**Self-Review Report 05**

 **Deferment Accreditation**

**for the**

**<Program Name>**

**<*Nama Program*>**

**at**

**<University Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

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## **FORM A : GENERAL INFORMATION ON THE EDUCATION PROVIDER**

|  |
| --- |
| **EDUCATION PROVIDER (EP)** |
| Name of the EP : |  |
| Date of establishment: |  |
| VC / CEO : |  |
| Email : |  |
| Address : |  |
| Correspondence (if different from above) : |  |
| Tel : |  |
| Website : |  |

1. Provide the latest organisational chart of the EP.
2. Number of overall academic staff:

|  |  |  |
| --- | --- | --- |
| Status | Academic Qualification | Number of Staff |
| Malaysian | Non- Malaysian | Total |
| Full-time (all types of designation, including those on 1 year contract or more) | Doctorate (Level 8) |  |  |  |
| Masters (Level 7) |  |  |  |
| Bachelors (Level 6- including professional qualification) |  |  |  |
| Diploma (Level 4) |  |  |  |
| Others |  |  |  |
| **Sub-total** |  |  |  |
| Part-time | Doctorate (Level 8) |  |  |  |
| Masters (Level 7) |  |  |  |
| Bachelors (Level 6- including professional qualification) |  |  |  |
| Diploma (Level 4) |  |  |  |
| Others |  |  |  |
| Sub-total |  |  |  |
| Total |  |  |  |

1. Number of students past 3 years:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year | Number of students | Total | Disabled Student |
| Local | International |
| Past 1 year |  |  |  |  |  |
| Past 2 years |  |  |  |  |  |
| Past 3 years |  |  |  |  |  |

1. Student attrition rate:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year | Totalstudents(A) | Number ofstudentsleaving withoutgraduating (B) | Main reasons for leaving | Attrition Rate (%)(B/A)\*100 |
| Past 1 year |  |  |  |  |  |
| Past 2 years |  |  |  |  |  |
| Past 3 years |  |  |  |  |  |

1. Contact person for study information

|  |  |  |
| --- | --- | --- |
| i. | Name and Title | : |
| ii. | Designation | : |
| iii. | Tel | : |
| iv. | Fax | : |
| v. | Email | : |

1. Suggestion date for accreditation assessment

|  |
| --- |
| i. |
| ii. |
| iii. |

1. Graduated cohort involved for the accreditation assessment:

## **FORM B: PROGRAMME DESCRIPTION**

1. Name of the programme (as in the scroll to be awarded):
2. MBOT Technology Fields :
3. National Education Code (NEC):
4. MQF level:
5. Graduating credit:
6. Type of award (e.g., single major, double major, etc.):
7. Language of instruction:
8. Type of programme (e.g., home grown, collaboration etc.):
9. Awarding body (e.g., own/others (with a evidence of collaboration)):
10. Mode of study (e.g., full-time/part-time):
11. Teaching Method (e.g., lecturer, laboratory, tutorial, project etc.):
12. Mode of offering: (please (/) where appropriate)

|  |
| --- |
| Undergraduate Programme |
| Coursework |  |
| Industry Mode  |  |
| Others |  |

1. Mode of delivery (please (/) as appropriate):

|  |  |
| --- | --- |
| Conventional |  |
| Open and Distance learning (ODL) |  |
| 2u2i |  |
| Work based learning (WBL) |  |

1. Duration of study:

|  |  |  |
| --- | --- | --- |
|  | Full-time | Part-time |
| Long Semester | Short Semester | Industrial Training | Long Semester | Short Semester | Industrial Training |
| No. of Weeks |  |  |  |  |   |  |
| No. of Semesters |  |  |  |  |  |  |
| No. of Years |  |  |

