

AREA 1: VISION, MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES	
STANDARDS	EVIDENCES
1.1 Statement of Programme Aims, Objectives and Learning Outcomes	
<u>Information on Benchmarked Standards</u> 1.1.1 State the aims, objectives and the learning outcomes of the programme. How are these aims, objectives and learning outcomes made known to the department's internal and external stakeholders? Who were consulted in developing the aims, objectives and learning outcomes of the programme?	<ul style="list-style-type: none"> • Student's guide book • Student's kit • Institution's website • Posting at strategic locations • Academic brochures • Minit mesyuarat Lembaga Penasihat program (BPK) • Minutes of meeting with stakeholders
1.1.2 What is the vision and mission of the HEP? Show how the aims, objectives and learning outcomes of the programme are in line with, and supportive of, the vision and mission of the HEP.	<ul style="list-style-type: none"> • Matrix of mission and vision versus programmes aims
1.1.3 Provide the justification for the proposed programme. How does this programme fulfil the market needs and contribute to the social and national development? How does this programme relate to other programmes offered by the department?	<ul style="list-style-type: none"> • Program Need Analysis • Tracer Study • Employer Survey • Minutes of Industrial dialogue • Relation of all programs in the department
<u>Information on Enhanced Standards</u> 1.1.4 How does the programme aims, objectives and learning outcomes incorporate issues of leadership, social responsibility, scholarship, community involvement, ethical values and professionalism?	<ul style="list-style-type: none"> • Matrix of PEO, PLO and CLO versus MQA Learning Domain
1.1.5 Indicate those who are consulted -- and the degree of their involvement -- in both the formulation and periodic review of programme aims, objectives and learning outcomes.	<ul style="list-style-type: none"> • Minit mesyuarat jawatankuasa penasihat kurikulum program • Minit mesyuarat jawatankuasa penggubal kurikulum • Maklumbalas Tracer Study

1.2 Learning Outcomes	
<p><u>Information on Benchmarked Standards</u></p> <p>1.2.1 State the programme learning outcomes according to the level of study based on the following eight MQF learning outcomes domains:</p> <ol style="list-style-type: none"> i. Knowledge ii. Practical skills iii. Social skills and responsibilities iv. Ethics, professionalism and humanities v. Communication, leadership and team skills vi. Scientific methods, critical thinking and problem solving skills vii. Lifelong learning and information management viii. Entrepreneurship and managerial skills 	<ul style="list-style-type: none"> • Rujuk dokumen kurikulum
<p>1.2.2 Map the learning outcomes of the individual courses to the eight MQF domains. (Matrix of Programme and Module Learning Outcomes)</p>	<ul style="list-style-type: none"> • Rujuk dokumen kurikulum
<p>1.2.3 Show how the achievements of the learning outcomes are measured.</p>	<ul style="list-style-type: none"> • Rujuk dokumen kurikulum • JSP • JSI
<p>1.2.4 Describe how the learning outcomes relate to the existing and emergent needs of the profession and the discipline.</p>	<ul style="list-style-type: none"> • Rujuk dokumen kurikulum • Data from market survey
<p><u>Information on Enhanced Standards</u></p> <p>1.2.5 Explain how the competencies are related to the needs of the students' future workplace.</p>	<ul style="list-style-type: none"> • Rujuk dokumen kurikulum • PAI • Programme's Needs Analysis

AREA 2: CURRICULUM DESIGN AND DELIVERY	
STANDARDS	EVIDENCES
2.1 Academic Autonomy	
<u>Information on Benchmarked Standards</u> 2.1.1 Describe the provisions and practices that ensure the autonomy of the department in curriculum design and delivery, and in allocation of resources. Provide supporting documents where appropriate.	<ul style="list-style-type: none"> • Lembaga Kurikulum Kursus Pengajian & Program Latihan di Politeknik KPT • Lembaga Peperiksaan & Penganugerahan Sijil/Diploma Politeknik KPT • JK Penasihat Kurikulum • JK Penggubal Kurikulum • JK Penasihat Industri JPP • JK Penasihat Industri Politeknik • Dialog Industri • <i>Curriculum Information Document Online System (CIDOS)</i>
2.1.2 Show the relationship between the departmental board and the senate.	<ul style="list-style-type: none"> • Lembaga Kurikulum Kursus Pengajian & Program Latihan di Politeknik KPT • Lembaga Peperiksaan & Penganugerahan Sijil/Diploma Politeknik KPT
2.1.3 How does the department ensure that the academic staffs have sufficient autonomy in areas of his expertise?	<ul style="list-style-type: none"> • JK Penggubal Kurikulum • <i>Curriculum Information Document Online System (CIDOS)</i> • Fail Rekod Pensyarah (FRP) • Contoh skrip soalan • Contoh skema jawapan
<u>Information on Enhanced Standards</u> 2.1.4 State the departmental policies and practices to address conflict of interest, for example, staff involvement in private practice, part-time employment and consultancy services.	<ul style="list-style-type: none"> • Peraturan Pegawai Awam Kelakuan Tatatertib Tahun 1993, Bahagian 2 Tata Kelakuan Para 5 Pekerjaan Luar.

<p>2.1.5 What are the HEP's plans to expand the autonomy of the academic staff? What is the department's role and how does it support this?</p>	<ul style="list-style-type: none"> • Autonomy in new program identifications • Autonomy in T&L process • Autonomy in continuous assessments • Minutes of JPP's management meeting • Polytechnic Transformational Plan
<p>2.2 Programme Design and Teaching-Learning Methods</p>	
<p><u>Information on Benchmarked Standards</u></p>	
<p>2.2.1 Describe the processes, procedures, and mechanisms for curriculum development. How are the academic and administrative staff involved in this process?</p>	<ul style="list-style-type: none"> • Lembaga Kurikulum Kursus Pengajian & Program Latihan di Politeknik KPT • Lembaga Peperiksaan & Penganugerahan Sijil/Diploma Politeknik KPT • JK Penasihat Kurikulum • JK Penggubal Kurikulum • JK Penasihat Industri JPP • JK Penasihat Industri Politeknik
<p>2.2.2 What are the various teaching and learning methods used in curriculum delivery to achieve the programme learning outcomes? Describe them.</p>	<ul style="list-style-type: none"> • Dokumen Kurikulum • FRP • JSP
<p>2.2.3 Show evidence that the department have considered market and societal demand for the programme as well as sufficient resources to run it.</p>	<ul style="list-style-type: none"> • Program <i>Need Analysis</i> • JK Penasihat Kurikulum • JK Penasihat Industri JPP • JK Penasihat Industri Politeknik • NKEA Chapter 5 • Kertas Kerja Kelulusan Program
<p>2.2.4 Explain how the programme promotes critical enquiry, develop problem solving, decision making, and analytical thinking skills, as well as encourages students to take active responsibility for their learning, and prepares them for lifelong learning.</p>	<ul style="list-style-type: none"> • Dokumen Kurikulum (matrik GSA) • FRP
<p>2.2.5 Describe the diverse learning methods and sources, within and outside the</p>	<ul style="list-style-type: none"> • Dokumen Kurikulum (matrik GSA)

