following: ● A teaching staff recruitment policy with criteria selection based on academic merit and industry experience that is significant to the programme. ● An equitable distribution of responsibilities among the teaching staff. ● Considerations in teaching appointment and promotion exercises that is in line with national policy and international good practices. ● Policy and/or procedure for recognition through promotion and remuneration that is based on merit.
2	TVET Providers have **AT LEAST ONE** of the following: ● A teaching staff recruitment policy with criteria selection based on academic merit and industry experience that is significant to the programme. ● An equitable distribution of responsibilities among the teaching staff. ● Considerations in teaching appointment and promotion exercises that is in line with national policy and international good practices. ● Policies and/or procedures for recognition through promotion and remuneration that is based on merit.
3	TVET Providers have a clear and documented teaching staff recruitment policy, with criteria selection based on academic merit and industry experience, where the teaching staff are appointed in advance when applying for accreditation. The implementation of this policy is reflected in an equitable distribution of responsibilities among the teaching staff. Teaching appointment and promotion exercise are guided by considerations which are in line with national policy and international good practices, and recognition and reward through promotion, salary increment or other remuneration are based on clear and transparent policies and procedures.
4	The policies and procedures for the teaching staff recruitment, recognition and rewards are regularly evaluated and reviewed for continual improvement.

Attainment Level	Description
5	The department has demonstrated good and sustainable practices such as benchmarking towards enhancing the teaching 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 4.1.14

Standard 4.1.14

TVET Providers **must** have collaboration with industry and/or stakeholders to provide for the involvement of professionals and practitioners in order to enhance the learning and teaching of the programme.

Attainment Level Rubric (Cluster 4.1C)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE** collaboration with industry and/or stakeholders to provide for the involvement of professionals and practitioners in order to enhance the learning and teaching of the programme.
2	TVET Providers HAVE **LIMITED** collaboration with industry and/or stakeholders to provide for the involvement of professionals and practitioners in order to enhance the learning and teaching of the programme.
3	TVET Providers HAVE collaboration with industry and/or stakeholders to provide for the involvement of professionals and practitioners in order to enhance the learning and teaching of the programme.
4	The established linkages are regularly evaluated and reviewed to maintain their effectiveness.
5	TVET Providers have 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.

4.2 Service and Development

Cluster 4.2A combines Standards 4.2.1, 4.2.3 and 4.2.4

Standard 4.2.1

TVET Providers **must** have policies addressing matters related to service, development and appraisal of the teaching staff.

Standard 4.2.3

TVET Providers **must** have clear policies and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest, particularly in the areas of professional conduct, private practice, multiple employment, and consultancy services.

Standard 4.2.4

TVET Providers **must** have mechanisms and processes for periodic student evaluation of the teaching staff for the purpose of quality improvement.

Attainment Level Rubric (Cluster 4.2A)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE** any of the following: ● Policy addressing matters related to service, development and appraisal of the teaching staff. ● Policy and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest. ● Mechanism or process for periodic student evaluation of the teaching staff for the purpose of quality improvement.
2	TVET Providers have **AT LEAST ONE** of the following: ● Policy addressing matters related to service, development and appraisal of the teaching staff. ● Policy and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest. ● Mechanism and/or process for periodic student evaluation of the teaching staff for the purpose of quality improvement.

Attainment Level	Description
3	TVET Providers have policies addressing matters related to service, development and appraisal of the academic staff, clear policies and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest, particularly in the areas of professional conduct, private practice, multiple employment, and consultancy services, as well as mechanisms and processes for periodic student evaluation of the academic staff for the purpose of quality improvement.
4	The policies on service, development and appraisal of the teaching staff, and on conflict of interest and professional conduct as well as mechanisms and processes for periodic student evaluation of the teaching staff are regularly evaluated and reviewed for continual improvement to maintain their effectiveness.
5	TVET Providers have demonstrated good and sustainable practices, such as benchmarking towards enhancing policies on service, development and appraisal of the teaching staff, and on conflict of interest and professional conduct as well as mechanisms and processes for periodic student evaluation of the teaching staff.

Example of Supporting Documents:

- Policy on academic integrity including plagiarism, research ethics and 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, 4.2.6, 4.2.7 and 4.2.8

Standard 4.2.2

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

Standard 4.2.5

TVET Providers **must** have a development programme including induction course and continuous professional enhancement for the teaching staff.