*Note: Number of weeks should include study and exam weeks.*

## **FORM C: GENERAL CRITERIA**

 **Qualifying Requirements**

1. Ensure the programme meets the minimum requirements of technology component as specified in Table 4.0 (Refer 2.6)

1. Ensure the programme meets the minimum requirements of duration of the study as specified in Table 4.0 (Refer 2.6)
2. Demonstrate the programme has final year project (MQF Level 4 and 6) as specified in Table 5.0 (Refer 2.6)
3. Demonstrate the programme has mini project (MQF Level 3 and 5) as specified in Table 5.0 (Refer 2.6)
4. Demonstrate the programme has Industrial training for MQF Levels 4 and 6 (minimum of eight (8) weeks) as specified in Table 5.0 (Refer 2.6)
5. Demonstrate the programme has Industrial Engagement Activities (MQF Level 3 and 5) as specified in Table 5.0 (Refer 2.6)
6. Ensure the programme meets the minimum number of full-time teaching staff in the relevant field (Refer 5.1.5)
7. Ensure the programme meets the minimum meets minimum staff: student ratio (Refer 5.1.5)
8. Provide the programme's external assessor's report (Refer 8.5)
9. Provide the programme's advisory committee’s report (Refer 8.5)
10. Align the curriculum to the technology / technical services and Knowledge Area of Competencies (Refer 2.5)

**Criteria 1 : Programme Design And Delivery**

1. State the vision and mission of EP clearly (Refer 2.1)

|  |  |
| --- | --- |
| Vision Statement  |  |
| Mission Statement |  |

1. Demonstrate the interest of the programme's stakeholders through PEOs (Refer 2.2)
2. State the KPI clearly under proper consultation with stakeholders (Refer 2.2)
	1. List of PEOs with respective KPI, monitoring and evaluation mechanism

|  |  |  |  |
| --- | --- | --- | --- |
|  | Statement | KPI | Evidence of stakeholders engagement |
| PEO1 |  |  |  |
| PEO2 |  |  |  |
| PEO3 |  |  |  |

1. Demonstrate the appropriate mechanism to monitor and evaluate the PEO's attainment in the programme (Refer 2.2)
2. Ensure that PEOs are consistent with EP's vision and mission (Refer 2.1)
3. Ensure appropriate and well-documented graduate attributes for the programme (Refer 2.4)
	1. List of PLOs with respective KPI, monitoring and evaluation mechanism

|  |  |  |
| --- | --- | --- |
|  | Statement | KPI |
| PLO1 |  |  |
| PLO2 |  |  |
| PLO3 |  |  |
| PLO4 |  |  |
| PLO5 |  |  |
| PLO6 |  |  |
| PLO7 |  |  |
| PLO8 |  |  |
| PLO9 |  |  |

* 1. Mapping of PEO and PLOs

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PEO | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| PEO1 |  |  |  |  |  |  |  |  |  |
| PEO2 |  |  |  |  |  |  |  |  |  |
| PEO3 |  |  |  |  |  |  |  |  |  |

* 1. Mapping of EP’s PLO vs. MBOT’s PLO (if any)

|  |  |
| --- | --- |
| PLO PPT | PLO MBOT |
| PLO  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| PLO1 |  |  |  |  |  |  |  |  |  |
| PLO2 |  |  |  |  |  |  |  |  |  |
| PLO3 |  |  |  |  |  |  |  |  |  |
| PLO4 |  |  |  |  |  |  |  |  |  |
| PLO5 |  |  |  |  |  |  |  |  |  |
| PLO6 |  |  |  |  |  |  |  |  |  |
| PLO7 |  |  |  |  |  |  |  |  |  |
| PLO8 |  |  |  |  |  |  |  |  |  |
| PLO9 |  |  |  |  |  |  |  |  |  |

* 1. Mapping of EP’s PLO vs. MQF’s 2.0 PLO

|  |  |
| --- | --- |
| **PLO PPT** | **PLO MQF** |
| **CLUSTER 1** | **CLUSTER 2** | **CLUSTER 3** | **CLUSTER 4** | **CLUSTER 5** |
| **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** | **PLO9** | **PLO10** | **PLO11** |
|  |  |  |  |  |  |  |  |  |  |  |  |
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1. Demonstrate appropriate mechanisms to monitor and evaluate the GA attainment in the programme (Refer 2.4)
2. Publish GA to all stakeholders (Refer 2.4)
3. Provide evidence of stakeholders' involvement in generating GA (Refer 2.4)
4. Emphasize Complex Problem (CP) and Complex Activity (CA) in teaching and learning practices in the programme (Refer 2.4)
	1. Mapping Course-PLO and Complex problem (CP) /Complex activity (CA) with respect to Learning Taxonomy *(CP and CA mapping is for Information and Communication Technology (IT), Cyber Security Technology (CS), Art Design and Creative Multimedia Technology (AM) Bachelor’s Degree programme only).*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Courses | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | CP | CA |
| Course1 | C3 | P2 |  |  |  |  | A3 |  |  | / | / |
| Course2 |  |  | C5 |  | A4 |  |  |  |  | / |  |
| Course3 |  | P3 |  |  |  |  |  | A2 |  |  | / |
| Course4 |  |  | C6 |  |  |  |  |  |  |  |  |
| Course5 | C3 | P4 |  |  |  |  |  |  |  |  | / |
| Course6 |  |  | C5 |  |  |  |  |  |  | / |  |