<p>classroom, where students acquire knowledge, mastery of skills, and develop attitudes and behaviour in preparation for their learning, individual growth, future work and responsible citizenry (e.g., co-curriculum).</p>	<ul style="list-style-type: none"> • FRP • Latihan Industri (LI) • <i>Work Based Learning</i> (WBL) • <i>Finishing School</i> • Pensijilan Profesional • JK Perwakilan Pelajar • Lawatan Sambil Belajar • Seminar • Ko Kurikulum • Aktiviti Pelajar
<p><u>Information on Enhanced Standards</u> 2.2.6 Show how the programme encourages a multi-disciplinary approach and co-curricular activities in enhancing and enriching the personal development of the learner.</p>	<ul style="list-style-type: none"> • Dokumen Kurikulum (matrik GSA) • FRP • Latihan Industri (LI) • <i>Work Based Learning</i> (WBL) • <i>Finishing School</i> • Pensijilan Profesional • JK Perwakilan Pelajar • Lawatan Sambil Belajar • Seminar • Ko Kurikulum • Aktiviti Pelajar
<p>2.2.7 How are external sources engaged in the needs analysis for this programme? How are their commentaries utilised to improve the programme?</p>	<ul style="list-style-type: none"> • Kajian Kebolehpasaran Graduan • Dokumen NKEA Chapter 5 • Kertas Kerja Kelulusan Program
<p>2.2.8 What are the co-curricular activities that enrich student learning experience, and foster personal development and responsibility?</p>	<ul style="list-style-type: none"> • Laporan Aktiviti Kelab dan Sukan • Laporan Aktiviti Keusahawanan • Contoh: Wataniah, Polibriged, PBSM dll.
<p>2.3 Curriculum Content and Structure</p> <p>The department is required to complete Table 1 and 2 to highlight the core subject matter essential for the understanding of the concepts, principles and methods that</p>	

support the programme outcomes, as well as the requirements of the discipline for an award taking into account the appropriate discipline standards and international best practices for the field.

Information on Benchmarked Standards

2.3.1 Classification of subjects (Provide information where applicable in Table 1):

Table 1: Components of the programme and its value

	Subject Classification	Credit Value	Percentage
1.	Compulsory modules		
2.	Core/Major/Concentration:		
	<ul style="list-style-type: none"> • Courses/modules • projects/ thesis • /dissertation 		
3.	Optional / elective courses/modules		
4.	Minor courses/modules		
5.	Industrial training		
6.	Practicum		
7.	Others (specify)		
	Total Credit Value		100%

- Rujuk struktur kurikulum

2.3.2 List the subjects offered in the programme, and include their classification. Please arrange by year and semester offered as in Table 2.

Table 2. List of course/module offered in the programme

	Semester/ Year Offered	Name and Code of Course/Module	Classification (Major/Minor/ Elective/Audit)	Credit Value	Name(s) of Lecturer
1					
2					
3					
4					

- Agihan kursus setiap pensyarah
- Jadual waktu pensyarah

5					

2.3.3 Basic information of each course/module (Provide information where applicable in Table 3.)

Table 3: Summary of information on each course/module

1.	Name of Course/Module				
2.	Course Code				
3.	Name(s) of academic staff				
4.	Rationale for the inclusion of the course/module in the programme				
5.	Semester and Year offered				
6.	Total Student Learning Time (SLT)	Face to Face			Total Guided and Independent Learning
	L = Lecture T = Tutorial P = Practical O= Others	L	T	P	O
7.	Credit Value				
8.	Prerequisite (if any)				
9.	Objectives				
10.	Learning outcomes				
11.	Transferable Skills: Skills and how they are developed and assessed, Project and practical experience and Internship				
12.	Teaching-learning and assessment strategy				
13.	Synopsis				
14.	Mode of Delivery Lecture, Tutorial, Workshop, Seminar, etc.				
15.	Assessment Methods and Types				
16.	Mapping of the course/module to the Programme Aims				

- Rujuk dokumen kurikulum (silibus)

	17. Mapping of the course/module to the Programme Learning Outcomes		
	18. Content outline of the course/module and the SLT per topic		
	19. <ul style="list-style-type: none"> • Main references supporting the course • Additional references supporting the course 		
	20. Other additional information		
2.3.4	What are the department's plan to periodically review the programme to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of society?	<ul style="list-style-type: none"> • Program Evaluation • Feedback From Lectures & students via CIDOS • Feedback Dialogue Industries • Minit mesyuarat jabatan bagi semakan semula kurikulum 	
	<u>Information on Enhanced Standards</u> 2.3.5 Show evidence that the department has the mechanism in place to access to the latest development in the field of study.	<ul style="list-style-type: none"> • Penasihat Industri • Kolaborasi/Kerjasama (MOU) dengan Industri berkaitan • Pemantauan LI Pelajar • Dialog industri • Lawatan industri • Konferens • Jurnal 	
2.4	Management of the Programme		
	<u>Information on Benchmarked Standards</u> 2.4.1 Provide a sample of the Student Study Guide, Student Handbook and Student Project Handbook, where applicable.	<ul style="list-style-type: none"> • Contoh Student Study Guide 	
	2.4.2 State the manner in which the academic management of the programme is carried out, including those pertaining to curriculum development, programme management and student feedback.	<ul style="list-style-type: none"> • Carta JK Akademik Politeknik 	
	2.4.3 State the designation, responsibility and authority of the main academic officer	<ul style="list-style-type: none"> • Spesifikasi tugas Jawatankuasa 	