Standard 4.2.6

TVET Providers **must** require all the in-service teaching staff to participate in staff industrial attachment for a cumulative period of one month in every two years for them to keep abreast with the industrial standard and work competency.

Standard 4.2.7

TVET Providers **must** provide opportunities for the teaching staff to participate in professional, training and other relevant activities at national and international levels and to obtain professional qualifications to enhance the learning and teaching experience.

Standard 4.2.8

TVET Providers **must** encourage and facilitate their teaching staff to play an active role in community engagement activities.

Attainment Level Rubric (Cluster 4.2B)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE OR PROVIDE ANY** of the following: ● Sufficient autonomy given the teaching staff to focus on their respective areas of expertise. ● A development programme including induction course and continuous professional enhancement for the teaching staff. ● Requirement for all the in-service teaching staff to participate in staff industrial attachment for a cumulative period of one month in every two years for them to keep abreast with the industrial standard and work competency. ● Opportunities for the teaching staff to participate in professional, training and other relevant activities at national and international levels ad to obtain professional qualifications to enhance the learning and teaching experience. ● Encouragement and facilitation for their teaching staff to play an active role in community engagement activities.

Attainment Level	Description
2	TVET Providers **HAVE OR PROVIDE AT LEAST ONE** of the following: ● Sufficient autonomy given the teaching staff to focus on their respective areas of expertise. ● A development programme including induction course and continuous professional enhancement for the teaching staff. ● Requirement for all the in-service teaching staff to participate in staff industrial attachment for a cumulative period of one month in every two years for them to keep abreast with the industrial standard and work competency. ● Opportunities for the teaching staff to participate in professional, training and other relevant activities at national and international levels ad to obtain professional qualifications to enhance the learning and teaching experience. ● Encouragement and facilitation for their teaching staff to play an active role in community engagement activities.
3	The teaching staff are given sufficient autonomy to focus on their respective areas of expertise. TVET Providers have a development programme including induction course and continuous professional enhancement for the teaching staff, and provide opportunities for the teaching staff to participate in professional, academic and other relevant activities, at national and international levels and to obtain professional qualifications to enhance the learning and teaching experience. TVET Providers also encourage and facilitate their teaching staff to play an active role in community engagement activities, and require all the in-service teaching staff to participate in staff industrial attachment for a cumulative period of one month in every two years for them to keep abreast with the industrial standard and work competency.
4	TVET Providers regularly evaluates and reviews for continual improvement of the development programmes for their teaching staff and the policy for their continuous professional enhancement in order maintain their effectiveness.
5	TVET Providers have 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:

- 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 institution/industry

- Data on staff professional membership and external engagement

Area 5: Educational Resources

5.1 Physical Facilities

Cluster 5.1A combines Standards 5.1.1, 5.1.3, 5.1.5, 5.1.6 and 5.1.7

Standard 5.1.1

TVET Providers **must** provide sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme to ensure its effective delivery including facilities for practical-based programmes and for those with special needs.

Standard 5.1.3

The physical facilities and training resources of the TVET Providers and where applicable, the collaborating partners, **must** comply with the relevant laws and regulations.

Standard 5.1.5

The training resources, services and facilities **must** be periodically reviewed and improved upon to maintain their quality and appropriateness for current education and training.

Standard 5.1.6

TVET Providers **must** allocate adequate funds to carry out scheduled maintenance of all facilities and equipment including their replacement or upgrading.

Standard 5.1.7

TVET Providers **must** have adequate facilities and resources to encourage research and support innovation.

