



CODE OF PRACTICE

PROGRAMME MONITORING, REVIEW & CONTINUAL QUALITY IMPROVEMENT

Creative, Innovative, Energetic



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1. Introduction

This Code of Practice prescribes the Programme Monitoring, Review and Continuous Quality Improvement (CQI) process in UNITEN. These guidelines are developed to assist colleges on curriculum monitoring and review, and activities for continuous quality improvement (CQI) to ensure the quality of programmes in UNITEN.

2. Objective

The objectives of this Code of Practice are as follows:

- To instill quality excellence in academic programmes in UNITEN. With this Code of Practice standardization of programme monitoring, review and CQI can be ensured across all colleges in UNITEN.
- To ensure that the academic programmes are systematically monitored and reviewed as required by the relevant accreditation and professional body.
- To ensure that the graduates produced by the programme offered by UNITEN meet the industrial needs and current work requirements.

3. Reference

- Guideline To Good Practices MQA : Monitoring, Reviewing and Continually Improving Institutional Quality (MR-CIIQ)
- Pekeliling Pusat Kemajuan Kualiti Bil 4 Tahun 2019 : Semakan Program Akademik dan Semakan Kursus
- Guideline For Writing Academic Programme & Curriculum Design UNITEN
- Surat Makluman MQA Bil 4/2018 : Perubahan Maklumat Program

4. Terms and Definition

The following terms are used in this policy with these specified meanings:

| | |
|-----------------------|---|
| Academic staff | - All staff members involved in teaching and learning |
| Assessment | - A systematic mechanism to measure a student's attainment of learning outcomes. |
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| Continuous Assessment | - Assessments conducted throughout the duration of a course/module for the purpose of determining student attainment. |
| Courses | - Components of a programme. The term courses are used interchangeably with subjects, units or modules. |

- Education Experts - Specialised staff from various disciplines who have been trained or who have considerable experience in effective learning-teaching methodologies and related matters of higher education.
- Course Review - The systematic review of all award courses to ensure their relevance, quality, and viability are undertaken through a process of integrated annual and comprehensive reviews.
- External Advisor - An acknowledged expert in the relevant field of study external to the Higher Education Providers, tasked to assist in reviewing the programme
- External Examiner - An acknowledged expert in the relevant field of study external to the Higher Education Providers, tasked to evaluate the programme's assessment system and the candidates.
- External Stakeholders - Parties external to the Higher Education Providers who have interest in the programme. Examples are alumni, industries, parents, collaborators, fund providers and professional associations.
- Formative Assessment - The assessment of student's progress throughout a course, in which the feedback from the learning activities are used to improve student attainment.
- Malaysian Qualifications Framework - An instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices.
- Management Of Colleges - All Deans, Deputy Deans, Heads of Departments, Heads of Units and Course Coordinators.
- Outcome Based Education - A requirement for the Engineering programme in UNITEN. Other colleges will follow what is stipulated by the relevant accreditation and professional body.
- Programme - An arrangement of courses/ subjects/ modules that is structured for a specified duration and learning volume to achieve the stated learning outcomes, which usually leads to an award of a qualification.
- Relevant Stakeholders - The parties (individuals and organisations) involved in assisting and complementing the development and improvement of the programme. The key relevant stakeholders are students, alumni, academic staff, professional bodies, the industry, parents, support staff, the government and funding agencies, and civil society organisations.
- Programme Review - A process whereby the programme is reviewed in terms of relevancy and also shortfalls. Based upon the Programme Review, the programme may undergo major or minor

changes to improve up to the current standard requirement.

Major Changes

- 1. Changes that require amendments in the MQR.
Example :-
 - a. Amendments to programme name
 - e.g : Master of Science (Chemistry) to Master of Science in Chemistry
 - b. National Education Code (NEC)
 - c. Graduating credit
 - d. Duration of Study
 - e. Mode of study (Full time or Part Time)

- 2. Amendments/changes which would affect the overall programme curriculum. Example :-
 - a. Programme name due to Body of Knowledge (BOK) amendments
 - b. Mode of delivery (WBL,2U2i, etc)
 - c. Structure programme (Major, Minor, Specialization)
 - d. Changes in PEO & PLO.
 - e. Changes on curriculum content more than 30% from original curriculum (Omit, additions, replacements or changes of CLO).

