

Pengekalan SWA AKREDITASI
Universiti Sains Malaysia

Self-Accreditation Status of
Universiti Sains Malaysia

Addressing the crisis

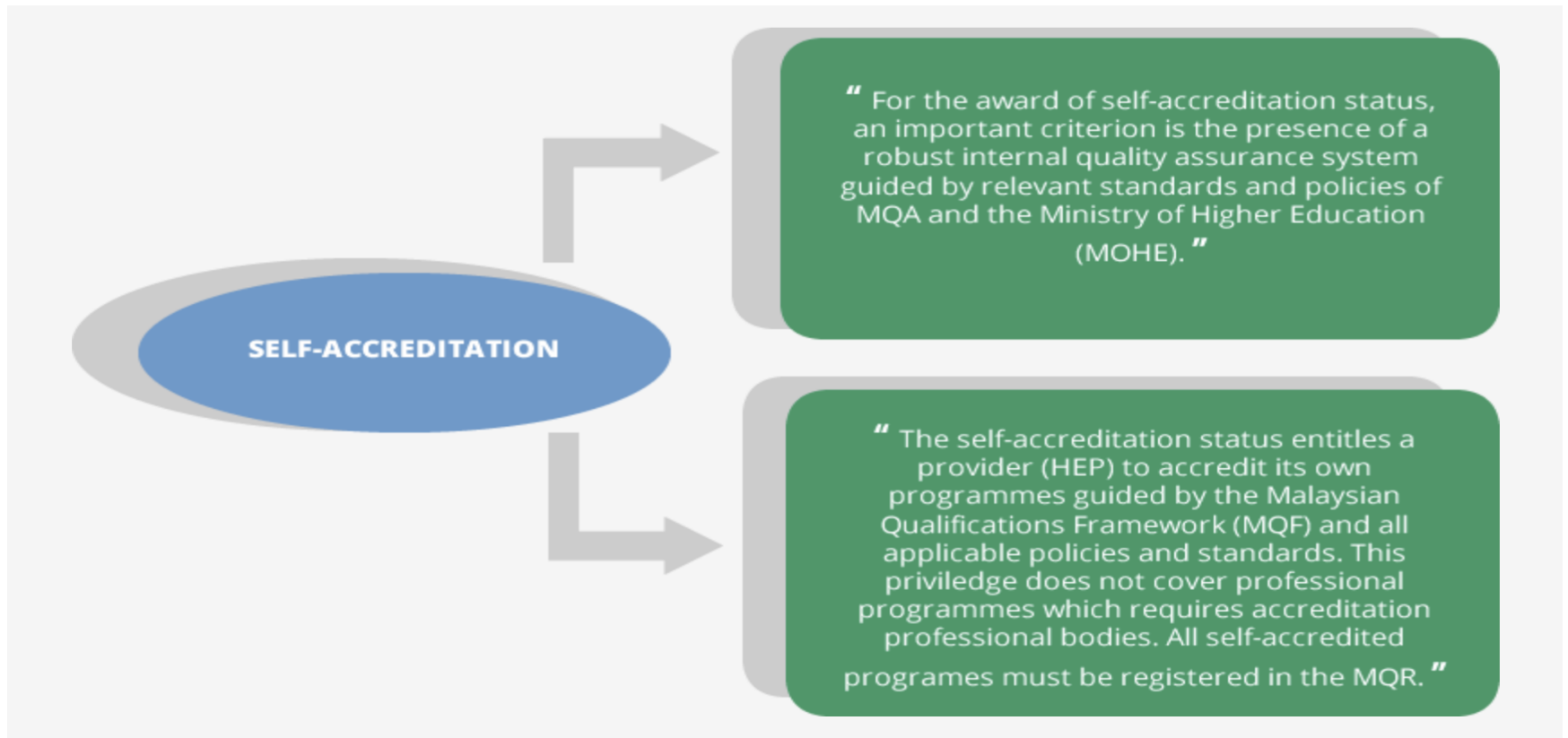
TNCAA

6 January 2020

CONTENT

- What is “Self-Accreditation” IHL?
- What if the “Self-Accreditation” status is taken from USM?
- Chronology of Events leading to the CRISIS today?
- Plan of Interventions to address the CRISIS
- The Role of Deans, Majlis Pusat Pengajian and Staff

What is Self Accreditation Status?












Source: MQA





- This is USM's Self Accreditation LOGO
- Awarded: 29 April 2010
- Second University : MQA/SA/0002

List of HEP (Self-Accredited)

No.	Higher Education Provider	Date of Conferment	No. of Certification	Certification Mark
1.	University Malaya	29 April 2010	MQA/SA/0001	
2.	Universiti Sains Malaysia	29 April 2010	MQA/SA/0002	<div data-bbox="359 558 1489 662" style="border: 1px solid blue; padding: 5px; text-align: center; color: red;"> <p>If we do not improve immediately, USM may be the first university in the history of MQA to be taken away her "Self-Accredited" status</p> </div> 
3.	Universiti Kebangsaan Malaysia	29 April 2010	MQA/SA/0003	
4.	Universiti Putra Malaysia	29 April 2010	MQA/SA/0004	
5.	Monash University Malaysia	29 April 2010	MQA/SA/0005	
6.	Curtin University, Malaysia	29 April 2010	MQA/SA/0006	
7.	Swinburne University of Technology Sarawak Campus	29 April 2010	MQA/SA/0007	
8.	The University of Nottingham Malaysia Campus	29 April 2010	MQA/SA/0008	
9.	Universiti Teknologi Malaysia	29 March 2013	MQA/SA/0009	

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If we do not improve immediately, USM may be the first university in the history of MQA to be taken away her 'Self-Accredited' status

WHAT DOES THIS MEAN?