Attainment Level Rubric (Cluster 5.1A)

Attainment Level	Description
1	TVET Providers **DOES NOT HAVE** any of the following: ● Physical facilities and training resources at the commencement of the programme for its delivery. ● The physical facilities and training resources of the TVET Providers (and where applicable, together with the collaborating partners) comply with the relevant laws and regulations. ● Adequate allocation of funds to carry out scheduled maintenance of all facilities and equipment including their replacement or upgrading. ● Adequate facilities and resources to encourage research and support innovation.
2	TVET Providers have or fulfil **AT LEAST ONE** of the following: ● Physical facilities and training resources at the commencement of the programme for its delivery. ● The physical facilities and training resources of the TVET Providers TVET Providers (and where applicable, together with the collaborating partners) comply with the relevant laws and regulations. ● Adequate allocation of funds to carry out scheduled maintenance of all facilities and equipment including their replacement or upgrading. ● Adequate facilities and resources to encourage research and support innovation.
3	TVET Providers provide sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme to ensure its effective delivery including facilities for practical-based programmes and for those with special needs. The physical facilities and training resources of the TVET Providers TVET Providers (and where applicable, together with the collaborating partners) comply with the relevant laws and regulations. Adequate funds are allocated to carry out scheduled maintenance of all facilities and equipment including their replacement or upgrading, and they are periodically reviewed and improved upon to maintain their quality and appropriateness for current education and training. Adequate facilities and resources area available to encourage research and support innovation.
4	The physical facilities and training resources provide quality services, demonstrated by high satisfaction level by the respective users or customers and/or resulted in increased research outputs and innovations.

Attainment Level	Description
5	The physical facilities and training resources are benchmarked with and/or certified/recognised by external parties.

Example of Supporting Documents:

- List of physical facilities required for the programme that comply with the relevant laws and regulations.
- Evidence of maintenance of all facilities and equipment
- Evidence of fund allocation for scheduled maintenance of all facilities and equipment.
- List of license certificates or related documents for software and eContent applications used by the programme.
- List of facilities and resources to encourage research and support innovation.

Cluster 5.1B contains Standard 5.1.4

Standard 5.1.4

The library or resource centre **must** have adequate and up-to-date conventional and/or digital reference materials, computers and internet access.

Attainment Level Rubric (Cluster 5.1B)

Attainment Level	Description
1	The library or resource centre **DOES NOT** have adequate or not up-to-date conventional, or digital reference materials, computers and internet access.
2	The library or resource centre has **LESS ADEQUATE** and not so up-to-date conventional and/or digital reference materials, computers and internet access.
3	The library or resource centre has adequate and up-to-date conventional and/or digital reference materials, computers and internet access.
4	The library or resource centre has comprehensive and up-to-date conventional and/or digital reference materials, computers and internet access.
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
- Number of staff in the library and resource centre and their qualifications.

5.2 Expertise in Education

Cluster 5.2A contains Standard 5.2.1

Standard 5.2.1
TVET Providers **must** utilise training experts (especially those with expertise in pedagogy and assessment methods) in the planning of their programmes and the development of new teaching and assessment methods.

Attainment Level Rubric (Cluster 5.2A)

Attainment Level	Description
1	TVET Providers **DO NOT** utilise training experts (especially those with expertise in pedagogy and assessment methods) in the planning of their programmes or the development of new teaching and assessment methods.
2	TVET Providers **PARTIALLY** utilise training experts (especially those with expertise in pedagogy and assessment methods) in the planning of their programmes and/or the development of new teaching and assessment methods.
3	TVET Providers utilise training experts (especially those with expertise in pedagogy and assessment methods) in the planning of their programmes and the development of new teaching and assessment methods.
4	TVET Providers manage to inculcate practical skills to students by using the teaching and assessment methods developed with assistance from the training expert.
5	TVET Providers are able to improve students' attainment of the learning outcomes measured by the developed teaching and assessment methods, which meet the expectation of the industry.

Example of Supporting Documents:

- CV of the Training Expert
- Evidence of the development of new teaching and assessment methods.

5.3 Financial Resources

Cluster 5.3A combines Standards 5.3.1 and 5.3.2

Standard 5.3.1

TVET Providers **must** have clear procedures to ensure effective financial planning and efficient use of resources.

Standard 5.3.2

TVET Providers **must** have adequate funds to carry out all trainings and education activities required to achieve the learning outcomes.

Attainment Level Rubric (Cluster 5.3A)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE** any of the following: ● Procedure for financial planning or efficient use of resources. ● Funds to carry out all trainings and education activities required to achieve the learning outcomes.
2	TVET Providers have **AT LEAST ONE** of the following: ● Procedures for financial planning and/or efficient use of resources. ● Funds to carry out all trainings and education activities required to achieve the learning outcomes.
3	TVET Providers have adequate funds to carry out all trainings and education activities required to achieve the learning outcomes, and clear procedures to ensure effective financial planning and efficient use of resources.
4	With clear procedures for its financial planning and use of resources, TVET Providers manage its financial resources efficiently and effectively to ensure that all the programme needs are met.
5	TVET Providers' 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 fund for training and education activities.