E.g : Diploma

| | |
|---|--|
| Graduating Credit | • 90 CH |
| Changes on course * Introduce 5 new course | • 5 Course = 5 Course x 3 CH = 15 CH |
| Changes on CLO for another 5 course | • = 5 Course x 3 CH = 15 CH |
| Overall Changes | • (30CH/90CH) x 100% = 33.3% |

Minor Changes

- • Changes which do not affect the overall programme curriculum.
 - a. Alignment of course content by changing of topic to in line with the latest developments
 - b. Additional blended learning
 - c. Changes/update on summative and formative assessment
 - d. Changes/update on course synopsis
 - e. Update reference materials
- Changes on curriculum content less than or equal to 30% of the original curriculum.

5. Abbreviations

| | |
|-------|---|
| OBE | Outcome Based Education |
| MQA | Malaysian Qualification Agency |
| MOHE | Minister of Higher Education |
| HOD | Head of Department |
| HOU | Head of Units |
| IAP | Industrial Advisory Panel |
| SCPAA | Senate Committee Programme Assessment & Accreditation |
| SCTL | Senate Committee Teaching & Learning |
| MQF | Malaysian Qualification Framework |

6. Precepts & Explanation

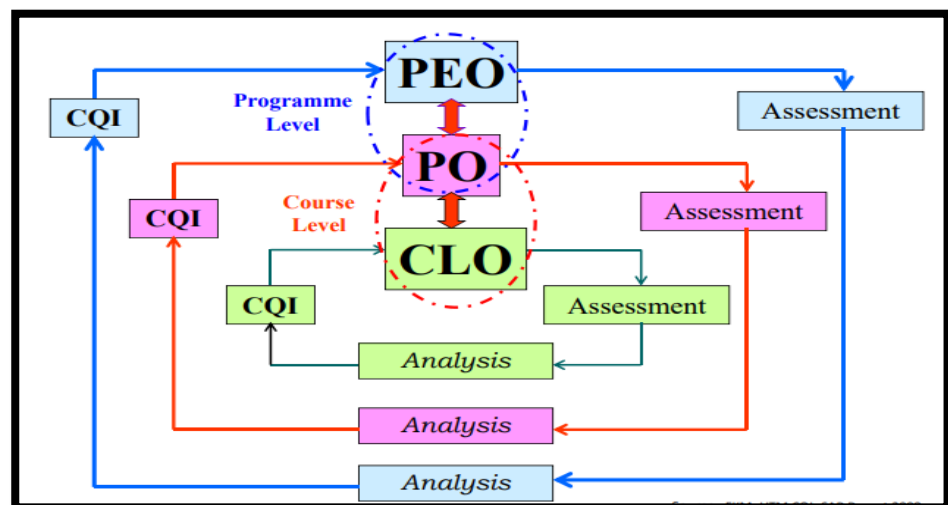
6.1 Continually Quality Improvement (CQI)

6.1.1. Continuous Quality Improvement (CQI) is a quality assurance process to ensure that the academic programs offered remain relevant, dynamic and competitive. The process is cyclical and involves two (2) main activities are :-

- Programme Monitoring
- Programme Review (Curriculum Review)