- All programs will be audited directly by MQA
- So instead of USM doing on our own self, MQA will come and audit
- This is like all professional programs
- It will be de-positioning USM – not preferred program!
- It will also be more expensive for USM

FACTS you need to know about “Self-Accredited” status

- **What is the difference between the self-accreditation status and programme accreditation by MQA?**

Self-accreditation status is granted to a university while programme accreditation (provisional or full) is granted to a specific programmes.

- **What are the advantages enjoyed by universities with self-accreditation status?**

The university to accredit its own programmes through the Senate without involving MQA.

Therefore, the university has an opportunity to optimise its resources in enriching the quality of the offered programmes.

Furthermore, the university is expected to carry out own programme accreditation more efficiently and effectively without MQA's involvement.

Self-accreditation status is a badge of honour which can be used to attract students and staff to the university.

- **Can the self- accreditation status be revoked?**

Yes. The self- accreditation status can be revoked should there be a breach in the terms and conditions or demonstrable decline in the quality of programmes offered is observed.

Chronology of EVENTS

- 29 April 2010 : USM accorded the “Self Accredited” status
- 14-17 December 2015 : Lawatan Audit Pengekalan Swa-Akreditasi
 - 6 Recommendations (Syarat Khusus)
 - 35 Suggestions for Improvement
 - Report received on 26th January 2017
 - Verdict: OBE understanding and embracement was generally poor in the main campus
 - Verdict: USM must improve on our internal Quality Assurance
- 2017 – 2019 – Interventions and Activities
 - Addressing the 6 recommendations and the 35 Suggestions for Improvements
 - OBE blitz (2017 and 2018) : Ensuring all schools embrace and practice OBE
 - Phase 1 : Review of curriculum and BPK to ensure constructive alignment of CO-PO
 - Phase 1 : Principles of OBE understood and practiced
 - Phase 1 : Quality Management System – CQI and Zero error Academic Governance
 - Phase 2 : Attainment of Course outcomes and Programme outcomes (gradual introduction)
 - Phase 2 : Full OBE implementation
- Audit Susulan Pengekalan Swa-Akreditasi (29 dan 30 Ogos 2019)
- Results of “Penilaian Audit Susulan Pengekalan Swa-Akreditasi” – letter dated 9 December 2019 and received on 17th December 2019

Ruj. Kami : MQA.600-2/23/3 Jld. 2
Tarikh : 9 Disember 2019

Naib Canselor
Universiti Sains Malaysia
11800 USM
PULAU PINANG

Tuan,

**KEPUTUSAN PENILAIAN AUDIT SUSU
KELAYAKAN MALAYSIA (MALAYSIAN
SAINS MALAYSIA**

Dengan hormatnya saya merujuk kepada p

2. Pihak Agensi Kelayakan Malaysia membuat lawatan penilaian Audit Susu Malaysia (Malaysian Qualifications Agency, 29 & 30 Ogos 2019 yang lalu.

3. Berdasarkan penilaian tersebut, daripada 6 syarat-syarat khusus Pengekalan Perakuan Status Swaakreditasi setelah meneliti pelan tindakan serta langkah-langkah dilaksanakan oleh USM.

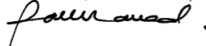
4. Keputusan penilaian adalah ditangguhkan bagi syarat khusus 1, 2, 4 dan 6. Pihak tuan perlu mengemukakan maklum balas terhadap syarat-syarat seperti di Lampiran A dalam tempoh 6 bulan dari tarikh surat ini. Kegagalan pihak tuan mematuhi syarat-syarat tersebut boleh mengakibatkan pembatalan Perakuan Status Swaakreditasi atau pembatalan pendaftaran program atau kelayakan yang didaftarkan berdasarkan Akta Agensi Kelayakan Malaysia 2007 (Akta 679). Sehubungan dengan itu, bagi syarat-syarat yang belum dipatuhi, penilaian semula akan dilaksanakan dan pihak PPT dikehendaki menanggung segala kos yang terlibat dengan penilaian tersebut.

5. Pihak tuan hendaklah sentiasa menir serta terus menyumbang kepada peningkatan

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,


(DATO' DR. RAHMAH BINTI MOHAMED)
E-mel: rahmah@mqa.gov.my

THIS IS WHY WE ARE IN CRISIS!

3. Berdasarkan penilaian tersebut, MQA memperakukan USM telah mematuhi 2 daripada 6 syarat-syarat khusus Pengekalan Perakuan Status Swaakreditasi setelah meneliti pelan tindakan serta langkah-langkah penambahbaikan yang telah, sedang dan akan dilaksanakan oleh USM.

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5. Pihak tuan hendaklah sentiasa meningkatkan pengurusan kualiti institusi dan program serta terus menyumbang kepada peningkatan kualiti pendidikan tinggi negara.

Syarat.	Syarat-syarat khusus pengendalian swaakreditasi	Maklum balas pematuhan terhadap Syarat-syarat khusus pengendalian swaakreditasi
1.	The reviews of assessment are revised to include mechanism for ensuring the validity and reliability of the assessment.	Course/workshops on Constructive Alignment and OBE has been provided to various parties at all Schools during the period of 2016 – 2018. Schools that do not have SOP's for ensuring validity and reliability assessment process is required to put one in place. Mechanism such as the requirement of a Test Specification Table for final examination will be implemented.

Penilaian Panel Auditor

Ulasan Panel Auditor Terhadap Pematuhan Syarat

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Visit Report:

The HEP has been in good progress to introduce OBE for all programs including the non professional programs in relation to OBE compliance. From the samples obtained from several faculties, it indicates that the OBE related assessment process are not fully adhered to OBE requirements especially on the Bloom's Taxonomy levels making it not align hence, not valid and reliable.

However, the panel noted that the HEP is addressing on the compliance to OBE requirements in term of constructive alignment for valid and reliable assessment. It is recommended that the HEP to get the feedback and improve on the assessment best practices.