Area 6: Programme Management

6.1 Governance

Cluster 6.1A combines Standards 6.1.1, 6.1.2 and 6.1.6

Standard 6.1.1

TVET Providers **must** clarify their structure and function and the relationships between them, and these must be communicated to all stakeholders involved based on the principles of responsibility, accountability and transparency.

Standard 6.1.2

TVET Providers **must** have policies, procedures and mechanisms for regular reviewing and updating of their structures, functions, strategies and core activities to ensure continual quality improvement.

Standard 6.1.6

The governance of the department/TVET Providers **must** involve the participation of, and consultation with, teaching staff, students and external stakeholders.

Attainment Level Rubric (Cluster 6.1A)

Attainment Level	Description
1	TVET Providers do not have any of the following: ● Clear structure or function, or the relationships between them, which are communicated to relevant parties involved based on the principles of responsibility, accountability and transparency. ● The governance, which involves the participation of, and/or consultation with, teaching staff, students and/or external stakeholders. ● Policy, procedure or mechanism for review and updating of its structures, functions, strategies or core activities for continual quality improvement.

Attainment Level	Description
2	TVET Providers have **AT LEAST ONE** of the following: ● Clear 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. ● The governance, which involves the participation of, and/or consultation with, teaching staff, students and/or external stakeholders. ● Policies, procedures and/or mechanisms for review and updating of its structures, functions, strategies and/or core activities for continual quality improvement.
3	TVET providers have their structure and function, and the relationships between them, which are communicated to all parties involved based on the principles of responsibility, accountability and transparency. Their governance involves the participation of, and consultation with, teaching staff, students and external stakeholders. 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	TVET Providers' structure and function together with the communication plan has led to efficient and effective operations and management of the programme, manifested by optimum use of resources.
5	TVET Providers' structure and function together with the communication plan were benchmarked with and by other institutions.

Example of Supporting Documents:

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

Cluster 6.1B contains Standard 6.1.3

Standard 6.1.3

The academic board/committee of the department/TVET Providers **must** be an active policy-making body with an adequate degree of autonomy.

Attainment Level Rubric (Cluster 6.1B)

Attainment Level	Description
1	The department/TVET providers have **NO** academic board/committee as a decision-making body.
2	The department/TVET providers have an academic board/committee as a decision-making body with **LIMITED** autonomy.
3	The academic board/committee of the department/TVET Providers is an active policy-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 members signed by designated authority.
- Terms of reference for the appointment.
- Minutes of meeting of the department/TVET Providers academic board/committee.

Cluster 6.1C* contains Standard 6.1.4
***APPLICABLE FOR PROGRAMMES CONDUCTED IN CAMPUSES OR PARTNER INSTITUTIONS/INDUSTRIES THAT ARE GEOGRAPHICALLY SEPARATED ONLY** (see note below)

Standard 6.1.4*

Mechanisms for ensuring functional integration and comparability of educational quality **must** be established for programmes conducted in campuses or partner institutions/industries that are geographically separated.

Attainment Level Rubric (Cluster 6.1C*)

Attainment Level	Description
1	There is **NO** mechanism for functional integration and comparability of educational quality for programmes conducted in campuses or partner institutions/industries that are geographically separated*.

Attainment Level	Description
2	There are **SOME** established mechanisms that allow functional integration and comparability of educational quality for programmes conducted in campuses or partner institutions/industries that are geographically separated*.
3	Mechanisms to ensure functional integration and comparability of educational quality are established for programmes conducted in campuses or partner institutions/industries that are geographically separated*.
4	There is regular review of the procedures for effective functional integration and comparable educational quality for programmes conducted in campuses or partner institutions/industries that are geographically separated*.
5	Review of the procedures for functional integration and comparability of educational quality for programmes conducted in programmes conducted in campuses or partner institutions/industries that are geographically separated* is undertaken by involving stakeholder consultation and benchmarking.