and committee responsible for the programme. Do they have adequate resources? Show evidence.	Akademik Politeknik
2.4.4 Describe the review and evaluation process for the programme and the utilisation of the results.	<ul style="list-style-type: none"> • Polisi penyemakan semula kurikulum • Analisa maklumbalas CIDOS • Validasi program • Minit mesyuarat JK Pensihat Kurikulum • Minit mesyuarat jabatan bagi semakan semula kurikulum
2.4.5 Show how the learning environment nurtures scholarly and creative achievements	<ul style="list-style-type: none"> • Latihan Industri (LI) • <i>Work Based Learning</i> (WBL) • <i>Finishing School</i> • Pensijilan Profesional • JK Perwakilan Pelajar • Lawatan Sambil Belajar • Seminar • Ko Kurikulum • Aktiviti Pelajar dalam Pertandingan • Projek Pelajar
<u>Information on Enhanced Standards</u> 2.4.6 Describe the department's initiative to encourage innovations to teaching-learning.	<ul style="list-style-type: none"> • Pertandingan Bahan Inovasi P&P • Sangkutan Industri Politeknik • Seminar
2.4.7 Show how the department engages external expertise in the review and evaluation of the programme.	<ul style="list-style-type: none"> • JK Penasihat Kurikulum • Dialog Industri • Aktiviti Pelajar dalam Pertandingan • Penglibatan pensyarah dari industri • External examiner
2.5 Linkages with External Stakeholders	
<u>Information on Benchmarked Standards</u> 2.5.1 Describe the links that exist between the department and its external stakeholders for the purpose of curriculum improvement.	<ul style="list-style-type: none"> • Lembaga Kurikulum Kursus Pengajian & Program Latihan di Politeknik KPT • Lembaga Peperiksaan &

	<ul style="list-style-type: none"> Penganugerahan Sijil/Diploma Politeknik KPT • JK Penasihat Kurikulum • JK Penggubal Kurikulum • JK Penasihat Industri JPP • JK Penasihat Industri Politeknik • MOU/MOA bersama stakeholders
<p><u>Information on Enhanced Standards</u></p> <p>2.5.2 State the existing mechanism to obtain and utilise feedback from employers for the improvement of the curriculum, training and workplace exposure.</p>	<ul style="list-style-type: none"> • Program <i>Evaluation</i> • <i>Feedback From Lectures & students via CIDOS</i> • Feedback Dialogue Industries • Penasihat Industri • Kolaborasi/Kerjasama (MOU) dengan Industri berkaitan • Pemantauan LI Pelajar • Alumni survey • Employer survey
<p>2.5.3 What opportunities are available to students to have linkages with external stakeholders?</p>	<ul style="list-style-type: none"> • Latihan Industri (LI) • <i>Work Based Learning</i> (WBL) • <i>Finishing School</i> • Pensijilan Profesional • JK Perwakilan Pelajar • Lawatan Sambil Belajar • Seminar • Ko Kurikulum • Aktiviti Pelajar dalam Pertandingan • Projek Pelajar

AREA 3: ASSESSMENT OF STUDENTS	
STANDARDS	EVIDENCES
3.1 Relationship Between Assessment and Learning	
<u>Information on Benchmarked Standards</u> 3.1.1 Explain how assessment principles, methods and practices are aligned to the learning outcomes and programme content.	<ul style="list-style-type: none"> • Sistem penyelarasan kursus • Pemantauan oleh KJ, KP, Penyelaras Kursus serta JK Akademik Jab (Pensyarah Kanan)
3.1.2 State how assessment of students is consistent with the levels defined in the MQF and its eight domains of learning outcomes (e.g., critical thinking, problem solving, integrated learning, lifelong learning, etc.) The HEP may provide the information in a matrix form similar to what is required for 1.2.2 as well as Table 3 in 2.3.3.	<ul style="list-style-type: none"> • JSI dan JSP dalam membuat penilaian (PB dan PA)
3.1.3 Indicate how the department monitors student assessment to reduce curriculum overload and encourage integrated learning.	<ul style="list-style-type: none"> • Folio pelajar • Mesyuarat Jabatan • Pemantauan oleh KJ dan KP
3.1.4 Describe how the department ensures that appropriate attitudes are inculcated and assessed (e.g., respect for socio-cultural diversity, sensitivity to rights of others, cost effectiveness, teamwork, lifelong learning).	<ul style="list-style-type: none"> • Contoh laporan aktiviti penglibatan pelajar dengan local community, agensi kerajaan & NGOs.
<u>Information on Enhanced Standards</u> 3.1.5 Describe how the link between assessment and learning outcomes are periodically reviewed to ensure its effectiveness.	<ul style="list-style-type: none"> • Dokumen Kurikulum dan Buku Panduan Peperiksaan dan Penilaian terbitan Bahagian Peperiksaan dan Penilaian. • Bukti perkaitan antara Mesyuarat Peperiksaan Jabatan, Mesyuarat Peperiksaan Politeknik dan Mesyuarat Lembaga Peperiksaan
3.2 Assessment Methods	
<u>Information on Benchmarked Standards</u> 3.2.1 Describe the student assessment methods in terms of its duration, diversity,	<ul style="list-style-type: none"> • Dokumen Kurikulum dan Terms of Reference (TOR)

weightage criteria and coverage, and how these are documented and communicated to the students.	<ul style="list-style-type: none"> • Buku garis panduan pelaksanaan peperiksaan • Handouts kepada pelajar di awal semester • Rubrics • Skema jawapan
3.2.2 Describe how the assessment methods, including that of practical training, clinical training, studio projects, demonstrations and the like, can measure the students' achievement of the learning outcomes.	<ul style="list-style-type: none"> • Penyediaan borang penilaian • Rubrics
3.2.3 How is the assessment methodologies reviewed periodically to ensure currency with development in best practices?	<ul style="list-style-type: none"> • Minit mesyuarat berkaitan di Bahagian Pembangunan Kurikulum • Minit Mesyuarat Ketua-ketua Jabatan • Minit mesyuarat berkaitan di Bahagian Penaksiran dan Persijilan
3.2.4 Explain how the HEP monitors the reliability and validity of student assessment over time and across sites.	<ul style="list-style-type: none"> • JSP • JSI • Folio pelajar
3.2.5 Describe how the review of the assessment methods in the programme is conducted (e.g., the existence of a permanent review committee on assessment, or in consultation with external assessors and examiners, students, alumni, industry).	<ul style="list-style-type: none"> • Pemantauan JK Akademik Jabatan, KJ, KP dan BPK, BKI dan BTS
<p><u>Information on Enhanced Standards</u></p> <p>3.2.6 Describe how the internal assessments are comparable to that of external best practices (e.g., through evaluation by external examiners, in comparison with student assessment held in reputable institutions).</p>	<ul style="list-style-type: none"> • Assessment Advisory Panel Committee by 2011 • External examiners
3.2.7 Describe how external expertise, locally and internationally, are consulted in the review of the assessment system.	<ul style="list-style-type: none"> • Assessment Advisory Panel Committee by 2011 • External examiners
<p>3.3 Management of Student Assessment</p> <p><u>Information on Benchmarked Standards</u></p> <p>3.3.1 Describe the authority responsible for assessment policy and their terms of</p>	<ul style="list-style-type: none"> • Bahagian Pembangunan Kurikulum • Bahagian Pentaksiran dan Persijilan