CRISIS ITEM 1

- OBE related ASSESSMENTS are not fully adhered to
- USM needs to improve on the constructive alignment
- There are schools that have not carried out the constructive alignment properly/fully in their curriculum/program design
- Are there schools which are still not embracing or/and not understanding OBE (constructive alignment)?
- If so, you are perhaps the reason for our CRISIS.

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ISSUE OF VALIDITY AND RELIABILITY
OF ASSESSMENT

ISSUE IN CONSTRUCTIVE ALIGNMENT

WE HAVE NOT EMBRACED OBE

Syarat	Syarat-syarat khusus pengendalian swaakreditasi	Maklum balas pematuhan terhadap Syarat-syarat khusus pengendalian swaakreditasi
2.	Final examination paper vetting in schools should strictly adhere to standard operating procedures to ensure the process is rigorous and effective.	SOP's for final examination paper vetting process is required for all Schools, and to be aligned with the process at USM Examination Section. The documentation and record keeping of the process will be emphasized.

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The SOP's for final examination paper vetting process is required for all Schools, and to be aligned with the process at the HEP Examination Section. The documentation and record keeping of the process will be emphasized.

Visit report:

The current practice of vetting process is inconsistency using different forms and procedure across all faculties. Although 4 panels are appointed for moderation process, the provided sample on the vetting forms indicate that comments and remarks on the assessment questions are not fully deliberated.

The panel affirms that the process is in good progress but suggesting that the vetting mechanism is to be standardised for the whole programmes and to be monitored and endorsed by the quality process of the HEP. For example, a vetting examination form from the School of Physics and from the School of Management is different and indicate the inconsistency in the vetting process practices.

CRISIS ITEM 2

- There are schools who are not diligent enough in its handling of examination vetting
- MQA wants a more standardized procedure to ensure quality consistency
- This is part of good governance

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We will come up with a standard SOP to ensure consistency in the quality of assessment and examination by Semester 2 2019/2020

Syarat	Syarat-syarat khusus pengekaln swaakreditasi	Maklum balas pematuhan terhadap Syarat-syarat khusus pengekaln swaakreditasi
4.	Take serious and sustained action in the aspect of facilities upgrade and maintenance. The panel recommends that the University replace its interpreting machine at Language Lab which has been obsolete and out of use; replace the computers that have been used since 2006; and provide better maintenance of its Physics and Chemistry laboratories.	USM with the strong leadership and commitment of the Office of Deputy Vice Chancellor (Academics & International) have addressed those & related infrastructure issues with the highest priority and have made special funds available for upgrading and renovation works. Upgrading work at various locations were done during the long break between academic years 2017/2018 and 2018/2019 (May – September 2018)

Penilaian Panel Auditor

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Visit report:

The Panel visited the language and computer laboratory at the School of Humanities. It is noted that the computer laboratory has been adequately refurbished and replaced. However with the budget that are already approved, the obsolete interpreting machine at Language Lab should now be replaced immediately.

On the other hand, visits to the Chemistry and Physics laboratory indicates that the maintenance practice has been carried out accordingly. However, the panel suggests the safety shower at the entrance of the Chemical Science laboratory to be relocated at a safer location within the lab due to the requirement of the Health, Safety and Environmental (HSE) guidelines.

CRISIS ITEM 3

- We were very slow at addressing the particular issue at the Language lab in School of Humanities. They expect this to be done already
- Other initiatives that were taken saved us from more non-compliances
- There are still safety issues identified especially in laboratories

Syarat	Syarat-syarat khusus pengekalaa swaakreditasi	Maklum balas pematuhan terhadap Syarat-syarat khusus pengekalaa swaakreditasi
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PPIK, please make sure everything is ready and the new language lab to be used by May 2020

All schools, please make sure that safety issues in your labs and school's surrounding are being addressed

UKKP will be assisting us on this

IMMEDIATE EARLY INTERVENTION

- TNCAA requested names of MQA auditors from Deans (52 identified – USM has not used them optimally)
- Establishment of a crisis team – a team of 20 from all three campuses (including IPPT)
- We had our first discussion on 31st December 2019 and another workshop on 3rd January 2020
- Agreed that it is a “DO or DIE” situation
- Our deadline to submit to MQA is 8th June 2020
- In addition to responding to the specific issues highlighted, we agreed that the overall poor OBE progress in USM must be addressed seriously
- Since the “empowering” approach has not worked, we need everybody to now follow a more “regimented” approach
- This will only apply to “non-professional” programs (primarily in the main campus)

THE PRESCRIPTION

- We are assuming that all programs have their CO-PO (CLO-PLO) matrix – the most basic fundamental : A three day-response request was made (due last Friday) – happy to note that all schools have submitted
- Are they correct or not so correct?: need to establish
- We need to ensure that the basic OBE principle is adhered to at school level (school means – everybody in the school)
- Within the time that we have, the crisis team felt that the most suitable tactical approach is to ensure that every lecturer will maintain the appropriate “COURSE FILE/COURSE PORTFOLIO”

MATRIKS KURSUS LAWAN HASIL PEMBELAJARAN PROGRAM

Nama Program: Bachelor of Engineering (Honours) (Civil Engineering)
Punca Kuasa/Kelulusan (*nyatakan bilangan dan tarikh mesyuarat*): 27/08/2016