Note: *The term "conducted in campuses or partner institutions/industries that are geographically separated" in Standard 6.1.5 is applicable only for programme implemented in campuses within the same HEP that are geographically separated or in partner institutions/industries. 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 quality assurance of programmes at different locations

Cluster 6.1D contains Standard 6.1.5

Standard 6.1.5

TVET Providers **must** have a formal committee system responsible for internal and external consultation, feedback, market needs analysis and employability projections of the programme.

Attainment Level Rubric (Cluster 6.1D)

Attainment Level	Description
1	The TVET Provider has **NO** formal committee system responsible for internal and external consultation, feedback and market needs analysis for the programme.
2	The TVET Provider has **LIMITED** form of committees responsible for some activities related to, among others, internal and/or external consultation, feedback and/or market needs analysis of the programme.
3	The TVET Provider **HAS** a formal committee system responsible for internal and external consultation, feedback, market needs analysis and employability projections of the programme.
4	The regular internal and external consultations have resulted in the programme maintaining its competitiveness.
5	The implementation of the formal committee system has resulted improved graduate attributes.

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 TVET programme leader **must** be clearly stated.

Standard 6.2.2

The leadership of the programme **must** be helmed by those with appropriate qualifications and experience, and with sufficient authority for curriculum design, delivery and review in line with the criteria developed.

Attainment Level Rubric (Cluster 6.2A)

Attainment Level	Description
1	There is **NO** criterion for the appointment and responsibilities of the TVET programme leader **AND NO** appointment of a qualified TVET 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 TVET programme leader are clearly stated, where the leadership of the programme is helmed by those with appropriate qualifications and experience, with sufficient authority for curriculum design, delivery and review in line with the criteria developed.
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 and 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 to allow for communication between the programme and the leadership 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 to allow for communication between the programme and the leadership 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 to allow for communication between the programme and the leadership in relation to, among others, staff recruitment and training, student admission, allocation of resources and decision-making processes.
3	There must be mechanisms and processes to allow for communication between the programme and the leadership 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 and the leadership 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 and the leadership 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
TVET Providers **must** have a sufficient number of qualified administrative staff with relevant experience to support the implementation of the programme and related activities.

Standard 6.3.2
TVET Providers **must** conduct a regular performance review of the administrative staff of the programme.

Standard 6.3.3
TVET Providers **must** have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.

Attainment Level Rubric (Cluster 6.3A)

Attainment Level	Description
1	TVET Providers **DO NOT HAVE** any of the following: ● A sufficient number of qualified administrative staff to support the implementation of the programme; ● A training scheme for the advancement of the administrative staff; ● Performance review of the administrative staff of the programme.
2	TVET Providers **DO 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 for the advancement of the administrative staff.
3	TVET Providers has sufficient number of qualified administrative staff to support the implementation of the programme and related activities. The staff are subjected to regular performance review conducted by the HEP. There is also an appropriate training scheme for the advancement of the staff as well as to fulfil the specific needs of the programme.
4	There is a well-developed training scheme for the advancement of the 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.

Attainment Level	Description
5	There is a comprehensive training scheme for the advancement of the 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 staff of the programme.
- Training and development plans of the administrative staff of the programme.
- Records of annual performance review or appraisal for the administrative staff of the programme.

6.4 Records Administration

Cluster 6.4A combines Standards 6.4.1, 6.4.2 and 6.4.3

Standard 6.4.1
TVET Providers **must** have appropriate policies and practices concerning the nature, content and security of student and teaching staff records.

Standard 6.4.2
TVET Providers **must** implement policies on the rights of individual privacy and the confidentiality of records.

Standard 6.4.3
TVET Providers **must** continuously 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	TVET Providers **DO 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; ● Policies on the rights of individual privacy or the confidentiality of records.

Attainment Level	Description
2	TVET Providers have or implement **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; ● Policy on the rights of individual privacy and/or the confidentiality of records.
3	TVET Providers have appropriate policies and practices concerning the nature, content and security of student, academic staff and other academic records, including the implemented policies on the rights of individual privacy and the confidentiality of records. The policies on the security of records are continually reviewed, including the increased use of electronic technologies and safety systems.
4	TVET Providers efficiently implement 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. The policies on the security of records 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 policies on the security of records are continually reviewed to ensure the use of up-to-date technologies and systems to protect the records.