\*CP : Complex problem / CA : Complex activity

* 1. Brief explanation on implementation of CP and/or CA within certain courses *(for Information and Communication Technology (IT), Cyber Security Technology (CS), Art Design and Creative Multimedia Technology (AM) Bachelor’s Degree programme only)*

*Required explanation: Course code, SLT, learning outcome, delivery and assessment related to courses complex problem and/or complex activity*

* 1. Mapping Course to Knowledge Area of Competencies (*for Information and Communication Technology (IT), Cyber Security Technology (CS), Art Design and Creative Multimedia Technology (AM) Bachelor’s Degree programme only).*

Refer Table 16.0 Mapping Course to Knowledge Area of Competencies – Example: Information Technology.

1. Conduct an appropriate needs analysis (Refer 2.6)
2. Ensure appropriate involvement of relevant stakeholders in curriculum design, delivery, and assessment (Refer 2.6 (ii) & 8.2)
3. Establish a clear process for designing, reviewing, and evaluating the programme (Refer 2.6 (iii))
4. Ensure the curriculum keeps abreast with current technological advances, professional practices, international best practices in the field, and the needs of stakeholders (Refer 2.6 (iii))
	1. Curriculum structure and course information (Synopsis, CLO statement, CLO - PLO mapping, Evaluation method, Student Learning Time, Credit Value, Content and Reference)
5. Adopt various and appropriate teaching-learning methods (Refer 2.6)
6. Provide a conducive learning environment that guarantees the achievement of the programme GAs (Refer 2.6)
7. Ensure the programme meets the minimum requirements of programme structure as specified in Table 4.0 (Refer 2.6)
	1. Complete and attach the curriculum structure as can be accessed in the <https://www.ttasmbot.org.my/srr.php>
8. Ensure that the programme adopting an industrial mode/apprenticeship (WBL programme) fulfills the following requirements (Refer 2.6):
	1. Establish MOU/MOA.
	2. Consider ELT in SLT.
	3. Calculate credit hours based on WBL courses, i.e., ELT / 40 Malaysian Notional Hours.
	4. Ensure that WBL Tutors (academic staff at PPT) participate in WBL Professional Development Training.
	5. Ensure that WBL Coaches (industry instructors) participate in courses or training related to the implementation of the WBL system provided by the educational institution (PPT).
	6. Has a minimum 20 percent WBL approach of the total credit.
9. Ensure that the programme adopting an industrial mode/apprenticeship evaluates the attainment of the outcomes via proper assessments (WBL programme) (Refer 2.6)
10. Ensure that the programme adopting an industrial mode/apprenticeship provides appropriate student placement (WBL programme) (Refer 2.6)

**Criteria 2 : Student Assessment**

1. Evaluate the final assessment individually (Refer 3.0)
2. Define assessments' regulations and policies clearly (Refer 3.2)
3. Describe the process of designing, implementing, evaluating, and reviewing assessment methods clearly (Refer 3.3)
4. Involve the respective stakeholders in the process of designing, implementing, evaluating, and reviewing (Refer 3.3)
5. Ensure that assessments, teaching strategies, and learning activities are constructively aligned with learning outcome (Technology courses only) (Refer 3.3)
	1. Course information, assessment’s table of specification (TOS), student assessment material
	2. Provide three (3) sample of final examination with answer script, coursework, project and industrial training
6. Indicate the progress as well as the final evaluation of each course through assessment methods (Refer 3.4)
7. Combine multiple evaluation approaches to indicate the accomplishment of learning outcomes (Refer 3.4)
8. Maintain a maximum of 4 students per group for all group activities (Refer 3.4)

**Criteria 3 : Students Selection And Support Service**

1. Establish and make accessible policies and procedures on students’ selection and appeals to stakeholders (Refer 4.0)
2. Provide student support services, including counselling, career advice, health care access, extracurricular provisions for culture, sports, and leisure, as well as other appropriate activities (Refer 4.0)
	1. Details of counsellor