BIL	KURSUS	Hasil Pembelajaran Program								
		Pengetahuan PLO1	Kemahiran teknikal/praktikal/p sikomotor PLO2	Pendekatan kemahiran berfikir dan saintifik PLO3	Kemahiran berkomunikasi PLO4	Kemahiran sosial dan bertanggungjawab PLO5	Profesionalisme, nilai, sikap dan etika PLO6	Pendidikan sepanjang hayat dan pengurusan PLO7	Kemahiran pengurusan dan keusahawanan PLO8	Kemahiran Kepemimpinan PLO9
KURSUS TERAS										
Tahun 1	EAA 110 Civil Engineering Drawing		✓							
	EAA 111 Programming for Civil Engineering	✓		✓						
	EAG 141 Geology for Civil Engineers	✓		✓						
	EAS 151 Statics and Dynamics	✓		✓						
	EAS 153 Civil Engineering Materials	✓		✓						
	EAS 152 Strength of Materials	✓		✓						
	EAK 163 Geomatics Engineering	✓		✓						✓
		6	2	6	0	1	1	0	0	1
Tahun 2	EAA 204 Structures and Strength of Materials Laboratory		✓							✓
	EAA 211 Engineering Mathematics for Civil Engineers	✓		✓						
	EAH 221 Fluid Mechanics for Civil Engineers	✓		✓						
	EAG 245 Soil Mechanics	✓		✓						
	EAS 253 Theory of Structures			✓						
	EAA 273 Civil Engineering Practice	✓	✓							✓
	EAA 206 Structures, Concrete and Fluid Mechanics Laboratory		✓	✓			✓			
	EAP 215 Water Supply and Treatment Engineering	✓		✓						
	EAP 216 Introduction to Environmental Engineering	✓		✓				✓		
	EAH 225 Hydraulics			✓						
	EAL 235 Highway and Traffic Engineering			✓						
	EAS 254 Structural Analysis			✓						
		6	2	10	0	2	1	0	0	2
Tahun 3	EUP 222 Engineers in Society						✓		✓	
	EAA 305 Hydraulics, Geotechnical and Environmental Laboratory		✓	✓			✓			✓
	EAP 315 Wastewater Engineering	✓		✓			✓			
	EAL 337 Pavement Engineering			✓						
	EAG 345 Geotechnical Analysis	✓		✓						
	EAS 353 Reinforced Concrete Structural Design I			✓		✓				✓
	EAA 304 Geotechnical, Highway and Traffic Engineering Laboratory		✓	✓		✓				✓
	EAH 325 Engineering Hydrology			✓						
	EAL 338 Transportation and Road Safety			✓						
	EAG 346 Geotechnical Design			✓			✓			✓
	EAS 356 Reinforced Concrete Structural Design II			✓						
		3	2	10	1	4	2	0	1	4
Tahun 4	EAA 371 Industrial Training	✓			✓			✓	✓	
	EAS 457 Structural Steel Design	✓		✓			✓		✓	✓
	EAA 483 Construction Management	✓		✓			✓		✓	
	EAA 495 Integrated Design Project	✓		✓		✓		✓		
	EAS 458 Pre-stressed Concrete Design	✓		✓						
	EAA 484 Building Construction and Technology	✓		✓						
	EAA 492 Final Year Project	✓	✓	✓	✓		✓	✓		
		6	1	6	3	1	4	3	2	1
KURSUS ELEKTIF										
	EAP 316 Air Pollution in Civil Engineering	✓	✓					✓		
	EAH 316 Hydraulic Structure	✓		✓						
	EAP 318 Noise Pollution Control	✓	✓					✓		
	EAL 339 Sustainable Transport	✓		✓				✓		
	EAS 357 Sustainable Concrete Materials and Practices	✓		✓				✓		
	EAK 382 Geographic Information System		✓	✓				✓		
	EAP 415 Solid Waste Management	✓		✓				✓		
	EAH 417 Urban Water Management	✓		✓				✓		
	EAL 431 Highway Design	✓		✓				✓		
	EAG 444 Soil Stabilization and Ground Improvement	✓		✓				✓		
	EAS 451 Timber and Masonry Engineering	✓		✓						
	EAA 485 Disaster Management	✓		✓						
	EAP 414 Industrial Waste Management	✓		✓				✓		
	EAH 416 River Conservation and Rehabilitation	✓		✓				✓		
	EAL 434 Transport Planning Process and Traffic Impact Assessment (TIA)	✓	✓							
	EAG 443 Rock Engineering and Tunneling Technology	✓		✓						
	EAS 456 Advanced Structural Analysis			✓						
	EAA 486 Project Management	✓		✓						✓
		15	4	16	0	0	10	0	1	0
JUMLAH		36	11	48	4	8	18	3	4	8

MATRIKS KURSUS HASIL PEMBELAJARAN

Nama Program: Bachelor of Engineering (Honours) (Civil Engineering)
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	EAA 304 Geotechnical, Highway and Traffic Engineering Laboratory		✓	✓		✓				✓
	EAH 325 Engineering Hydrology			✓		✓				✓
	EAL 338 Transportation and Road Safety			✓						✓
	EAG 346 Geotechnical Design			✓		✓				✓
	EAS 356 Reinforced Concrete Structural Design II	✓		✓						✓
		3	2	10	1	4	2	0	1	4
Tahun 4	EAA 371 Industrial Training	✓		✓		✓		✓	✓	✓
	EAS 457 Structural Steel Design	✓		✓		✓			✓	✓
	EAA 483 Construction Management	✓		✓			✓		✓	
	EAA 495 Integrated Design Project	✓		✓		✓		✓		
	EAS 458 Pre-stressed Concrete Design	✓		✓						
	EAA 484 Building Construction and Technology	✓		✓						
	EAA 492 Final Year Project		✓	✓		✓		✓		
		6	1	6	3	1	4	3	2	1

- All POs must be addressed by TERAS courses as all students take TERAS courses
- The COs of the corresponding course must address the appropriate POs, especially POs that have low representations (eg: PO7: (Pendidikan Sepanjang Hayat) and PO8: (Kemahiran Pengurusan dan Keusahawanan))
- If the corresponding courses CO and assessment do not address the PO, then the entire matrix is not truly aligned!