Example of Supporting Documents:

- TVETS Providers' policies on security of documents, individual information, data and confidential records.
- TVETS Providers' quality management or quality assurance systems (manuals and/or selected documented procedures).
- TVETS Providers' staff, student and academic records/information systems (manuals and/or selected documented procedures).
- TVETS Providers' 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, 7.1.3 and 7.1.7

Standard 7.1.1
TVET Providers **must** have clear policies and appropriate mechanisms for regular monitoring and review of the programme.

Standard 7.1.3
TVET Providers **must** have a mechanism for continuous monitoring and reviewing of the programme to ensure its currency and relevancy.

Standard 7.1.7
TVET Providers **must** have a monitoring and review committee with representatives from the industries/academia related to the programme.

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.
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.
3	TVET Providers have clear policies and appropriate mechanisms for regular monitoring and review of the programme, and have a monitoring and review committee with representatives from the industries/academia related to the programme and a mechanism for continuous monitoring and reviewing of the programme 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, TVET Providers, through its internal monitoring and review committee, performs regular programme monitoring and review 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, TVET Providers, through its internal monitoring and review committee, performs thematic and/or overall programme monitoring and review at periodical intervals with action plans for continuous improvement to ensure currency and relevance of the programme.

Example of Supporting Documents:

- TVET Providers' 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 monitoring and review committee.
- Meeting minutes of the monitoring and review committee.

Cluster 7.1B combines Standards 7.1.2 and 7.1.9

Standard 7.1.2

TVET Providers **must** have a dedicated unit or personnel responsible for internal quality assurance (IQA).

Standard 7.1.9

There **must** be a link between the 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.

Attainment Level	Description
2	TVET Providers form an **AD HOC** a dedicated unit or appoint a personnel responsible for internal quality assurance (IQA). There is **INCOHERENT** link between the quality assurance processes and the achievement of the institutional purpose.
3	TVET Providers have dedicated unit or personnel responsible for internal quality assurance (IQA). There is a link between the quality assurance processes and the achievement of the institutional purpose.
4	TVET Providers have dedicated unit or personnel responsible for internal quality assurance (IQA), through which it provides an integral link for smooth coordination between the quality assurance processes and the achievement of the institutional purpose.
5	TVET Providers' dedicated unit or personnel responsible for internal quality assurance (IQA), led by a certified QA officer, has provided smooth coordination and synergy between, resulting in a more sustainable IQA ecosystem of of the institution, which is benchmarked or recognised by other institutions and external parties.

Example of Supporting Documents:

- TVET Providers' organisation chart showing the position of its QA unit/personnel.
- List or appointment/assignment letters of the head and personnel/staff of/for the QA unit/role.
- Meeting minutes of the department's QA unit.
- TVET Providers' 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*
TVET Providers' review system **must** constructively engage the stakeholders including the alumni and employers as well as the external expertise, whose views are taken into consideration in continual quality improvement of the programme.

Standard 7.1.5
TVET Providers **must** make the programme review report accessible to stakeholders in order to seek their views.

Attainment Level Rubric (Cluster 7.1C*)

Attainment Level	Description
1	TVET Providers' review system **DO NOT** engage the stakeholders in continual quality improvement of the programme, and the programme review report is **NOT** shared with them.
2	TVET Providers' review system inconsistently engages the stakeholders, which may include the alumni*, employers* or external expertise, whose views are taken into consideration in continual quality improvement of the programme, and **LIMITED** content of the programme review report may be shared with them.
3	TVET Providers' review system constructively engages the stakeholders including the alumni* and employers* as well as the external expertise, whose views are taken into consideration in continual quality improvement of the programme, and the programme review report is made accessible to them in order to seek their views.
4	TVET Providers' review system constructively engages all relevant stakeholders, whose views are taken into consideration in continual quality improvement of the programme. Their views have been considered in curriculum review.
5	TVET Providers' review system engages a wider spectrum of stakeholders, and their collective 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 alumni, employers and/or from industry/stakeholder representatives.
- Minutes of meetings between the TVET Providers and the PAP.
- Working paper of the curriculum review and approval by TVET Providers' Senate/Academic Board.