reference.	
3.3.2 Explain the mechanisms used to ensure the credibility, reliability and fairness of the assessment system (for example, the use of external expertise, consultant, internal and external vetting, continuous monitoring) in accordance with established procedures and regulations.	<ul style="list-style-type: none"> • Assessment Advisory Panel Committee by 2011 • External examiners • JSP • JSI • Panel penggubal soalan
3.3.3 Indicate the committees and processes for: <ul style="list-style-type: none"> i. verification and moderation of summative assessments; and ii. benchmarking academic standards of assessment. 	<ul style="list-style-type: none"> • Bahagian Pembangunan Kurikulum • Bahagian Pentaksiran dan Persijilan • Assessment Advisory Panel Committee by 2011 • External examiners
3.3.4 Describe how confidentiality and security are ensured in student assessment processes and of academic records.	<ul style="list-style-type: none"> • Buku Panduan Peperiksaan dan Penilaian terbitan Bahagian Peperiksaan dan Penilaian • Jadual Peperiksaan • Jadual pengambilan dan pemulangan kertas soalan • Menandatangani Akta Rahsia rasmi • Bilik kebal
3.3.5 Explain how assessment performance and results are made available to students.	<ul style="list-style-type: none"> • Slip keputusan peperiksaan • Keputusan secara online
3.3.6 Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.	<ul style="list-style-type: none"> • Memberikan semula kuiz, ujian dan penilaian lain yang telah ditanda dalam masa yang telah ditetapkan • Penasihat akademik
3.3.7 How are records made available to students for purposes of feedback on performance, review and corrective measures?	<ul style="list-style-type: none"> • Folio pelajar • Prosedur MS ISO
3.3.8 Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?	<ul style="list-style-type: none"> • Buku Panduan Peperiksaan dan Penilaian terbitan Bahagian Peperiksaan dan Penilaian.

3.3.9 Explain the mechanism to review and implement new methods of assessment.	<ul style="list-style-type: none"> • Minit mesyuarat Bahagian Pentaksiran dan Persijilan
3.3.10 Append a copy of the Regulations of Examination.	<ul style="list-style-type: none"> • Buku Panduan Peperiksaan dan Penilaian terbitan Bahagian Peperiksaan dan Penilaian.
<u>Information on Enhanced Standards</u> 3.3.11 How are student representatives, academic staff and stakeholders involved in improving the system of student assessment?	<ul style="list-style-type: none"> • Perjumpaan dengan KJ, KP, JK Akademik Jabatan dan JPPelajar
3.3.12 How autonomous is the department and its academic staff in the management of student assessment?	<ul style="list-style-type: none"> • Dokumen Kurikulum • JSP • JSI • FRP • Folio pelajar
3.3.13 Explain the nature of the independent external scrutiny of student assessment to improve the management of the assessment system.	<ul style="list-style-type: none"> • Assessment Advisory Panel Committee by 2011 • External examiners

AREA 4: STUDENT SELECTION AND SUPPORT SERVICES	
STANDARDS	EVIDENCES
4.1 Admission and Selection	
<u>Information on Benchmarked Standards</u> 4.1.1 Who is responsible for student selection? State the academic criteria and the mechanisms for admission to the programme and any other additional requirements. Show evidence that the admission policy and mechanism is free from discrimination and bias.	<ul style="list-style-type: none"> • BAP • Syarat kelayakan masuk
4.1.2 Provide evidence that the students selected fulfill the admission policies.	<ul style="list-style-type: none"> • Surat tawaran kemasukan
4.1.3 Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).	<ul style="list-style-type: none"> • Buku Pengecualian Modul Edisi 3
4.1.4 Show how the criteria and mechanisms are published and disseminated.	<ul style="list-style-type: none"> • Web site • Iklan kemasukan – print media and online
4.1.5 Describe the appeal mechanism.	<ul style="list-style-type: none"> • On line appeal
4.1.6 Describe the characteristics of students admitted. Provide a copy of any technical standards that have been deployed for the admission of students with special needs.	<ul style="list-style-type: none"> • Syarat kemasukan mengikut bidang • Syarat kemasukan program Sijil Khas
4.1.7 Indicate the forecast student intake for the next five years. (Refer also to	<ul style="list-style-type: none"> • Sasaran enrolmen pelajar mengikut jabatan dan tahun

<p>item 13 of Part B). Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanisms that exist for adjustments, taking into account the admission of visiting, exchange and transfer students.</p>	<ul style="list-style-type: none"> • Rasional sasaran enrolmen pelajar
<p>4.1.8 Describe how the selection methods comply with the HEP's social responsibilities, human resource requirements and needs for further studies and lifelong learning.</p>	<ul style="list-style-type: none"> • Entrance based on merit
<p>4.1.9 If a selection interview is utilised, describe it.</p>	<ul style="list-style-type: none"> • Rubrics for interview
<p>4.1.10 State what special programmes are provided for those who are selected but need additional remedial assistance.</p>	<ul style="list-style-type: none"> • Minggu suai kenal • Kursus pengukuhan? • Kursus Bahasa Inggeris?
<p>4.1.11 How does the department continuously monitor and periodically review student selection processes?</p>	<ul style="list-style-type: none"> • Polisi Ambilan Pelajar Bahagian Ambilan Pelajar
<p><u>Information on Enhanced Standards</u> 4.1.12 How does the department engage the relevant stakeholders in the review of its admission policy and processes?</p>	<ul style="list-style-type: none"> • Polisi Ambilan Pelajar Bahagian Ambilan Pelajar
<p>4.1.13 Show the relationship between student selection, the programme, and the learning outcomes.</p>	<ul style="list-style-type: none"> • Analisa Peperiksaan • Pencapaian KPI CLO, PLO dan PAI