MATRIKS KURSUS LAHAN PEMBELAJARAN HASIL PEMBELAJARAN PROGRAM

Nama Program: Sains (Biologi)

Punca Kuasa/Kelulusan (nyatakan bilangan dan tarikh mesyuarat):

BIL	KURSUS	Hasil Pembelajaran Program								
		Pergetahuan	Kemahiran teknikal/praktikal/pikomotor	Pendekatan kemahiran berfikir dan saintifik	Kemahiran berkomunikasi	Kemahiran sosial dan bertanggungjawab	Profesionalisme, nilai, sikap dan etika	Pendidikan sepanjang hayat dan pengurusan	Kemahiran pengurusan dan keusahawanan	Kemahiran Kepimpinan
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
KURSUS TERAS ASAS										
Tahun 1	BOI 115 Biodiversiti Tumbuhan dan Haiwan	✓	✓	✓						
	BOI 102 Ekologi	✓	✓	✓						
	BOI 117 Amali Biodiversiti dan Ekologi	✓	✓	✓						
	BOI 116 Genetik	✓	✓	✓						
		7	6	7	1	1	0	0	0	0
Tahun 2	BOI 207 Mikrobiologi Am	✓	✓	✓						
	BOI 205 Biostatistik	✓	✓	✓						
	BOI 206 Prinsip Biokimia	✓	✓	✓						
		3	3	3	0	0	0	0	0	0
Tahun 4	BOI 401 Penulisan Saintifik, Seminar dan Topik Semasa Biologi	✓	✓	✓	✓	✓	✓	✓		
		1	1	1	1	1	1	1	0	0
KURSUS TERAS (MIKROBIOLOGI)										
Tahun 3	BMT 305 Fisiologi Mikrob	✓	✓	✓						
	BMT 306 Virologi	✓	✓	✓						
	BMT 307 Mikrobiologi Persekitaran	✓	✓	✓						
	BMT 308 Mikologi	✓	✓	✓						
	BMT 309 Genetik Mikrob	✓	✓	✓						
	BMT 310 Bakteriologi	✓	✓	✓						
	BMT 311 Imunologi	✓	✓	✓						
		7	7	7	0	0	0	0	0	0
Tahun 4	BMT 401 Projek Mikrobiologi	✓	✓	✓	✓		✓			
	BMT 402 Mikrobiologi Perubatan	✓	✓	✓						
	BMT 403 Mikrobiologi Industri	✓	✓	✓						
		3	3	3	1	0	1	0	0	0
KURSUS TERAS (BIOLOGI TUMBUHAN)										
Tahun 3	BBT 305 Fisiologi Dan Perkembangan Tumbuhan	✓	✓	✓						
	BBT 306 Taksonomi Dan Biosistemik Tumbuhan	✓	✓	✓						
	BBT 307 Etnobotani	✓	✓	✓						
	BBT 308 Ekologi Tumbuhan Tropika	✓	✓	✓						
	BBT 309 Struktur Dan Evolusi Tumbuhan	✓	✓	✓						
		5	5	5	0	0	0	0	0	0
Tahun 4	BBT 401 Projek Biologi Tumbuhan	✓	✓	✓	✓		✓			
	BBT 402 Genetik Tumbuhan	✓	✓	✓						
	BBT 403 Biologi Molekul Tumbuhan	✓	✓	✓						
	BBT 404 Botani Ekonomi	✓	✓	✓						
	BBT 405 Kultur Tisu Tumbuhan	✓	✓	✓						
		5	5	5	6	0	1	0	0	0
KURSUS TERAS (BIOLOGI HAIWAN)										
Tahun 3	BZT 304 Zoologi Invertebrata	✓	✓	✓						
	BZT 305 Zoologi Vertebrata	✓	✓	✓						
	BZT 306 Kelakuan Haiwan	✓	✓	✓						
	BZT 307 Fisiologi Haiwan	✓	✓	✓						
	BZT 308 Amali Taksonomi Haiwan	✓	✓	✓						
	BZT 309 Praktikal Fisiologi Dan Kelakuan Haiwan	✓	✓	✓	✓					
		6	6	6	1	0	0	0	0	0
Tahun 4	BZT 401 Projek Biologi Haiwan	✓	✓	✓	✓		✓			
	BZT 402 Biologi Haiwan Perosak Vertebrata	✓	✓	✓						
	BZT 403 Interaksi Haiwan Dan Tumbuhan	✓	✓	✓						
	BZT 404 Genetik Pemuliharaan Haiwan	✓	✓	✓						
		4	4	3	1	0	1	0	0	0
KURSUS ELEKTIF										
	BOE 201 Instrumentasi Biologi	✓	✓	✓						
	BOT 205 Mikroskopi dan Teknik Histologi	✓	✓	✓						
	BOA 301 Latihan Industri	✓	✓	✓	✓	✓	✓	✓	✓	✓
	BOE 400 Tajuk Khas dalam Biologi	✓	✓	✓	✓					
		4	4	4	2	1	1	1	1	1
JUMLAH		45	44	44	13	3	5	2	1	1

PO8 and PO9 totally not addressed

Latihan Industri BOA 301 must be made a TERAS subject

MATRIKS KURSUS LAWAN HASIL PEMBELAJARAN PROGRAM

Nama Program: GEOGRAFI

Punca Kuasa/Kelulusan (nyatakan bilangan dan tarikh mesyuarat):