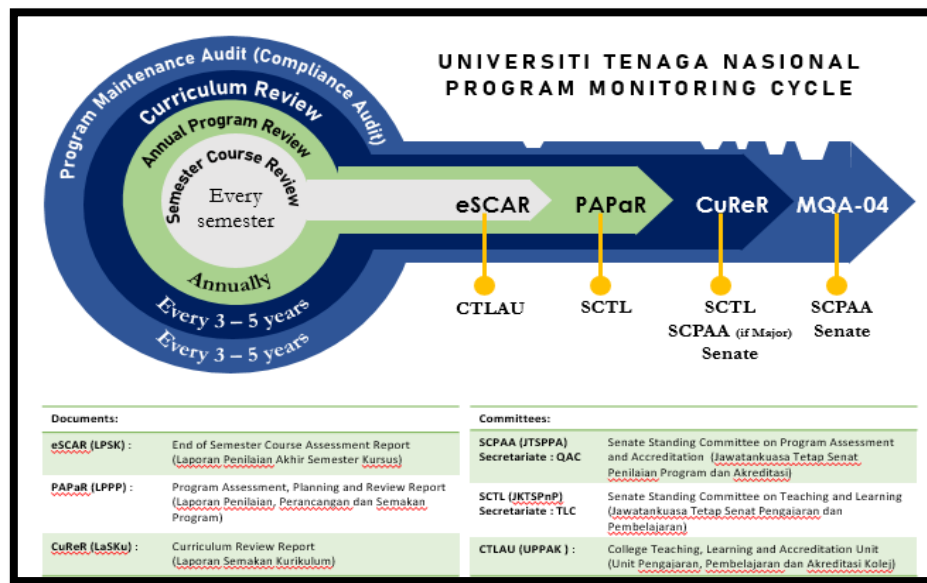
6.1.2. CQI model that involves monitoring and review programme shown in Figure 1 below :-

Figure 1 : Continual Quality Improvement Model



- 6.1.3 The purpose of programme monitoring is to obtain information on the effectiveness of the curriculum offered and identify needs to be improved to ensure that the learning outcomes of the program can be achieved by students. Monitoring activities are focused on maintaining the quality of programme implementation (maintenance of academic quality). It involves two level are *course monitoring* and *programme monitoring*.
- 6.1.4 The overall programme monitoring cycle in **figure 2** shows the overview of how the academic quality of the programs is monitored and maintained. It is consists of three main cycle.

Figure 2 : Programme Monitoring Cycle



a. Semester Course Review

All courses will undergo a review at the end of semester and it is reported as the End of Semester Course Assessment Report (eSCAR). This is carried out through the mechanism of OBEOS (Outcome Based Education Online System) system. The OBEOS system needs to be updated by lecturer in every semester after completing all teaching and learning processes that included assessment of each students. Lecturer will complete the student grade, course and programme outcome. The lecturer needs to submit **End of Semester Course Assessment Report (eSCAR)** in the OBEOS system. This report contains the report of what has been done during the current semester, as well as suggestions for improvement of the subject course for the next semester and this report will be presented to the College Teaching, Learning and Accreditation Unit (CTLAU).

b. Annual Programme Review

The second cycle is called the Annual Programme Review (APR). Every year an annual programme review will be conducted and reported as the **Program Assessment, Planning and review Report**

(PAPaR). The outcome and report from APR will be tabled and monitored at the UNITEN Senate Committee Teaching and Learning (SCTL). This committee will decide whether the APR report presented is a major or minor changes for curriculum.

c. **CuReR (Curriculum Review)**

Colleges need to conduct a program review that covers all areas in COPPA within 3 to 5 years after the program is accredited, and also before the program compliance audit is carried out by Quality Advancement Centre (QAC). Usually during this review there will be major changes to the curriculum related to PEO, PLO, course content as well as matters related to T&L. QAC will appoint the assessor to review major changes.

d. **Programme Maintenance Audit (PMA)**

Programme maintenance audit will be conducted by Quality Advancement Centre (QAC) within 3-5 years. This is an exercise to monitor and ensure the programme has met the set of standards and in compliance with the MQF.