4.2 Articulation Regulation, Credit Transfer and Credit Exemption	
<u>Information on Benchmarked Standards</u> 4.2.1 Describe the policies, regulations and processes of credit transfer, credit exemption and articulation practices, and how these are disseminated.	<ul style="list-style-type: none"> • Buku Pengecualian Modul Edisi 3
<u>Information on Enhanced Standards</u> 4.2.2 Describe how the department keeps abreast of latest development with regards to articulation, credit transfer and cross-border provisions.	<ul style="list-style-type: none"> • Benchmarking visits • MOA with other IPT
4.3 Transfer of Student	
<u>Information on Benchmarked Standards</u> 4.3.1 Explain the policy, criteria and mechanisms to enable qualified students to transfer to another programme. Indicate if there are appropriate mechanisms such as a bridging course for students who need it.	<ul style="list-style-type: none"> • Buku Pengecualian Modul Edisi 3 •
4.3.2 Indicate how students accepted for transfer demonstrate comparable achievements in their previous institution of study. Provide the relevant data to support this.	
<u>Information on Enhanced Standards</u> 4.3.3 Describe how the department facilitates student mobility, exchanges and transfers, nationally and internationally	

<p>4.4 Student Support Services and Co-curricular Activities <i>(Many of the components of the student support services below apply at the institutional level and the students at the department level have access to these central services and facilities.)</i></p>	
<p><u>Information on Benchmarked Standards</u> 4.4.1 What support services are made available to students? Show evidence that those who provide these services are qualified. What other additional support programmes provided by other organisations are accessible to students?</p>	<ul style="list-style-type: none"> • Pegawai kaunseling • Penasihat Akademik
<p>4.4.2 Describe the accessibility, confidentiality and effectiveness of the academic, non-academic and career counseling services available to students.</p>	
<p>4.4.3 What mechanism is available for students to complain and to appeal on matters relating to student support services?</p>	
<p>4.4.4 How are the adequacy, effectiveness and safety of these services evaluated and ensured?</p>	
<p>4.4.5 Describe the roles and responsibilities of those responsible for student co-curricular activities.</p>	

4.4.6 Describe the management of the activities and maintenance of student records.	
4.4.7 How are students orientated into the programme?	
<u>Information on Enhanced Standards</u>	
4.4.8 Describe the relationship between the student support services and co-curricular activities and the learning outcomes of the programme.	
4.4.9 How is the effectiveness of the counselling services measured, and the progress of those who seek its services monitored? What plans are there to improve the services, including that of enhancing the skills and professionalism of the counsellors?	
4.4.10 Describe the mechanisms that exist to identify students who are in need of spiritual, psychological, social and academic support.	
4.5 Student Representation and Participation	
<u>Information on Benchmarked Standards</u>	
4.5.1 How are student representation organised at the institutional and departmental levels?	
4.5.2 How are students encouraged to actively participate in curriculum development, teaching-learning processes as well as in other areas that affect their welfare?	

<p><u>Information on Enhanced Standards</u></p> <p>4.5.3 How are student activities and student organisations -- through which they acquire skills and experiences to build character, leadership and responsibility -- supported by the department?</p>	
<p>4.5.4 What is the policy regarding student publication? What facilities are available to encourage student involvement in publication?</p>	
<p>4.6 Alumni</p>	
<p><u>Information on Benchmarked Standards</u> Not applicable.</p>	
<p><u>Information on Enhanced Standards</u></p> <p>4.6.1 How does the department network with its alumni?</p>	
<p>4.6.2 How does the department encourage the alumni to assist the students in preparing their professional future?</p>	
<p>4.6.3 Describe the role of the alumni in curriculum development, the achievement of the learning outcomes and the future direction of the programme.</p>	

AREA 5: ACADEMIC STAFF	
STANDARDS	EVIDENCES
5.1 Recruitment and Management	
<u>Information on Benchmarked Standards</u>	
5.1.1 State the policy and procedures for the recruitment of academic staff.	<ul style="list-style-type: none"> • Polisi Perjawatan - BKPro
5.1.2 State the terms and conditions of service.	<ul style="list-style-type: none"> • Rujuk BKPro
5.1.3 State the minimum qualification of the academic staff required for the delivery of this programme.	<ul style="list-style-type: none"> • Sarjana Muda
5.1.4 State other requirements which would be the basis for the decision in the appointment of an academic staff for this programme.	<ul style="list-style-type: none"> • Rujuk BKPro
5.1.5 Provide data to show that the staffing profile matches the range and balance of teaching skills, specialisations and qualifications required to deliver the programme. <ul style="list-style-type: none"> • Current Academic Staff Listing and Responsibilities 	<ul style="list-style-type: none"> • CV Pensyarah

5.1.6 Provide a summary information on every academic staff involved in conducting the programme:

Table 4. Summary information on academic staff involved in the programme

	Name and designation of academic staff	Appointment status (full-time, part-time, contract, etc.)	Nationality	Modules taught in this programme	Modules taught in other programmes	Academic Qualifications		Past Work Experience		
						Qualifications, Field of Specialisation, Year of Award	Name of awarding institution and Country	Positions held	Employer	Years of Service (Start and End)
1										
2										
3										
4										
5										

5.1.7 Provide Curriculum Vitae of each academic staff teaching in this programme containing the following:

- i. Full Name
- ii. Academic Qualifications
- iii. Current Professional Membership
- iv. Current Teaching and Administrative Responsibilities
- v. Previous Employment
- vi. Conferences and Training
- vii. Research and Publications
- viii. Consultancy
- ix. Community Service
- x. Other Relevant Information

<p>5.1.8 State the mechanisms and procedures for monitoring and appraising academic staff performance, for ensuring equitable distribution of duties and responsibilities among the academic staff, and for determining the distribution of rewards.</p>	<ul style="list-style-type: none"> • SKT • Kriteria kecemerlangan staf
<p>5.1.9 Describe the processes and procedures in managing the discipline of the academic staff.</p>	<ul style="list-style-type: none"> • Kad perakam waktu • HRMES – Permohonan cuti • Coach - coachee
<p>5.1.10 Describe the policies, criteria and processes in the appointment of, and promotion to, academic positions, such as associate professorship and professorship.</p> <ul style="list-style-type: none"> • Future Academic Staff Requirements 	<ul style="list-style-type: none"> • Kriteria kecemerlangan staf
<p>5.1.11 Provide the following information:</p> <ul style="list-style-type: none"> - Staff—student ratio for this programme - Academic staff needs analysis (including Timetabling and Scheduling of Staff) - Student number projections - New academic staff acquisition plan 	<ul style="list-style-type: none"> • Waran perjawatan • Enrolmen pelajar • Jadual waktu perkuliahan • Perancangan keperluan pensyarah
<p>5.1.12 Describe how the HEP improves its recruitment of staff to meet its goals and show how this has contributed to the overall quality of the programme.</p>	<ul style="list-style-type: none"> • Rujuk BKPro
<p><u>Information on Enhanced Standards</u></p> <p>5.1.13 Describe how the HEP balances its recruitment between all levels of academic and non-academic staff and between local and international</p>	<ul style="list-style-type: none"> • Rujuk BKPro

academic staff with multi-disciplinary backgrounds.	
5.1.14 Describe the nature and extent of the national and international linkages to enhance teaching and learning of the programme	<ul style="list-style-type: none"> • Rujuk BKPro
5.2 Service and Development	
<u>Information on Benchmarked Standards</u>	
5.2.1 Provide information on the departmental and institutional policy on service, development and appraisal of the academic staff.	
5.2.2 Indicate the mechanisms that are in place for academic staff training in teaching and learning.	
5.2.3 Describe the mechanism used to identify the manpower needs of the programme and training of the staff.	
5.2.4 Do the expertise of the current academic staff match with what is needed to deliver the programme? Provide information of the compatibility between the teacher and the module in a matrix form.	
5.2.5 Provide information on the research focus areas of the academic staff and show how they relate to, or support, teaching-learning of the programme.	
5.2.6 State the mechanisms and procedures for professional development and career advancement of the academic staff (e.g., study leave, sabbatical,	

advanced training, specialised courses, re-tooling, etc.)	
5.2.7 Describe the policy on consultancy and private practice.	
5.2.8 Describe the mentoring system for new academic staff.	
5.2.9 Describe the engagement of the academic staff in community service activities. Evaluate the extent to which the activities are taken into consideration in appointment and promotion exercises.	
5.2.10 Give evidence of national and international recognition of academic staff members (e.g., journal editorship, service as peer reviewers, consultancy, and expert group and committee membership).	
<u>Information on Enhanced Standards</u> 5.2.11 Describe how the academic staff are given the opportunity to participate in professional, academic and other relevant activities at national and international levels. How is this participation appraised and its results utilised for purposes of enhancing the student experience?	
5.2.12 Provide information on the involvement of the academic staff in research activities.	
5.2.13 Describe the provisions for allowing advanced enhancement for academic staff.	

AREA 6: EDUCATIONAL RESOURCES																																																																																																																			
STANDARDS				EVIDENCES																																																																																																															
6.1 Physical Facilities																																																																																																																			
<p><u>Information on Benchmarked Standards</u> 6.1.1 List all the physical facilities and indicate those specifically related to the programme.</p> <p>Table 5. List of physical facilities</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th rowspan="3">Facilities</th> <th colspan="2">Current</th> <th colspan="4">Projection of Addition</th> </tr> <tr> <th rowspan="2">No</th> <th rowspan="2">Capacity</th> <th colspan="2">Year 1</th> <th colspan="2">Year 2</th> </tr> <tr> <th>No</th> <th>Capacity</th> <th>No</th> <th>Capacity</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Lecture Halls</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Tutorial Rooms</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Discussion Rooms</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="7">4</td> <td>Laboratories and Workshops</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>- IT Lab</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>- Science Lab</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>-Engineering workshop</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>-Processing workshop</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Manufacturing workshop</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Studio</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Others</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Library and Information Centres</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Facilities	Current		Projection of Addition				No	Capacity	Year 1		Year 2		No	Capacity	No	Capacity	1.	Lecture Halls							2	Tutorial Rooms							3.	Discussion Rooms							4	Laboratories and Workshops							- IT Lab							- Science Lab							-Engineering workshop							-Processing workshop							Manufacturing workshop							Studio								Others							5	Library and Information Centres							<ul style="list-style-type: none"> • Sistem pengurusan aset • Dokumen aset 			
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	Learning Support Centres								
6.	Learning Resources Support								
7.	Student Social Spaces								
8.	Other Facilities								
6.1.2	Describe the adequacy of the physical facilities and equipments (such as workshop, studio, laboratories) as well as human resources (for example, laboratory professionals, technicians).								<ul style="list-style-type: none"> • Waran perjawatan • Dokumen kurikulum • Dokumen aset
6.1.3	Identify current unmet needs and needs that may arise within the next several years.								<ul style="list-style-type: none"> • Permohonan ABM
6.1.4	Provide information on the clinical and practical facilities for programmes which requires such facilities. State the location.								<ul style="list-style-type: none"> • Dokumen Kurikulum • Silibus
6.1.5	Demonstrate arrangement procedures that meet the programmes specific requirements in practical and industrial training.								<ul style="list-style-type: none"> • Struktur kurikulum
<ul style="list-style-type: none"> • Library and Information Centre 									<ul style="list-style-type: none"> • Library management system
6.1.6	State the database system used in the library and information centre.								
6.1.7	State the number of staff in the library and information centre and their qualifications.								<ul style="list-style-type: none"> • Waran perjawatan
6.1.8	Describe resource sharing and access mechanisms that are available to extend the library's capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme.								<ul style="list-style-type: none"> • Library management system