BIL	KURSUS	Hasil Pembelajaran Program								
		Pengetahuan	Kemahiran teknikal/praktikal/p sikomotor	Pendekatan kemahiran berfikir dan saintifik	Kemahiran berkomunikasi	Kemahiran sosial dan bertanggungjawab	Profesionalisme, nilai, sikap dan etika	Pendidikan sepanjang hayat dan pengurusan	Kemahiran pengurusan dan keusahawanan	Kemahiran Kepemimpinan
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
KURSUS TERAS										
Tahun 1	HGA 101 Pengantar Geografi	✓		✓	✓					
		1	0	1	1	0	0	0	0	0
Tahun 2	HGF 222 Geografi Fizikal	✓	✓	✓						
	HGF 225 Proses-proses Alam Sekitar	✓	✓	✓						
	HGM 238 Ekonomi dan Ruang	✓		✓				✓		
	HGM 239 Geografi Manusia	✓		✓			✓			
	HGT 222 Teknik-teknik dalam Geografi	✓	✓	✓		✓				
	HGT 219 Kaedah Analisis Kuantitatif dan Analisis Ruangan	✓	✓	✓			✓			
		6	4	6	0	1	2	1	0	0
Tahun 3	HGF 331 Geomorfologi	✓	✓	✓				✓		
	HGG 355 Analisis Wilayah dan Setempat	✓	✓	✓						
	HGT 321 Teknologi Maklumat Geografi	✓	✓	✓				✓		
	HGT 331 GIS dalam Pembangunan Lestari	✓	✓	✓				✓		
	HGT 342 Kaedah Penyelidikan & Kajian Luar Geografi	✓	✓	✓	✓	✓	✓			
	HGW 372E Geografi Wilayah ASEAN dan Asia Pasifik	✓		✓		✓		✓		
		6	5	6	1	2	1	4	0	0
Tahun 4	HGF 432 Alam Sekitar Lestari	✓			✓	✓	✓	✓		
	HGM 430 Pemikiran Geografi	✓		✓				✓		
		2	0	1	1	1	1	2	0	0
KURSUS ELEKTIF										
	HGF 227 Iklim dan Cuaca	✓		✓	✓					
	HGG 251 Demografi Ruangan	✓	✓	✓						
	HGG 250 Masyarakat, Ruang dan Alam Sekitar	✓		✓				✓		
	HGM 348 Pertanian dan Pembangunan Luar Bandar	✓	✓	✓						
	HGM 346 Rangkaian Pengeluaran Global, Perletakan Firma	✓		✓				✓		
	HGM 345 Globalisasi, Bandaraya dan Perkhidmatan Termaju	✓		✓				✓		
	HGF 328 Biogeografi	✓	✓	✓						
	HGG 454 Topik-topik Terpilih dalam Geografi	✓	✓	✓				✓		
	HGF 429 Hidrologi Kawasan Tadahan	✓	✓	✓						
	HGP 309 Projek Geografi	✓	✓	✓		✓	✓			✓
		10	6	10	1	1	1	4	0	1
JUMLAH		25	15	24	4	5	5	11	0	1

PO8 and PO9 totally not addressed

What does the program owner need to do to ensure that all POs are addressed?

THE PRESCRIPTION

- We are assuming that all programs have their CO-PO matrix – the most basic fundamental : A three day-response request was made (due Friday) – happy to note that all schools have submitted, **but not so happy when I started to look into details**
- Are they correct or not so correct?: **need to establish**
- We need to ensure that the basic OBE principle is adhered to, at school level (school means – everybody in the school)
- Within the time that we have, the crisis team felt that the most suitable tactical approach is to ensure that every lecturer will maintain the appropriate “COURSE FILE/COURSE PORTFOLIO”

WHY COURSE FILE/PORTFOLIO IS IMPORTANT?

- Course File will be the primary source used by
 1. Course owner (lecturers) to archive all matters pertaining to their teaching in any semester
 2. The school to regulate and ensure that every lecturer is performing their teaching task satisfactorily
 3. Auditors to find evidences for OBE embracement, understanding and implementation
 4. Auditors to assess the constructive alignment of the design and the delivery of the program, toward the attainment of the desired outcomes
 5. Auditors to ascertain whether
 - Course outcome (CO) is aligned to the Program Outcomes (PO) according to the CO-PO mapping
 - The assessment methods used in the course are aligned to the CO and the PO
 - The assessment methods used are of the appropriate taxonomy as stated in BPK
 - The validity and reliability of the assessment can be verified to ensure that they meet the intended outcomes, thus confirming the constructive alignment

What should be in a COURSE FILE/PORTFOLIO

1. Course – PO matrix
2. BPK
3. Teaching plan / Course plan
4. Student class list
5. Student attendance
6. Course notes (lecture notes)
7. Coursework, Answer Scheme and Samples (3 Best, 3 Average and 3 Lowest samples), rubric
8. Examination (to be separated from other components)
 - Question
 - Vetting form
 - JPU (Jadual Penentuan/Spesifikasi Ujian) / blueprint / assessment plan – which indicates mapping of questions to CLO and PO), marks for each item.
 - Answer scheme / marking scheme
 - Example of answer script (3 Best, 3 Average and 3 Lowest)
9. Exam analysis (obtained during Exam Board meeting)
10. Course evaluation / survey
11. Miscellaneous
 - Absent letters
 - Warning letters

WHAT DO YOU PRACTICE AT YOUR SCHOOL?

HOW DO YOU MAKE SURE THAT EVERY LECTURER DOES IT PROPERLY?