Cluster 7.1D combines Standards 7.1.6 and 7.1.8

Standard 7.1.6

Various aspects of student performance, progression and attrition **must** be analysed for the purpose of continual quality improvement by TVET Providers.

Standard 7.1.8

The findings of a programme review **must** be presented to the top management of TVET Providers for its attention and further action.

Attainment Level Rubric (Cluster 7.1D)

Attainment Level	Description
1	TVET Providers **DO NOT** perform any of the following: ● Analysing aspects of student performance, progression or attrition; ● Presentation of the findings of a programme review to the top management of the TVET Providers.
2	TVET Providers perform **AT LEAST ONE** of the following: ● Analysing various aspects of student performance, progression and/or attrition; ● Presenting the findings of a programme review to the top management of the TVET Providers.
3	Various aspects of student performance, progression and attrition are analysed for the purpose of continual quality improvement, and the findings of the review is presented to the top management of the TVET Providers for its attention and further action.
4	Various aspects of programme assessment not limited to student performance, progression and attrition, are analysed for the purpose of continual quality improvement.
5	Various aspects of programme assessment not limited to student performance, progression, and attrition, are analysed for the purpose of continual quality improvement and quality enhancement, leading to good or best practices.

Example of Supporting Documents:

- Meeting minutes of the monitoring and review committee.
- Programme monitoring and review reports (semesterly, annually or based on programme's own cycle or TVET Providers' QA cycle), including self-review/assessment reports.

- Programme's action plans and/or quality improvement reports.

Cluster 7.1E* combines Standards 7.1.10 and 7.1.11
***APPLICABLE FOR FULL ACCREDITATION WITH LIMITED SCOPE**
(see note below)

Standard 7.1.10*

TVET Providers **must** establish assessment instruments/tools/equipment with the involvement of the industry to assess their graduates/students.

Standard 7.1.11

There **must** be an indicator to measure the industry's satisfaction with the quality of TVET graduates for the purpose of employability.

Attainment Level Rubric (Cluster 7.1E*)

Attainment Level	Description
1	TVET Providers **DO NOT** establish any assessment instruments, tools or equipment to assess their graduates*/students, and has no indicator to measure the industry's satisfaction with the quality of TVET graduates for the purpose of employability*.
2	TVET Providers may establish assessment instruments, tools or equipment to assess their graduates*/students, but has **NO INDICATOR** to measure the industry's satisfaction with the quality of TVET graduates for the purpose of employability*.
3	TVET Providers establish assessment instruments, tools and/or equipment with the involvement of the industry to assess their graduates*/students, including an indicator to measure the industry's satisfaction with the quality of TVET graduates for the purpose of employability*.
4	TVET Providers' assessment instruments, tools, equipment and indicators have been used effectively in measuring the industry's satisfaction with the quality of TVET graduates* for the purpose of employability*.
5	The industry's feedback on the quality of TVET graduates* measured by TVET Providers' assessment instruments, tools, equipment is used for improvement of the graduate attributes.

***Note:** As the assessment on the graduates and their employability could only be performed after the first cohort of the programme graduates, who then enter into employment afterwards, Standard 7.1.10 and Standard 7.1.11 can be assessed and evaluated in totality during Compliance Evaluation (CE) only. Hence, the scope of Standard 7.1.10 for the Full Accreditation (FA) should be limited to assessment on students' employability projection only. However,*

Standard 7.1.11 is still applicable for FA as the evaluation may focus on the feasibility of the instrument/indicator to measure the industry's satisfaction on the quality of the graduates.

Example of Supporting Documents:

- Minutes of meetings between the TVET Providers and the Programme Advisory Panel (PAP).

Section 4

Methodology for Ratings and Final Recommendation

4.1 General Framework

The COPTPA document contains **107 standards** to be fulfilled and referred to for any TVET programme undergoing an accreditation process. For the purpose of document preparation and evaluation, only 48 standards are applicable for Provisional Accreditation; 106 standards for Full Accreditation and all 107 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 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	20	13	6	2.5
Area 2: Assessment of Student Learning	14	7	5	2.5
Area 3: Student Selection and Support Services	19	6	6	1.0
Area 4: Teaching Staff	19	6	3	1.0
Area 5: Educational Resources	9	4	2	1.0
Area 6: Programme Management	15	8	4	1.0
Area 7: Programme Monitoring, Review and Continual Quality Improvement	11	3	2	1.0
Total	**107**	**47**	**28**	**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.