<p>6.1.9 List the reference materials related to the programme:</p> <p>Table 6. Reference materials supporting the programme</p> <table border="1" data-bbox="317 293 1304 643"> <thead> <tr> <th colspan="2" data-bbox="317 293 625 461">Resources supporting the programme (e.g., books, online resources, etc)</th> <th colspan="2" data-bbox="625 293 955 461">Number of Journals</th> <th data-bbox="955 293 1304 643" rowspan="2">State other facilities such as CD ROM, Video and electronic reference material</th> </tr> <tr> <th data-bbox="317 461 455 565">Number of Title</th> <th data-bbox="455 461 625 565">Number of Collection</th> <th data-bbox="625 461 764 565">Number of Title</th> <th data-bbox="764 461 955 565">Number of Collection</th> </tr> </thead> <tbody> <tr> <td data-bbox="317 565 455 594"></td> <td data-bbox="455 565 625 594"></td> <td data-bbox="625 565 764 594"></td> <td data-bbox="764 565 955 594"></td> <td data-bbox="955 565 1304 594"></td> </tr> <tr> <td data-bbox="317 594 455 623"></td> <td data-bbox="455 594 625 623"></td> <td data-bbox="625 594 764 623"></td> <td data-bbox="764 594 955 623"></td> <td data-bbox="955 594 1304 623"></td> </tr> </tbody> </table>	Resources supporting the programme (e.g., books, online resources, etc)		Number of Journals		State other facilities such as CD ROM, Video and electronic reference material	Number of Title	Number of Collection	Number of Title	Number of Collection											<ul style="list-style-type: none"> • Senarai buku perpustakaan • Katalog buku
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Number of Title	Number of Collection	Number of Title	Number of Collection																	
<p>6.1.10 Describe the mechanism to obtain feedback from students and staff on the library policy, services and procedures.</p>	<ul style="list-style-type: none"> • MS ISO - Maklumbalas pelanggan • Kotak cadangan 																			
<ul style="list-style-type: none"> • Information and Communication Technology (ICT) <p>6.1.11 State the policy on the use of ICT in the department. Describe the ICT infrastructure that supports the department and the programme.</p>	<ul style="list-style-type: none"> • Campus Network System 																			
<p>6.1.12 List the ICT staff and their qualifications that support the implementation of the ICT policy at the departmental level.</p>	<ul style="list-style-type: none"> • Waran perjawatan • Sistem pengurusan aset 																			
<p>6.1.13 State the specific ICT requirement of this programme and how they are provided</p>	<ul style="list-style-type: none"> • Dokumen kurikulum • Senarai aset 																			
<p>6.1.14 Indicate what plans exist to improve the educational facilities -- physical, library and ICT -- in line with the development in teaching practice.</p>	<ul style="list-style-type: none"> • Permohonan berdasarkan Rancangan Malaysia 																			

<p><u>Information on Enhanced Standards</u> 6.1.15 Explain how the HEP periodically reviews the adequacy, currency and quality of its educational resources and the role of the department in these processes.</p>	<ul style="list-style-type: none"> • Fungsi JHEP Politeknik
<p>6.1.16 Describe how students are provided with opportunities to learn the various and most current methods to access information.</p>	<ul style="list-style-type: none"> • Polytechnic Campus Network System
<p>6.1.17 How are these facilities user friendly to those with special needs?</p>	<ul style="list-style-type: none"> • Kemudahan bergantung kepada politeknik
<p>6.2 Research and Development <i>(Please note that the standards on Research and Development are largely directed to universities offering degree level programmes and above.)</i></p>	<p>-</p>
<p><u>Information on Benchmarked Standards</u> 6.2.1 Describe the facilities and the budget allocation available to support research.</p>	<ul style="list-style-type: none"> •
<p>6.2.2 Describe the major research programmes of the department and the academic staff involved in them.</p>	<ul style="list-style-type: none"> •
<p>6.2.3 Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and development and the teaching-learning activities in the department.</p>	<ul style="list-style-type: none"> •
<p>6.2.4 State any initiatives taken by the department to engage students in research.</p>	<ul style="list-style-type: none"> •
<p><u>Information on Enhanced Standards</u> 6.2.5 Show the link between research, development and commercialisation.</p>	<ul style="list-style-type: none"> •
<p>6.2.6 Describe the processes where the department review its research resources and facilities and the steps taken to enhance its research capabilities.</p>	<ul style="list-style-type: none"> •

6.3 Educational Expertise	
<u>Information on Benchmarked Standards</u> 6.3.1 Describe the policy and practice on the use of appropriate educational expertise in the planning of educational programmes and in the development of new teaching and assessment methods. (Refer to the preamble to Area 6: Educational Resources on pages 23-24)	•
<u>Information on Enhanced Standards</u> 6.3.2 Describe the access to educational expertise, both internal and external, and its utilisation for staff development and research.	•
6.4 Educational Exchanges	
<u>Information on Benchmarked Standards</u> 6.4.1 Describe the department's practice in collaborating and cooperating with other providers, nationally and internationally, in compliance with the HEP's policy.	•
6.4.2 Indicate how these are disseminated to students and faculty.	•
<u>Information on Enhanced Standards</u> 6.4.3 Describe the future plans to strengthen national and international collaborative activities.	•
6.4.4 Describe the facilities and financial allocation to support these exchanges.	•
6.5 Financial Allocation	
<u>Information on Benchmarked Standards</u> 6.5.1 Indicate the responsibilities and line of authority in terms of budgeting and resource allocation in the HEP.	• Anggaran Belanja Mengurus Tahunan

<p>6.5.2 Demonstrate how the financial allocation dedicated to the programme -- and its utilisation -- is sufficient for it to achieve its purpose.</p>	<ul style="list-style-type: none"> • Anggaran Belanja Mengurus Tahunan
<p><u>Information on Enhanced Standards</u> 6.5.3 Describe how those responsible for the programme enjoy sufficient autonomy to allocate and utilise resources to achieve the programme objective.</p>	<ul style="list-style-type: none"> • Anggaran Belanja Mengurus Tahunan

AREA 7: PROGRAMME MONITORING AND REVIEW	
STANDARDS	EVIDENCES
7.1 Mechanisms for Programme Monitoring and Review	
<u>Information on Benchmarked Standards</u> 7.1.1 Explain how the department evaluates this programme.	<ul style="list-style-type: none"> • External examiners • KPI acivement for CLO, PLO and PAI
7.1.2 How are the student performance and progression analysed in relation to the objective of the programme?	<ul style="list-style-type: none"> • Analisa keputusan peperiksaan • KPI achievement for CLO, PLO and PAI • Laporan Kajian Tracer • Laporan kajian Alumni
7.1.3 Describe the processes, procedures and mechanisms for monitoring and reviewing the curriculum.	<ul style="list-style-type: none"> • Prosedur semakan semula kurikulum • Polisi semakan semula kurikulum
7.1.4 Describe the relationship between the process of curriculum monitoring and review and the achievement of programme learning outcomes.	<ul style="list-style-type: none"> •
7.1.5 Describe how the HEP utilises the feedback from programme review in programme development.	
7.1.6 Describe the structure and its workings of the programme review committee.	
7.1.6 Describe the responsibilities of the parties involved in collaborative arrangements.	
<u>Information on Enhanced Standards</u> 7.1.8 How does the self-review process assist in identifying weaknesses and in improving the programme?	
7.1.9 Describe the mechanism utilised by the HEP to monitor the	

performance of its graduates. How does this impact the curriculum review process?	
7.2 Involvement of Stakeholders	
<u>Information on Benchmarked Standards</u> 7.2.1 Which stakeholders are consulted in programme monitoring and review? Describe the involvement of these stakeholders.	
7.2.2 Show how the views of these stakeholders are taken into consideration.	
<u>Information on Enhanced Standards</u> 7.2.3 Explain how the department informs the stakeholders of the result of the programme assessment and how are their views on the report taken into consideration in future programme development.	
7.2.4 Show how feedbacks obtained from stakeholders are incorporated in a programme review exercise.	
7.2.5 How are professional bodies and associations engaged in programme monitoring and review?	

AREA 8: LEADERSHIP, GOVERNANCE AND ADMINISTRATION	
STANDARDS	EVIDENCES
8.1 Governance	
<u>Information on Benchmarked Standards</u> 8.1.1 Show how the policies and practices of the department are consistent with the larger purpose of the HEP.	
8.1.2 Describe the governance structure and functions, and the main decision-making components of the department, as well as the relationships between them. How are these relationships made known to all parties involved? What effect do these relationships have on the programme?	
8.1.3 Indicate the type and frequency of meetings held during the past academic year.	
8.1.4 Show evidence that the department board is an effective policy-making body with adequate autonomy.	
8.1.5 Describe the extent of autonomy and responsibilities agreed upon by the HEP and its campuses or partner institutions to assure functional integration and educational quality.	
<u>Information on Enhanced Standards</u> 8.1.6 Describe the committee system in the department and how it utilises consultation and feedback, and considers market needs analysis and employability projections in the programme development and review.	
8.1.7 Describe the representation and role of the academic staff, students and other stakeholders in the various governance structures and committees of the department.	

8.2 Academic Leadership of the Programme	
<u>Information on Benchmarked Standards</u> 8.2.1 Explain the selection process and job description of the academic leader of the programme. State his name, qualification and experience.	
8.2.2 Describe the management structure of the academic programme by showing the responsibilities of each individual involved in the structure.	
8.2.3 State the procedures and criteria for selection, appointment and evaluation of academic leadership in the programme.	
8.2.4 Describe the relationship between the programme and the HEP leadership in matters such as recruitment and training, student admission, and allocation of resources and decision-making processes.	
<u>Information on Enhanced Standards</u> 8.2.5 Describe how the performance of the programme leader is periodically evaluated.	
8.2.6 Show how the programme leader creates a conducive environment to generate innovation and creativity in the department.	
8.3 Administrative and Management Staff	
<u>Information on Benchmarked Standards</u> 8.3.1 Describe the structure of the administrative staff which supports the programme.	
8.3.2 Explain how the number of the administrative staff is determined in accordance to the needs of the programme and other	

<p>activities. Describe the recruitment processes and procedures. State the terms and conditions of service.</p>																	
<p>8.3.3 State the numbers required and available, job category and minimum qualification of non-academic staff for this programme.</p> <p>Table 7. Non-academic staff for the programme</p> <table border="1" data-bbox="359 462 1430 634"> <thead> <tr> <th data-bbox="359 462 621 532">Job Category</th> <th data-bbox="621 462 886 532">Numbers required</th> <th data-bbox="886 462 1150 532">Current numbers</th> <th data-bbox="1150 462 1430 532">Minimum qualification</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 532 621 565">1</td> <td data-bbox="621 532 886 565"></td> <td data-bbox="886 532 1150 565"></td> <td data-bbox="1150 532 1430 565"></td> </tr> <tr> <td data-bbox="359 565 621 597">2</td> <td data-bbox="621 565 886 597"></td> <td data-bbox="886 565 1150 597"></td> <td data-bbox="1150 565 1430 597"></td> </tr> <tr> <td data-bbox="359 597 621 634">3</td> <td data-bbox="621 597 886 634"></td> <td data-bbox="886 597 1150 634"></td> <td data-bbox="1150 597 1430 634"></td> </tr> </tbody> </table>	Job Category	Numbers required	Current numbers	Minimum qualification	1				2				3				
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<p>8.3.6 Describe the processes and procedures in managing the discipline of the staff.</p>																	
<p>8.3.7 State the mechanisms for training and career advancement that are available in the department.</p>																	
<p>8.3.8 Describe how the department conducts regular performance review of the programme's administrative and management staff.</p>																	

AREA 9: CONTINUAL QUALITY IMPROVEMENT	
STANDARDS	EVIDENCES
9.1 Quality Improvement	
<u>Information on Benchmarked Standards</u>	
9.1.1 Show how the department supports and complements the HEP's policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement. Identify those responsible for continual quality improvement within the department.	<ul style="list-style-type: none"> • Minit mesyuarat Kajian Semula Pengurusan • Audit Kualiti ISO
9.1.2 Describe the contribution and participation of stakeholders towards improvement of the programme.	<ul style="list-style-type: none"> • Borang maklumbalas CQI • JK Penasihat Kurikulum • JK Penggubal Kurikulum • JK Penasihat Industri JPP • JK Penasihat Industri Politeknik
9.1.3 What are the policies, strategies, plans, procedures and mechanisms of the department to review and update its mission, structures and activities?	<ul style="list-style-type: none"> • Minit mesyuarat Kajian Semula Pengurusan • Audit Kualiti ISO • Polisi berkaitan
9.1.4 Explain the frequency of reviews undertaken and the resulting improvements.	<ul style="list-style-type: none"> • Polisi semakan semula kurikulum
9.1.5 Describe the recent and projected activities undertaken with the purpose to ensure that the department remains responsive to its changing environment.	<ul style="list-style-type: none"> • Bengkel perancangan aktiviti Jabatan Takwim aktiviti P&P Jabatan dan Politeknik Minit • Mesyuarat post-mortem/laporan aktiviti
<u>Information on Enhanced Standards</u>	
9.1.6 Describe the role and the effectiveness of the person or unit responsible for internal quality assurance of the department. What is his/its status in the department?	<ul style="list-style-type: none"> • Jadual/checklist tugas-tugas dan tanggungjawab jawatankuasa jaminan kualiti
9.1.7 What steps are being taken by the department to build a culture of quality?	<ul style="list-style-type: none"> • Taklimat CQI • Audit kualiti ISO • Audit kualiti dalaman