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Qualification** | **Other Information (Certificate or Professional license)** |
| 1 |  |  |  |
| 2 |  |  |  |

1. Ensure that student selection meets the minimum entry requirement of the programme (Refer 4.1)
2. Well-define and implement the policies, regulations, and procedures on course exemption (Refer 4.2)
3. Well-define and implement the policies, regulations, procedures, and students/public awareness regarding student transfer (Refer 4.2.1)
4. Well-define and implement the policies, regulations, and procedures on credit transfer (Refer 4.2.2)
5. Facilitate appropriate arrangements to encourage student participation in extra-curricular activities (Refer 4.3)
6. Ensure Student Support Services is supported with adequate and qualified administrative personnel (Refer 4.3)
7. Define the regulations, processes, and functions of the student representative organization clearly (Refer 4.3.1)
8. Ensure that student representative organizations are established and function well (Refer 4.3.1)
9. Maintain active linkages with alumni to support the development, review, and continual improvement of the programme (Refer 4.3.2)

**Criteria 4 : Teaching And Support Staff**

1. Implement well-defined EP recruitment policies, criteria, and other related processes for teaching staff (Refer 5.1.1)
2. Appoint an industry mentor for all industrial-based learning in the programme conducted through Industrial Mode/Apprenticeship (WBL programme) (Refer 5.1.1)
3. Register all qualified teaching staff as GT or QT (Refer 5.1.2)
	1. Provide list of academic staff

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Name and Designati-on of Academic Staff | Appointment Status (full-time, part-time, contract, etc.) | Nationality | Teaching Load | Academic Qualifications | Research Focus Areas(Bachelor and above) | Past Work Experience | Other Information (Certificate or Professional license) |
| Teaching Module | Hour / Week | Semester | Qualifications, Field of Specialisation, Year of Award | Name of Awarding Institution and Country | Emplo-yer | Years of Service (start and end) |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |

* 1. Provide curriculum vitae of each academic staff teaching in this programme, which contains the following:
1. Name
2. Academic Qualifications
3. Current Professional Membership
4. Current Teaching and Administrative Responsibilities
5. Previous Employment
6. Training
7. Research, Publications and Conference
8. Consultancy
9. Other Relevant Information
10. Ensure that at least one teaching staff member is a Professional Technologist (Ts.) or Certified Technician (Tc.) registered under MBOT or make efforts towards complying with the criteria (Refer 5.1.2)
11. Ensure that all academic staff have appropriate competency levels for teaching practical-oriented courses within the programme (Refer 5.1.3)
12. Establish policies on research, publication, product development, and consultation (Bachelor’s Degree programme) (Refer 5.1.4)
13. Well-define and implement the recruitment policies and criteria for technical support staff (Refer 5.2.1)
14. Register all qualified technical support staff as QT (Refer 5.2.2)
	1. Provide list of technical staff

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Qualification** | **Other Information (Certificate or Professional license)** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

* 1. Provide curriculum vitae of each technical staff in this programme, which contains the following:
1. Name
2. Academic Qualifications
3. Current Professional Membership
4. Previous Employment
5. Training
6. Consultancy
7. Other Relevant Information
8. Ensure that the teaching facility is adequately staffed to enable its intended function (Refer 5.2.3)
9. Hire adequate administrative staff to support the programme (Refer 5.3.1)
10. Establish a recruitment policy and criteria for administrative support staff at EP (Refer 5.3)
11. Provide a clear guideline for encouraging industry engagement among the teaching and technical support staff at EP (Refer 5.4)
12. Maintain continuous industry engagement to ensure teaching and learning activities are industry relevant at EP (Refer 5.4)
13. Implement an assessment system for staff annual evaluation and appraisal at EP (Refer 5.5)
14. Establish a mechanism for students to evaluate the quality of teaching and learning activities at EP (Refer 5.5)
15. Ensure teaching staff undergo a structured teaching and learning training course (Refer 5.6)