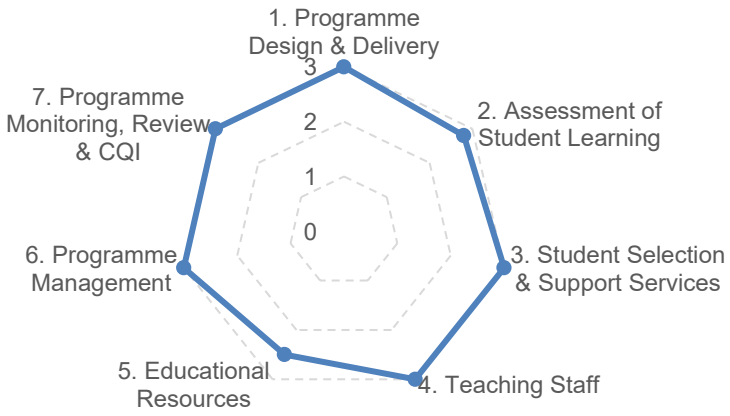

Figure 4.1: A radar graph for holistic evaluation for programme achievement in all areas for Provisional Accreditation

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	20	20	12	2.0
Area 2: Assessment of Student Learning	14	14	5	2.0
Area 3: Student Selection and Support Services	19	18	11	1.0
Area 4: Academic Staff	19	19	5	1.0
Area 5: Educational Resources	9	9	4	1.0
Area 6: Programme Management	15	15	8	1.0
Area 7: Programme Monitoring, Review and Continual Quality Improvement	11	11	5	2.0
Total	**107**	**106**	**50**	**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	20	20	12	2.0
Area 2: Assessment of Student Learning	14	14	5	2.0
Area 3: Student Selection and Support Services	19	19	12	1.0
Area 4: Academic Staff	19	19	5	1.0
Area 5: Educational Resources	9	9	4	1.0
Area 6: Programme Management	15	15	8	1.0
Area 7: Programme Monitoring, Review and Continual Quality Improvement	11	11	5	2.0
Total	**107**	**107**	**51**	**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.

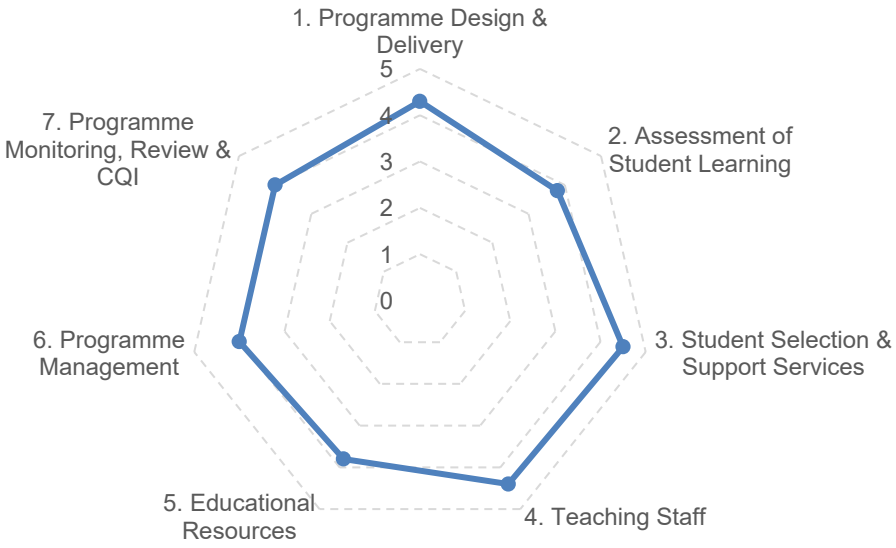

Figure 4.2: A radar graph for holistic evaluation for programme achievement in all areas for Full Accreditation and Compliance Evaluation

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 $\overline{\overline{\text{AL}}}$**	**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 $\overline{\overline{\text{AL}}}$	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** $\overline{\overline{\mathrm{AL}}}$	**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)