AUDIT CHECKLIST FOR OBE COURSE FILE

SEMESTER 1 2019/2020

Course Type : CORE / ELECTIVE *Please tick ✓ or slash wherever necessary
 Course Code & Title : Eox1234
 Course Coordinator : Dr. xxxxxxx



1. BPK Form <input type="checkbox"/>		2. Teaching Plan <input type="checkbox"/>		3. Student Class list (from CLA) <input type="checkbox"/>	
4. Student Attendance (Online/Manual) <input type="checkbox"/>			5. Course Notes <input type="checkbox"/>		
6. Coursework, Answer Scheme and Samples (3 Best, 3 Average and 3 Lowest samples)					
Assessment type	CLO	PLO	Comments		
Test 1 (20 marks)	CLO1	PLO1	LT – C1 (30%) C2 (70%)		
7. Examinations			8. Course Analysis		
i. Questions (draft & final version) <input type="checkbox"/>			i. Course assessment plan <input type="checkbox"/>		
ii. Vetting form <input type="checkbox"/>			ii. Course narration <input type="checkbox"/>		
iii. Test Specification Table <input type="checkbox"/>			iii. CO-PO attainment <input type="checkbox"/>		
iv. Answer scheme <input type="checkbox"/>			iv. Coursework & Exam Analysis <input type="checkbox"/>		
v. Answer script <input type="checkbox"/>					
9. Course Survey <input type="checkbox"/>					
10. Miscellaneous					
i. Absence letters <input type="checkbox"/>					
ii. Warning letters <input type="checkbox"/>					

General comments by Internal Auditor Team

Prepared by:	Endorsed by:		Approved by:
Course Coordinator	Internal Auditor Team		Dean
	1 st review	2 nd review	
Date:	Date:	Date:	

PKA is finalising this checklist - You can use this to help audit the course file

FINDINGS FROM SAMPLING DONE ON 3/1/2020

Acknowledgements:

Prof. Datin Dr. Azlina Harun@Kamaruddin

Prof. Dr. Irfan Naufal Umar

Prof. Dr. Azura A. Rashid

PM. Dr. Zurinahni Zainol

PM. Dr. Hasuria Che Omar

Ts. Dr. Jasni Dollah

Dr. Siti Nor Awang

PM. Dr. Mohammed Zailani Abu Bakar

Dr. Mastura Azmi

En. Nor. Irwin bin Basir

We asked crisis team members from Computer Science, Arts and Humanities, to bring a course file that is not the best, along with the instructor of the course

Example 1 : FROM EXISTING BPK

BIL.	HASIL PEMBELAJARAN KURSUS	PO	LT	KAEDAH PENILAIAN
1. CO1	Define the basic concepts of propositional logic that include arguments, premises and conclusions and also how to determine the validity of arguments	PO1 (knowledge)	C2	Peperiksaan Akhir (PA) Ujian (13) Tugasan (03)
2. CO2	Describe the basic concepts of predicate logic and the use of quantifiers and also how to prove the validity of predicate logic	PO2 (practical skills)	P2	Peperiksaan Akhir (PA) Ujian (13) Tugasan (03)
3. CO3	Apply logics in programming language mainly for artificial intelligence	PO7 (lifelong learning)	A2	Peperiksaan Akhir (PA) Tugasan (03)

Quick comments:

- CO2 statement: Does it reflect the chosen bloom taxonomy on psychomotor skills (P2) and PO2 on practical skills?
- Same goes with CO3? Does the statement fit PO7 on life long learning
- Do the action verbs in the CO statements correspond to the domain and level of taxonomy?
- Can we measure life-long learning and practical skills via final examination?
- Are PO2 and PO7 actually being served by this course (as indicated in the CO-PO matrix)

Example 2: FROM EXISTING BPK

BIL.	HASIL PEMBELAJARAN KURSUS	PO	LT	KAEDAH PENILAIAN
1. CO1	Mengenalpasti dan mengillustrasi pentafsiran peribadi tentang bidang kesenian dan reka bentuk serta peranannya dalam konteks sial, politik dan budaya	PO1 (knowledge)	C1	Peperiksaan Akhir (PA) Perbincangan (45)
2. CO2	Menghuraikan beberapa paradigma dan aliran pemikiran yang mendasari sejarah amalan kesenian serta perkembangan reka bentuk secara kritis	PO2 (practical skills)	P2	Peperiksaan Akhir (PA) Laporan (37) Kuiz (04)
3. CO3	Menjelaskan nilai kebudayaan dalam merungkai isu-isu reka bentuk	PO3 (critical thinking problem solving)	C2	Peperiksaan Akhir (PA) Kuiz (04) Pembentangan (53)

Quick comments:

- CO2 statement: Does it reflect bloom taxonomy P2 on psychomotor skills?
- Does CO2 address PO2 on practical skills?
- Can we measure practical skills via final examination?
- Is PO2 actually being served by this course (as indicated in the CO-PO matrix)

CONCLUSIONS FROM SAMPLING

- CO-PO matrix of programs still have problems
- The detail of CO statement and how they are aligned in each BPK still have problems
- The assessment method designed in BPK are not aligned to the appropriate Blooms Taxonomy and the POs
- Which means, the constructive alignment is not proper
- Which means, we do not understand OBE
- Which means, the auditor is true in their VERDICT about our state of affairs.


SO HERE IS WHAT WE NEED TO DO

- We need to do the impossible!

A black and white photograph of a boxer in a ring, shirtless and wearing white boxing trunks and gloves. He is captured in a moment of intense emotion, shouting with his mouth wide open and his fists clenched. The background is dark, highlighting the boxer's muscular physique.

IMPOSSIBLE IS JUST A BIG WORD THROWN AROUND BY SMALL MEN WHO FIND IT EASIER TO LIVE IN THE WORLD THEY'VE BEEN GIVEN THAN TO EXPLORE THE POWER THEY HAVE TO CHANGE IT. IMPOSSIBLE IS NOT A FACT. IT'S AN OPINION. IMPOSSIBLE IS NOT A DECLARATION. IT'S A DARE. IMPOSSIBLE IS POTENTIAL. IMPOSSIBLE IS TEMPORARY.

IMPOSSIBLE IS NOTHING.

FOREVER SPORT 

DELIVERING
THE
IMPOSSIBLE!

By June 2020

The WILL of the DEAN and
the School's management

Targeting schools in
the main campus

WORK ON COURSE FILE – learning process
(Sem 1 2019/2020)
identify weaknesses and mistakes

Every academic staff understands
constructive alignment/OBE

IMPROVE COLLECTIVELY by MAKING SURE

1. CO and assessment in BPK to reflect the true plan/practice for every TERAS course
2. Make sure the assessment are proper and are actually measuring the appropriate taxonomy and POs
3. Update CO-PO for the entire program (make sure all POs have been addressed)
4. Do a subsequent mapping to MQF2 POs

Implement in Semester 2
2019/2020

Prepare the correct COURSE FILE
and start practicing the OBE
approach in delivery

DELIVERING THE IMPOSSIBLE!

By June 2020

The WILL of the DEAN and the School's management

Starting from today if you have not

WORK ON COURSE FILE (sem 1 2019/2020)

identify weaknesses and mistakes

We need to start doing this now

We have a plan

Every academic staff understands constructive alignment/OBE

IMPROVE COLLECTIVELY by MAKING SURE

1. CO and assessment in BPK to reflect the true plan/practice for every TERAS course
2. Make sure the assessment are proper and are actually measuring the appropriate taxonomy and POs
3. Update CO-PO for the entire program (make sure all POs have been addressed)
4. Do a subsequent mapping to MQF2 POs

To be achieved from now until before the start of semester 2 2019/2020

Full use of the JK OBE and Dean's WHIP to make sure every single lecturer CONFORMS

Implement in Semester 2 2019/2020

Prepare the correct COURSE FILE and start practicing the OBE approach in delivery

THIS IS THE OUTCOME BY END OF MAY 2020

Otherwise We will not meet the expectation of MQA

MORE TO DO FOR OBE PHASE 2

TRAINING OF TRAINERS (TOT) SESSION ON COURSE FILE & CONSTRUCTIVE ALIGNMENT

- We will have a team that will repeat the PILOT done on 3/1/2020 – thank you very much
- They will look at your best COURSE FILE (please bring one for the school)
- They will help in the appreciation of the Constructive Alignment
- We will do a 3 hour session for each school (16 schools in the main campus only)
- Each school will comprise the followings
 - Dean
 - Deputy Dean Academic
 - Assistant Registrar for Academic
 - 5 JWK OBE members (To cover the different programs) – please include MQA auditors in your school
- The session will be carried out in SERC building, Engineering Campus
- CLEAR YOUR DIARY for Thursday, 9/1/2020 and Friday 10/1/2020
- We will come up with a schedule

ITEMS TO BRING TO TOT

- Bring one course file that you regard as the best from your school – just select for one of your program (we will use this course file as reference)
- Since there will be three coaches, and at least 7 or 8 participants from school, please extract from the course file, and make and bring sufficient copies of the following items:
 - Overall CO-PO mapping for the program of the course
 - BPK for the course
 - Questions for all coursework assessment given (test, quiz, project etc) with their rubrics where available
 - Questions for examination (if the exam has been carried out this semester). If not please bring a sample for the same course from previous years.
 - Teaching plan

OUTCOMES from TOT

- To understand the meaning of constructive alignment between assessment, CO and PO
- To be able to coach others in the school to do the same
- To be the resource person and mover/champion of OBE at your school

GROUPINGS

Group 1

- Physics
- Education
- Arts
- Pharmacy

Group 2

- Math
- Biology
- Communication
- Management

Group 3

- Industrial Technology
- Computer Science
- PPPJJ
- Humanities

Group 4

- Chemical Sciences
- SOLLAT
- HBP
- Social Science

TIME TABLE

Each school will have the followings

- Dean
- Deputy Dean Academic
- Assistant Registrar for Academic
- 5 JWK OBE members (To cover the different programs) – please include MQA auditors in your school

Day and time	GROUP 1	GROUP 2	GROUP 3	GROUP 4
Thurs 9/1/2020 9.30 am to 12.30 pm	Pharmacy	Math	Industrial Technology	Chemical Sciences
Thurs 9/1/2020 2.30 pm to 5.30 pm	Education	Biology	Computer Science	SOLLAT
Friday 10/1/2020 9.00 am to 12.00 pm	Arts	Communication	Humanities	Social Science
Friday 10/1/2020 2.30 pm to 5.30 pm	Physics	Management	PPPJJ	HBP

If you need to swap, please do it within the same group

Please confirm this with En. Mior Zulbahri – PKA before tomorrow

CRISIS ITEM 4

Penilaian Panel Auditor

Ulasan Panel Auditor Terhadap Pematuhan Syarat

The role of USM Quality Centre has been significantly upgraded. A functional Academic Quality Centre has been operational in USM since 2010, which enables it to perform the basic requirements of quality assuring academic programmes as required from a self-accrediting university. Inevitably, a wider set of roles and responsibilities for the Quality Centre for a university of USM stature is overdue. USM has explored the few possible options for the organizational role of its Quality Centre. The current status was the result of that deliberation.

Visit Report:

The panel noted that Pusat Kualiti Universiti (PKU) has been rebranded to Pusat Kualiti Akademik (PKA) with the same TOR, i.e advisory and reference as presented by the HEP. The reporting structure of PKA remain under Deputy Vice Chancellor (Academic & International). The panel suggest the unit to be directly under Vice Chancellor for full authority and autonomy to carry out their mandate impartially as a self accrediting university. It is also suggested that the HEP established accreditation committee comprises of external members to evaluate the accreditation outcome and make recommendation to the senate.

The non adherence to both "syarat 1 and syarat 2" above implies that it is really necessary to have an independent PKA under VC which oversee all the academic process to address on the conflict of interest in the decision making process and the implementation of all quality requirements.

There is already a plan for this, and we will make the announcement when we are ready

It need to be perfectly aligned or it will miss the outcomes



Credit to En. Irwin

THANK YOU

LET US ALL WORK TOGETHER FOR THE SAKE OF

- OUR STUDENTS
- OUR ACADEMIC PROGRAM(S) &
- Universiti Sains Malaysia