6.2 Programme Monitoring & Review

- 6.2.1 Programme monitoring looks at each academic programme in its entirety, including the constituent modules, the curriculum, the learning and teaching, the assessment methods, the learning environment, physical and educational resources (including digital educational resources), the staff, student and industry advisory board input. It is undertaken on a timely basis to track the quality of the programme and to identify areas of risk as they arise. It thus provides information for timely programme improvement.
- 6.2.2. Programme monitoring is an activity that clarifies programme objectives; links activities and their resources to objectives; translates objectives into performance indicators and sets targets; routinely collects data on these indicators and compares actual results with targets.
- 6.2.3. In general, programme monitoring could :-
- Identify the key issues related to academic standards, the quality of the student learning experience; programme design and content;
 - Analyse issues raised in student performance data (programme performance indicators such as admissions, enrolment, entry qualifications and pathway, retention, progression, completion, exit qualification);
 - Analyse issues raised in internal student feedback and external surveys such as tracer studies;

- d. Review other issues for example employability issues or generic skills issues and sustainability of the programme.
- 6.2.4. Programme monitoring provides information on whether the academic standards and threshold standards are maintained. It identifies the issues and shortcomings in maintaining academic standards, so that necessary action can be taken to improve the academic standards.
- 6.2.5. Programme monitoring enhances the quality of the student experience by the following activities:-
 - a. Providing for continuous review to ensure that the programmes remain current and valid in light of developing knowledge in the discipline and practice in its application.
 - b. Identifying areas for improvement.
 - c. Taking appropriate and timely actions
- 6.2.6. Periodic programme review is significant in enhancing the quality in a educational programmes, providing impetus for programme redesign and modification.
- 6.2.7. Each program needs to be reviewed periodically. The first review should be made after the first cohort graduates. The recommended duration for program review is set out in **Table 1**. For course or syllabus, review should be conducted annually. However, a programme review may be conducted earlier if there is a need to do so as a result of feedbacks from the stakeholders, regulatory and professional bodies, Industrial Advisory Panel, external examiner or the university management.

Table 1 : Programme Review Duration

| Programme | Review Period |
|------------------|--|
| PhD/Master | <ul style="list-style-type: none"> • at least once every 3 years (Structure B and C) • at least once every 5 years (Structure A) |
| Bachelor | at least once every 4 years |
| Diploma | at least once every 4 years |
| Foundation | at least once every 4 years |

- 6.2.8. The need for revision is due to curriculum change factors. It's also includes Malaysian Qualification Framework (MQF), Code of Practice for Programme Accreditation and programme standards compliance.
- 6.2.9. Programme review need to get input and feedback from the following sources of information :-

- a. External stakeholders
- b. Relevant stakeholders
- c. External Examiner
- d. Industry Advisory Panel
- e. Market demand of the programme.
- f. TRACER Studies

6.2.10. Detail process on programme review as per **Appendix 1**.

6.3 Review of A Current Course

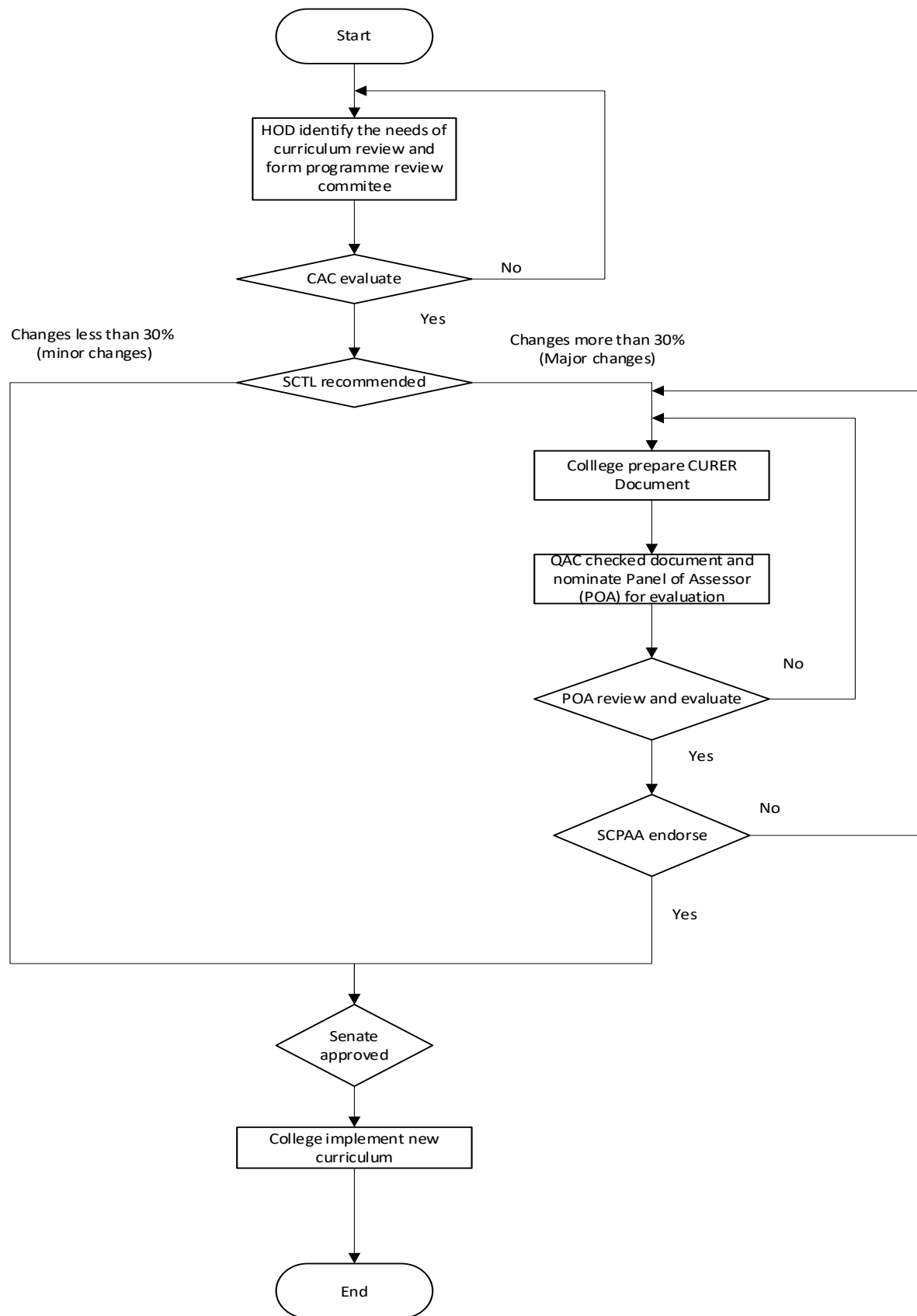
- 6.3.1. The procedure is introduced to make sure that the standard and quality of syllabus at UNITEN are dynamic, competitive and tailored to meet the industrial environment.
- 6.3.2. The respective department must periodically review the continuing validity and relevance of syllabus, programme aims and intended learning outcomes. The objectives of this review are: -
 - a. To in line with programme requirements that need to keep abreast of current development and changes.
 - b. To ensure the syllabus used is dynamic and competitive.
 - c. To ensure the syllabus used is properly monitored.
 - d. To ensure that every lecturer teaching any course at UNITEN has up to date standard guidelines.
 - e. To enhance state of the art quality of teaching and learning process
- 6.3.3. The course review only involved **minor changes**. Minor changes are defined as amendments which do not affect the overall curriculum.
- 6.3.4. Reviewing the current syllabus for minor changes must obtain approval from the College Academic Committee (CAC) prior to implementation and DO NOT require notification to the accreditation bodies. Minor changes involves the following:-
 - a. Changes to meet the requirements of program standard.
 - b. Coordination of course content with the replacement of topics to in line with the development of current knowledge.
 - c. Addition of blended learning components in program
 - d. Changes in the method or composition of formative and summative assessments.
 - e. Course synopsis changes
 - f. Update reference material

6.3.5. Details process for Reviewing Current Course related to para 6.3.4 can be refer to **Appendix 2**.

Appendices

- Appendix 1 : Programme Review Process
- Appendix 2 : Review of A Current Course

APPENDIX 1 : PROGRAMME REVIEW PROCESS



APPENDIX 2 : REVIEWING OF A CURRENT SYLLABUS