**Criteria 5 : Educational Resources**

1. Provide sufficient and appropriate educational resources to ensure the effective delivery of the programme (Refer 6.0)
	1. List of physical facilities for teaching and learning activities.
	2. List of equipment of HT and HV.
2. Consider safety factors in the educational resources' planning and operation (Refer 6.0)
3. Consider environmental, sustainability, cultural, professional, ethical and legal factors in the educational resources' planning and operation (Refer 6.0)
4. Ensure the facility's quality, availability, relevancy, and utilization within the programme (Refer 6.1)
5. Provide adequate and suitable experimental and practical facilities for access (Refer 6.1)
6. Ensure that the equipment reflects modern technology practices (Refer 6.1)
7. Provide adequate physical facilities for the programme (Refer 6.1)
8. Ensure the equipment to student ratio of 1:4 or better (Refer 6.1)
9. Ensure that facilities for students’ life on campus are satisfactory (Refer 6.1)
	1. List of facilities provided for well being of students e.g. hostel, café, CCTV, sport and recreational, health center, student center and transportation, among others.
	2. List of Resource Center Management / Librarian

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Qualification** | **Other Information (Certificate or Professional license)** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

1. Provide adequate research laboratories and equipment relevant to the learning activities (Refer 6.2)
	1. List of research and development facilities.
2. Ensure that research and development or innovation facilities are accessible (Refer 6.2)
3. Demonstrate financial viability and sustainability for the operation and maintenance of the programme (Refer 6.3)
4. Implement a systematic procedure to ensure that financial resources are sufficient and managed efficiently within the programme (Refer 6.3)

**Criteria 6 : Programme Management**

1. Establish a governance structure with staff or committees to perform various functions within the programme (Refer 7.1)
2. Establish, publish, and implement the policies and procedures of the programme (Refer 7.1)
3. Ensure the programme leader meets the minimum qualifications requirements (Refer 7.2)
	1. Details of programme leader

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Name** | **Qualification** | **Other Information (Certificate or Professional license)** | **Appointment Period** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

1. Maintain students’ records related to their admission, performance, completion, and graduation, and preserve them for future reference (Refer 7.3)
2. Provide 3 samples for every cohort
3. Maintain proper records of staff academic qualifications, appointments, training, appraisals, and other related documents (Refer 7.3)

**Criteria 7 : Quality Management System**

1. Ensure the quality management system is systematic to achieve educational objectives (Refer 8.0)
2. Establish the structure and processes to manage the programme's quality assurance (Refer 8.1.1)
3. Ensure shared responsibility, accountability, consistency, and transparency in assuring the programme's quality by the governance (Refer 8.1.1)
4. Establish a dedicated unit or committee to oversee and coordinate quality assurance deliverables (Refer 8.1.1)
5. Ensure that available support and resources are adequate to support quality assurance activities (Refer 8.1.2)
6. Obtain stakeholders’ feedback to continuously improve the programme's quality (Refer 8.2)
7. Establish a programme advisory committee and student representatives (Refer 8.2)
8. Ensure that external and industry advisors are registered as Ts. or Tc. (Refer 8.2.1)
9. Continually monitor, review, and evaluate the programme (Refer 8.3)
10. Ensure Examination Committee is periodically monitor, evaluate, and review students' performance and outcome attainment (Refer 8.3.1)
11. Conduct benchmarking with other reputable institutions to ensure comparable quality of education (Refer 8.4)
12. Ensure programme is regularly and systematically assess and evaluate the programme for continual improvement (Refer 8.5)
13. Ensure that evidence of the following activities for continual quality improvement are provided (Refer 8.5):
14. Periodic analysis on programme educational objective achievement
15. Periodic analysis on student outcome attainment
16. Periodic departmental analysis on teaching and learning activities
17. Periodic analysis of students’ feedback on teaching and learning activities
18. A comprehensive review of curriculum at least once every programme cycle
19. Conduct quality evaluation by an external assessor at least once every 2 years (Refer 8.5)
20. Conduct quality evaluation by the programme advisory committee at least once every 2 years (Refer 8.5)
21. Ensure remedial actions by continually improving the following criteria are taken (Refer 8.5):
22. Curriculum structure and delivery
23. Student assessment
24. Student selection
25. Staff
26. Educational resources
27. Programme management
28. Quality management system

**JUSTIFICATION OF DEFERMENT ACCREDITATION**

|  |  |  |
| --- | --- | --- |
|  | **ITEMS** | **FEEDBACK / ACTION PP****(must include proof of action such as minutes of meeting, paper approval, receipts, or related evidence)** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |