



QUANTITY SURVEYING  
ACCREDITATION COUNCIL

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**ACCREDITATION MANUAL  
FOR  
QUANTITY SURVEYING PROGRAMMES**

**THIRD EDITION  
AUGUST 2019**



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**THIRD EDITION**  
**AUGUST 2019**

**BOARD OF QUANTITY SURVEYORS MALAYSIA**

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## PREFACE

The first edition of the Board of Quantity Surveyors Malaysia (BQSM) Accreditation Manual and Accreditation Guidelines were put into use on 18 March 2003. The Quantity Surveying Accreditation Council (QSAC) is indebted to YBhg. Dato' Sr Nik Farid Kamil, Sr Chua Siow Leng, Assoc. Prof. Sr Nor Ainah Abdullah, Assoc. Prof. Sr Khairani Ahmad and Assoc. Prof. Sr Dr. Faridah Yusuf as members of the special committee who initiated and formulated the accreditation documents.

After more than ten years, QSAC opined that the manual and guidelines need to be updated. A Research Group from the Department of Quantity Surveying, UiTM was appointed to review and revise the contents of both documents. The procedures and criteria were updated and benchmarked to international standards, examples and checklists were included for better comprehension of the documentations required. QSAC is grateful to the Research Group comprising Assoc. Prof. Sr Khairani Ahmad, Assoc. Prof. Sr Dr. Faridah Yusuf, Assoc. Prof. Sr Dr. Faridah Ismail, Dr. Norfashiha Hashim, Pn. Sarah Mazhar Iqbal Khan and Pn Nur Hidayah Idris for developing the revised manual and guidelines.

The revised manual and guidelines were further refined by the Chairman of QSAC, Prof. Sr Dr. Wan Maimun Wan Abdullah, with Sr Chua Siow Leng as the adviser and assisted by Cik Faizah Ismail from the QSAC secretariat. The manual and guidelines were improved to be more concise, simplifying the arrangements and incorporating the guidelines into the manual as appendices. The revised manual and guidelines were endorsed as the second edition of the Accreditation Manual and Accreditation Guidelines and renamed as Accreditation Manual for Quantity Surveying Programmes.

This third edition incorporates the latest changes in the accreditation policies and guidelines. The manual was further reviewed and revised in the context of refining the accreditation process and procedures. QSAC would like to extend its appreciation to the past QSAC Chairman, Prof. Sr Dr. Wan Maimun Wan Abdullah for initiating the revision and refinement of the manual, to Assoc. Prof. Sr Khairani Ahmad and Assoc. Prof. Sr Dr. Fadhliln Abdullah for revising, refining and putting together this third edition, to Cik Faizah Ismail and Cik Nur Mawarddah Yahya from the secretariat for the administrative assistance and to the present QSAC Chairman, Sr Roziyah Ismail for deciphering the final draft.

This Accreditation Manual for Quantity Surveying Programmes presents the policies, procedures, criteria and guidelines to Higher Education Providers (HEP) when seeking accreditation from BQSM. The Manual also serves as a reference for Evaluation Panel appointed by BQSM in evaluating and assessing QS programmes for accreditation.

Quantity Surveying Accreditation Council  
Board of Quantity Surveyors Malaysia

August 2019

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## ABBREVIATION AND GLOSSARY

### TERMS AND ABBREVIATIONS

Term	Abbreviation
Quantity Surveying / Quantity Surveyor	QS
Board of Quantity Surveyors Malaysia	BQSM
Quantity Surveying Accreditation Council	QSAC
Royal Institution of Surveyors Malaysia	RISM
Malaysian Qualifications Agency	MQA
Ministry of Education	MOE
Higher Education Provider	HEP
Evaluation Panel	EP

### GLOSSARY

Term	Description
Accreditation / Programme Accreditation	The process of appraisal, inspection and monitoring to ensure QS programmes fulfil the requirements and meet the standards for BQSM accreditation. Programme Accreditation comprises <i>Provisional Accreditation</i> which is required for approval to conduct new QS programmes, <i>Full Accreditation</i> and the subsequent <i>Re-accreditation</i> which ascertained that the programme has met the standard and criteria set by BQSM.
Accreditation Report	Two types of Accreditation Report that are prepared by the EP: <ul style="list-style-type: none"> <li>• <i>Preliminary Accreditation Report</i> is based on documentation assessment undertaken on documents submitted by HEP.</li> <li>• <i>Final Accreditation Report</i> is based on findings of the accreditation process including outcomes from the documentation assessments and accreditation visits.</li> </ul>
Contact Hours	The number of hours in which a student is in contact with teaching staff during lectures, tutorials, lab sessions, etc.
Courses	Courses are components of a programme. The term is used interchangeably with subjects, units or modules.
Credit Hours	The number of hours allocated for each course, normally based on weekly basis.
Higher Education Provider	University, Institution or College offering QS undergraduate programmes and these include Local HEP (both public and private), Foreign HEP operating locally, and Foreign HEP.
Learning Outcomes	Statements on what a learner should know, understand and can do (skill) upon completion of the programme.
Programme	An arrangement of courses that are structured for a specified duration and learning volume to achieve the stated learning outcomes leading to an award or formal qualification.
Programme Aims	An overarching statement on the purpose, philosophy and rationale in offering the programme.
Programme Objectives	Specific statement on what a learner is expected to learn in order to achieve the programme aims.
Provisional Quantity Surveyor	A person who is registered under subsection 10(1)(a) of the Quantity Surveyors Act (Amendments) 2015.
Professional Quantity Surveyor	A person who is registered under subsection 10(2) of the Quantity Surveyors Act (Amendments) 2015.
Consultant Quantity Surveyor	A person who is registered under subsection 10(3) of the Quantity Surveyors Act (Amendments) 2015.
Professional Qualifications / Degree Programmes	Qualifications / programmes at the Undergraduate Degree level
Sub-Professional Qualifications / Diploma Programmes	Qualifications / programmes at the Diploma level

## CHAPTER 1

### INTRODUCTION

#### 1.1 INTRODUCTION

The Board of Quantity Surveyors Malaysia (BQSM) or Lembaga Juruukur Bahan Malaysia (LJBM) is the sole body responsible in accrediting all Quantity Surveying (QS) programmes in Malaysia. BQSM also carries out its own independent accreditation exercise for QS programmes conducted by foreign Higher Education Providers (HEP).

It is important that HEP provide QS education with generic qualities as listed in this manual to ensure that QS graduates are equipped with the essential knowledge, skills and attributes. It is equally important that the education process be accredited by BQSM to demonstrate a recognised standard of QS education. Through the process of accreditation for QS programmes conducted by HEP, BQSM:

- a. Ensures graduates from an accredited programme are adequately prepared to enter and continue the practice of QS.
- b. Promotes best practices.
- c. Promotes the standing of accredited programmes to members and potential members of the QS profession in Malaysia.
- d. Safeguards the standard and quality of the profession to meet the challenges ahead.

This manual outlines the policies, procedures, criteria and guidelines for a QS programme to be accredited by BQSM. The details described may be subjected to periodic review and HEP are encouraged to visit BQSM's website for current updates. The content of the manual is as follows:

- Chapters 1 to 4 lay out the procedures, criteria and the documents for submission of accreditation to be complied by HEP.
- Chapter 5 provides guidelines for the accreditation visit, information on Evaluation Panel (EP) and accreditation reports.
- Chapter 6 outlines the post accreditation requirements.
- Appendices including checklists.

#### 1.2 ORGANISATIONS / AUTHORITIES RELATED TO ACCREDITATION

##### 1.2.1 The Board of Quantity Surveyors Malaysia (BQSM)

BQSM is a statutory body established by an Act of Parliament, i.e. Quantity Surveyors Act 1967 (Act 487). The Board is responsible for safeguarding public interest and ensuring the accountability and quality of services in the practices of quantity surveyors (QS), firms & bodies corporate practising as consulting QS whilst upholding the principle of value for money in the implementation of development and infrastructure projects. In order to safeguard the interests of the public, only suitably qualified persons are registered with BQSM and are permitted to offer QS services. BQSM registers QS, Sole Proprietorships, Partnerships and Bodies Corporate which provide consulting QS services. It also acts upon complaints against registered QS who have infringed the code of professional conduct as laid down in the QS Rules which were gazetted in accordance with Section 26 of the Quantity Surveyors Act 1967 (incorporating Amendments up to 2015).

The objectives of BQSM are:

- a. To safeguard the public interest.
- b. To enhance accountability and quality of services.
- c. To protect the rights of registered QS accorded by the Act.
- d. To be involved in formulating government policies related to the profession.
- e. To ensure the relevancy and sustainability of the profession.

It is hoped that with the role played by BQSM, the expectations of the public in terms of quality service to be provided by QS in Malaysia can be met and as a result, the interests of both the public and the profession are adequately protected.



### **1.2.2 The Quantity Surveying Accreditation Council (QSAC)**

QSAC was established by BQSM in 2001 and is responsible to BQSM for the implementation of policies pertaining to the accreditation of QS programmes in both local and foreign HEP. QSAC has representatives from BQSM, the Royal Institution of Surveyors Malaysia (RISM), the Malaysian Qualifications Agency (MQA) and the Ministry of Education (MOE). QSAC also comprise of Consultant Quantity Surveyors (CQS) / Professional Quantity Surveyors (PQS) from the public sector, private sector, and representatives from HEP. The responsibilities of QSAC are to:

- a. Formulate and update accreditation policies and criteria.
- b. Develop detailed guidelines and procedures for accreditation.
- c. Oversee all operational arrangements and appoint members of the EP.
- d. Receive evaluation report on QS programmes and determine whether accreditation should be granted or otherwise.
- e. Respond to any complaint or appeal concerning the accreditation process, and to any proposal for change.
- f. Oversee the development and operation of accreditation in other countries and when necessary make recommendations to BQSM.
- g. Report to BQSM on its work and when appropriate recommend changes to BQSM's policies on accreditation.
- h. Foster the dissemination of developments and best practices in QS education.
- i. Advise BQSM on public statements or representations that should be made in relation to QS education.
- j. Work with MQA to coordinate the process of accrediting QS programmes.

### **1.2.3 The Royal Institution of Surveyors Malaysia (RISM)**

RISM is a professional institution formed in 1961 to promote the profession of surveying. It has four divisions viz Quantity Surveying, Geomatic and Land Surveying, Property Management and Valuation Surveying, and Building Surveying. RISM works closely with the various surveying Professional Boards to promote the profession through its various activities and programmes. RISM has established the Education and Accreditation Board (EAB) and one of its main functions is to assess the accreditation and approval of sub-professional (diploma) QS programmes as required by BQSM.

### **1.2.4 The Malaysian Qualifications Agency (MQA)**

The Malaysian Qualifications Agency Act 2007 assigns the responsibility for quality assurance of higher education in Malaysia to MQA. The main role of MQA is to implement the Malaysian Qualifications Framework (MQF) as a basis for quality assurance of higher education and as the reference point for the criteria and standards for national qualifications. MQA is responsible for monitoring and overseeing the quality assurance practices and accreditation of national higher education. MQA works with QSAC to coordinate the process of accreditation for QS programmes conducted by HEP in Malaysia.

### **1.2.5 Ministry of Education (MOE)**

MOE is the ministry entrusted with the overall strategies and planning of education in Malaysia. Its mission is to uphold a quality education system that develops individual potentials to their full potential and fulfils the aspirations of the nation.

## **1.3 AIM OF ACCREDITATION**

### **1.3.1 Purpose of Accreditation**

The main purpose of accreditation for QS programmes is to instil confidence of the community in the employment of QS who are registered with BQSM where they must satisfy BQSM that they have adequate knowledge of both the theory and practice of QS. BQSM's primary concern is to ensure that only

programmes that demonstrate a recognised standard of quality are accredited, and that there are adequate resources in the delivery of such programmes.

### **1.3.2 Objectives of Accreditation**

The main objectives of programme accreditation are to:

- a. Establish that the academic standards of the programme are equivalent to those of comparable programmes currently recognised by BQSM for the purpose of registration with BQSM.
- b. Ensure the attributes of the graduates meet the needs of the profession in Malaysia.
- c. Assist the educational institution and programme team to improve all aspects of the programme to meet the requirements of BQSM.
- d. Ensure that HEP maintain and improve the provision and standard of facilities.
- e. Guide Malaysian students towards better quality programmes in local and foreign HEP.

### **1.3.3 Outcomes of Accreditation**

The outcomes of accreditation benefit not only the HEP in terms of recognition by BQSM but also to QS graduates and QS education in general. The significant benefits of accreditation are:

- a. One of the prerequisites for registration as Provisional Quantity Surveyors leading to Professional Quantity Surveyors where the completion of an accredited educational qualification together with the attainment of practice competencies through supervised formation in industry or other professional setting is required.
- b. Public identification of programmes that have been evaluated by BQSM independently of the offering institution and have met the stated criteria.
- c. A guarantee of standing that the QS programmes can offer to prospective students and graduates, local and international.
- d. A basis for international comparability reciprocal recognition, allowing graduate mobility.
- e. A statement to government and HEP, of the basic requirement of a professional QS education, and the level of resources reasonably required to meet these requirements.
- f. Consultative feedback on the design of new programmes, modes of delivery, programme contents, and assistance in the promotion of innovation and good educational practice.

## **1.4 PROGRAMME ACCREDITATION**

BQSM evaluates QS undergraduate degree programmes conducted by local and foreign HEP leading to professional qualifications. BQSM accredits, recognises or accepts those programmes, which are adjudged as preparing their graduates adequately for entry to the profession and registration with BQSM.

BQSM also endorses QS diploma programmes conducted by local HEP leading to sub-professional qualifications that are accredited by RISM to ensure that only those with these qualifications enter programmes leading to the award of a professional QS qualifications and this would render them eligible for eventual registration with BQSM.

### **1.4.1 Levels of Programme Accreditation**

The first phase of accreditation is Provisional Accreditation for newly offered programme which indicates that the programme has generally fulfilled the criteria specified for it to be offered and gives the approval to run the programme. The next phase is Full Accreditation and the subsequent Re-accreditation i.e. a conferment to denote a QS programme has met all the criteria and standard set by BQSM. These accreditations are mandatory for local HEP and foreign HEP operating locally; and for foreign HEP only Full Accreditation and the subsequent Re-accreditation are applicable.

**Appendices A1 and A2** depict the accreditation cycles for local and foreign HEP offering QS degree programmes.

## 1.5 BQSM LIST OF ACCREDITED QUALIFICATIONS

The BQSM List of Accredited Qualifications (Accredited Degree Programmes), accessible at BQSM website, provides the list of all local and foreign HEP accredited by BQSM. The list contains among others the names of the HEP, titles of the QS programme, levels and validity periods or cessation dates of these qualifications. This information is to provide students, parents, employers, funding agencies and other related stakeholders with the necessary information about HEP qualifications. All HEP with QS programmes on the list must at all times comply with the conditions and policies imposed for accreditation by BQSM, which may be reviewed from time to time.

In the case of failure to fulfil the continuous programme monitoring and quality audit for the accredited QS programme, the cessation date on BQSM's List of Accredited Qualifications shall be impacted to indicate the revocation of the accreditation.

## 1.6 TYPES OF HEP OFFERING QS PROGRAMMES

### 1.6.1 Local HEP

Local HEP encompassing the public and private HEP offering QS programmes at undergraduate degree level in Malaysia are required to seek accreditation with BQSM. **Appendix A1** illustrates the accreditation cycle for QS degree programmes.

Local HEP offering diploma levels shall seek accreditation with RISM. It is hoped that the accreditation of programmes at the diploma level together with the adoption of proper curriculum, syllabus and programme content will ensure that diploma holders will have a sound foundation for advanced entry to a degree programme at the level deemed appropriate by BQSM, and be able to complete the remaining portion of the programme successfully without compromising standards. The programme is also expected to cover the QS core elements.

With the movement towards greater commonality of programme curriculum and syllabus for surveying programmes, particularly at the earlier stages, there is a need for greater vigilance and scrutiny for diploma programmes to ensure students intending to complete a degree programme have a solid foundation and are equipped to handle the rigorous demands of higher education especially at foreign universities. This will mitigate against instances where students with advanced standing in foreign accredited universities are unable to cope and complete the course despite incurring high costs.

At the degree level, only graduates from accredited programmes will be eligible to apply for registration with BQSM. For diploma programmes from colleges, polytechnics and universities, students from accredited programmes can be considered for advanced entry at the appropriate level.

### 1.6.2 Foreign HEP Operating Locally

All HEP under this category are subjected to similar terms and condition as Local HEP.

### 1.6.3 Foreign HEP

BQSM carry out its own independent accreditation exercise on foreign HEP and it is important to note that besides the normal criteria of resources, facilities, staff, teaching and research standards, the policy and practice of foreign universities in relation to advanced entry for Malaysian students will be a key issue in BQSM's accreditation. Foreign HEP intending to apply BQSM accreditation for their QS programmes are required to refer to the accreditation cycle depicted in **Appendix A2** and to visit BQSM website for any updates.

Foreign HEP having or intending to start twinning, franchising or other forms of affiliated QS programmes with HEP in Malaysia or in other relevant countries is required to notify and inform BQSM and to be followed by the submission of appropriate documentation for accreditation.

In line with the principle that twinning or franchised programme can be regarded as an extension of the original programme, HEP should note that in the event the franchised or twinning programme conducted in Malaysia or in other relevant countries that is not accredited by BQSM may ultimately affect the status of the original accredited programme (programme conducted by the main university) on the BQSM List of Accredited Qualifications. Similarly, non-compliance with the guidelines provided in the Manual or failure to adhere to the advice given, and conditions imposed by BQSM especially in respect to advanced entry and the conduct of non-accredited programmes in Malaysia may result in a review of the status of these programmes on the BQSM List of Accredited Qualifications. All twinning, franchising or other forms of affiliated QS programmes with HEP in Malaysia are subjected to similar terms and condition as local HEP.

BQSM also addresses the problems posed by non-compliance of the pathway for advanced entry and admission of students with diploma qualifications from non-accredited programmes in Malaysia into foreign HEP. BQSM may appoint advisors to work with, and advise HEP that have significant numbers of such undergraduates to mitigate the problem.

While BQSM does not intend to regulate the syllabus or programme contents of QS programmes in foreign HEP, it shall seek to ensure that they cater to the needs of the profession in Malaysia and are relevant to the challenges of the future.

### **1.7 ADVANCED ENTRY**

BQSM is concerned that there should be an appropriate level of advanced entry in local and foreign HEP for holders of diploma qualifications from Malaysia. Due cognisance must be given to the status, quality and duration of the diploma programmes as well as the individual capability and performance of the students to ensure that the core subjects are adequately covered and the students can cope with the programme. It is expected that HEP would be able to establish the pathway for advanced entry and admission of students with diploma qualifications based on BQSM Guidelines for Advanced Entry.

The increasing number of local HEP offering accredited programmes in Malaysia should assist the local and foreign HEP in determining the appropriate level of advanced standing. Students from non-accredited programmes should be properly evaluated by the local and foreign HEP intending to offer advanced entry to such students and advice from BQSM should be sought as and when necessary. Accelerated courses by foreign HEP with accredited programmes are acceptable on the condition that this is accorded to eligible students on a selective basis.

Local and foreign HEP with accredited programmes would be expected to be conversant and fully briefed on the issue of advanced standing. BQSM would like to see consistency and uniformity in the admission of students in terms of admission level and entry requirements as well as the quality and contents of their education and training in the degree programme. Local and foreign HEP are advised to refer to the latest Guidelines for Advanced Entry into BQSM Accredited Degree Programmes at BQSM website.

## CHAPTER 2

### ACCREDITATION PROCEDURES

#### 2.1 INTRODUCTION

The accreditation procedures in this chapter are intended as a procedural aid, and should not be read as providing prescriptive advice in programme design. Each programme is considered on its merits. In designing new programmes, HEP are requested to consider BQSM's criteria for assessment.

#### 2.2 ACCREDITED PROGRAMMES

Accreditation will be awarded by BQSM which will normally consider the following:

- a. Outcomes of the documentation assessments on the documents submitted by HEP.
- b. Findings of the accreditation visit.
- c. External examiner and internal annual programme monitoring reports.
- d. Other quality audit reports conducted for internal purposes (such as a Programme Self Review) or by an external agency.

Emphasis is placed on the following requirements:

- a. Clear programme philosophy, rationale, aims, objectives and learning outcomes.
- b. Appropriate standards of entry qualifications.
- c. Identification of relevant core skills and how these are taught and assessed.
- d. Appropriate programme structure, up to date curriculum, comprehensive and sufficient course contents.
- e. Capabilities of academic staff with appropriate academic and professional qualifications.
- f. Adequate teaching and learning facilities and resources.
- g. Management procedures for programme delivery are in place.
- h. Evidence of the QS context within which the programme is delivered, demonstrated by the involvement of registered QS or an acceptable equivalent in the development, teaching and assessment of the programme.

Submissions for programme accreditation which do not satisfactorily address the above requirements and do not comply with the criteria for accreditation, will not be considered for accreditation.

##### 2.2.1 Designation of Accredited Programme

The designation of an accredited programme will apply to an academic programme conducted in a Faculty, School or Department within a HEP, hereinafter referred to as the HEP. Separate programmes within HEP will have to seek separate accreditation from BQSM. Accredited programme designation is not transferable to other programmes in other organisational units or locations either within the HEP or organisations affiliated to it. HEP is required to inform BQSM in advance on any changes of title, location, organisational structure, programme structure and course contents involving an accredited programme.

##### 2.2.2 Accreditation at Programme Level

BQSM encourages a wide spectrum of QS programmes which ranges from academic focus to vocational focus. All HEP (both local and foreign) offering QS programmes at degree levels in Malaysia are required to seek accreditation with BQSM through MQA, and those offering diploma programmes are required to seek accreditation with RISM through MQA. Foreign HEP conducting QS programmes abroad interested to seek accreditation may apply direct to BQSM.

BQSM currently maintains a list of accredited programmes for both local and foreign HEP, subject to review wherever deemed appropriate or necessary and subject to compliance with the Preambles to the List of Accredited Qualifications.

### **2.2.3 New Programmes Related to Accredited Programmes**

HEP with an accredited programme that intends to offer the same programme in an alternative mode of study or to offer the programme at a learning centre in a different location, shall need to seek separate accreditation for such programmes. Upon obtaining the approval from MOE to run such programmes, the HEP is required to submit the appropriate documentations to BQSM for accreditation of the programme six (6) months before the commencement of the programme. Where accreditation is subsequently awarded, the HEP shall inform MQA of the accredited status.

### **2.2.4 Franchised and Other Programmes**

Accreditation shall apply to a programme validated, operated and controlled by a single HEP. BQSM recognises that the franchising of programmes may produce beneficial gains in terms of widening access to higher education or facilitating regional delivery of programmes. HEP must comply with the following policy requirements with regards to franchised programmes:

- a. HEP operating an accredited programme shall not pass that recognition to another programme run in another HEP under a franchise arrangement. Franchised programme shall be accredited separately from the originator.
- b. Proposals to franchise a programme in whole or part, must be declared by HEP (franchisor and franchisee) when seeking accreditation or re-accreditation of a programme.

HEP proposing to franchise their programmes elsewhere should recognise that such a franchise can only be regarded as an extension of the programme for which they already have responsibility and exemption, and that such exemptions cannot be regarded as divisible. It therefore follows that, should a review visit to any of a franchise arrangement result in a recommendation for withdrawal of accreditation, then BQSM may withdraw accreditation from all programmes including the originator.

It is anticipated that proposals for the accreditation of a franchised program shall normally involve two HEP with an established record in the provision of QS programmes. HEP proposing to offer accredited programmes under franchise must submit the required documentations for accreditation deemed for a new programme, including additional details of the franchise agreements.

HEP with an accredited programme intending to offer a new named pathway shall be deemed to be offering a new programme. HEP seeking accreditation for such programmes shall follow the accreditation procedures for new programmes.

### **2.2.5 Mode of Study**

#### **(i) Full Time and Part Time**

Accreditation application for full time and part time mode of an identical programme must be described in the document submission for accreditation. Although the submission for accreditation and the evaluation process for both modes can be undertaken simultaneously, accreditation may be accorded separately.

#### **(ii) Open Learning and Distance Learning Programmes**

BQSM may consider applications for accreditation in distance learning mode and recognises that programmes in this format can make an important contribution to the internationalisation of the profession. It is normally expected that such programmes will only be offered by HEP offering accredited programmes in conventional modes of delivery. In seeking accreditation for distance learning programmes, HEP shall prepare the required documentations and follow the procedures for submission as described in section 2.3 and Chapter 4 of this manual. In addition, special expertise and resources necessary to support a distance learning programme should be identified in the documentations. This provision applies to any programme offered in a distance learning format, in full or part and, irrespective of whether the programme is already accredited in full time or part time mode. Franchise programmes in distance learning mode will not normally be considered for approval.

## **2.3 THE ACCREDITATION CYCLE**

Accreditation is normally accorded on a full academic year basis. The accreditation cycle normally comprises four (4) phases as shown in **Appendix A1** and **Appendix A2**:

Phase 1: Provisional Accreditation and approval to run the programme

Phase 2: Full Accreditation

Phase 3: Re-accreditation

Phase 4: Post Accreditation

For local HEP or foreign HEP operating locally, all the four (4) phases will apply. However, for foreign HEP operating in the country of origin or elsewhere, Phases 2 to 4 will apply.

### **2.3.1 Phase 1 – Provisional Accreditation and Approval to Run The Programme**

Phase 1 involves simultaneous applications for provisional accreditation and to run the programme by the HEP. For a new programme, the HEP is advised to seek BQSM's and MQA's view prior to setting up the programme and to submit the necessary documentation as described in Chapter 4. BQSM shall then carry out provisional accreditation assessment that shall include an accreditation visit by the EP. BQSM will submit the report by the EP and the recommendations on the outcome of the provisional accreditation assessment to MQA.

Once the HEP has complied with all the relevant regulations and conditions for provisional accreditation, a letter granting the provisional accreditation will be issued by MQA to the HEP. Upon obtaining the provisional accreditation, the HEP can then seek the approval from MOE to run the programme.

### **2.3.2 Phase 2: Full Accreditation**

HEP that have attained provisional accreditation and approval to run the programme are required to apply for full accreditation not later than six (6) months before the first cohort of students graduate. Application for full accreditation should be made to MQA, who will then forward to BQSM for accreditation assessment. Foreign HEP operating in the country of origin or elsewhere applying for a programme to be considered for full accreditation by BQSM shall apply directly to BQSM.

If the submitted documentation is considered unsatisfactory, the HEP may be required to furnish additional information before an accreditation visit shall be scheduled. If additional information as required is not submitted within thirty (30) days, the application will be deemed to have been withdrawn. If the submitted documentation is satisfactory, a date for the accreditation visit shall be arranged.

Full accreditation will be accorded in 2 stages: full accreditation and full accreditation extension. HEP that have attained full accreditation are required to apply for an extension for the full accreditation extension not later than six (6) months before the validity period of full accreditation ends. BQSM may accord the full accreditation extension if the HEP have consistently fulfilled all the accreditation conditions and have submitted the Annual Reports including all the necessary documentation for the purpose of monitoring and quality control.

### **2.3.3 Phase 3: Re-accreditation**

HEP shall apply for re-accreditation not later than six (6) months before the expiry date of the accreditation, together with the complete documentation. If the submitted documentation is considered unsatisfactory, the HEP will be required to furnish additional information before accreditation visit can be scheduled. If additional information as required is not submitted within thirty (30) days, the application shall be deemed to have been withdrawn.

If the submitted documentation is satisfactory, a date for the accreditation visit shall be arranged. An accreditation visit for the purpose of re-accreditation will normally be conducted for each programme. However, in certain circumstances BQSM will consider applications for re-accreditation based upon the submitted documentations only, without the need for an accreditation visit. Such circumstances may include

recent visits to the Department or the HEP to consider other programme accreditation related to the accredited programme. BQSM will accord re-accreditation to the HEP if the HEP have consistently fulfilled all the accreditation conditions and submitted the Annual Reports including all the necessary documentation for the purpose of monitoring and quality control.

#### **2.3.4 Phase 4: Post Accreditation**

Continuous monitoring is carried out on accredited programmes. This phase refers to the process of continuous monitoring and quality control of accredited programmes. It is applicable to Phases 1, 2 and 3. All conditions pertaining to the process of re-accreditation should be complied with.

##### **(i) Monitoring and Quality Control of Accredited Programmes**

Accredited programmes at both diploma or degree levels will be monitored annually, and will be subjected to satisfactory reports as described in the following paragraphs in order to remain accredited. Accredited programmes are required to submit their Annual Reports as described in Chapters 4 and 6 before 31 December of each year.

BQSM recognises that in certain circumstances the management teams for accredited programmes are given internal discretion by the respective HEP to make changes to the programmes without the need for internal validation. Accordingly, BQSM also recognises the need for the accredited programmes to make such changes without recourse to BQSM's approval. Such changes, however, are required to be reported in the Annual Report.

BQSM expects to be informed of major changes introduced after a programme has attained its accreditation, supported with documents relating to their internal approval. BQSM will then decide on whether the changes will affect the accreditation status of the programme or whether additional information should be provided.

In situations where visits to HEP for validation and review purposes are required as part of the monitoring and quality control process for accredited programmes, the HEP is required to ensure that documentations submitted to BQSM are comprehensive and complete in order to facilitate the planning of a coherent visit by BQSM. An adequate and rigorous internal review should be carried out before documentations are submitted, and in preparation for BQSM's visit. HEP contemplating re-accreditation may consider the appointment of BQSM or QSAC members or other senior QS as external advisers to the internal validation process. Such appointments may well facilitate the subsequent process of accreditation but members will be acting in their personal capacities, when so employed, and not on behalf of BQSM or QSAC.

##### **(ii) Monitoring of Conditions and Recommendations**

If there are conditions to be fulfilled by the HEP as the requirements for accreditation, then these conditions will be monitored by the QSAC Secretariat and where necessary the opinions and advice of the EP members will be sought.

##### **(iii) Changes to an Accredited Programme**

HEP shall advise BQSM of any changes made to an accredited programme. Failure to do so may result in the withdrawal of the accreditation status. BQSM may direct the HEP to apply for re-accreditation of the changed programme.

#### **2.4 THE ACCREDITATION VISIT**

Upon satisfactory documentation assessments by EP, accreditation visits to the HEP shall be conducted for Provisional Accreditation, Full Accreditation and Re-Accreditation. In certain circumstances, a review visit may be carried out as requested by the EP. The accreditation visit enables qualitative assessments to be carried out on factors that cannot be easily documented in writing, to verify matters described in the documentations and clarify issues raised from the documentation assessments. The significance of an accreditation visit and the procedures for the visit are described in Chapter 5.



## 2.5 THE DECISION BY BQSM

### 2.5.1 Accreditation Status

With reference to the outcomes of documentation assessments and accreditation visits which are incorporated into the final accreditation report by the EP, BQSM may decide on any of the following:

- a. To accord **provisional accreditation**
- b. To accord **full accreditation** and **extension of full accreditation**
- c. To accord **re-accreditation**
- d. To accord **conditional accreditation**
- e. To **decline or withdraw accreditation** - In such a case, further application is normally not considered within the next two (2) years.

### 2.5.2 Period of Accreditation

BQSM will decide on the accreditation period based on the accreditation status accorded. Table 2.1 depicts the validity period of the accreditation status.

**Table 2.1 Validity Period For Different Accreditation Status**

	<b>Accreditation Status</b>	<b>Validity Period</b>
1.	Provisional Accreditation	Until the HEP is awarded full accreditation.
2.	Full Accreditation	Up to 5 years
	a) Full Accreditation	3 years
	b) Full Accreditation Extension	2 years
3.	Re-accreditation	Up to 5 years
4.	Conditional Accreditation	Refer 2.5.2 (iv)

#### (i) Period of Provisional Accreditation

For HEP that have been accorded **provisional accreditation**, the validity period for the accreditation status granted by MQA applies until the HEP is awarded full accreditation by BQSM, subject to compliance to requirements and criteria for provisional accreditation.

#### (ii) Period of Full Accreditation

For HEP that have been accorded **full accreditation**, the total validity period for the accreditation status granted by BQSM is **up to five (5) years**. This period is sub divided into two (2) stages; Full Accreditation for three (3) years and Full Accreditation Extension for another two (2) years.

#### (iii) Re-Accreditation

This applies to the re-accreditation of programmes that have previously been accredited. The validity period for the re-accreditation status granted by BQSM is **up to five (5) years**.

#### (iv) Conditional Accreditation

For HEP that have been accorded **conditional accreditation**, the validity period for the accreditation status granted by BQSM is less than those stated in Table 2.1, whichever is applicable. Within this period the HEP may undertake developmental action in response to the shortcomings as indicated in the accreditation report, and shall submit the necessary documentations. If this is adjudged satisfactory, accreditation may be accorded for the remaining validity period of the respective accreditation status. If necessary, a further accreditation visit may be scheduled to verify the results of the developmental actions. Failure to address the shortcomings may result in the withdrawal of the conditional accreditation at the end of the period stated.

### **2.5.3 Conditions of Accreditation**

In most cases, programmes are normally granted accreditation subject to conditions that can be both precedent and subsequent to accreditation. In order to maintain the validity of an accreditation, HEP must comply with the conditions within the specified time limit. BQSM may withdraw accreditation where conditions are not fulfilled.

The terms of accreditation may include the following conditions which the HEP must comply:

- a. Fully complies with BQSM's regulations on the appointment of external examiners.
- b. Submits an annual report including the external examiner's report and the HEP's responses.
- c. Fully complies with BQSM's current policy and procedures on accreditation.
- d. Informs BQSM of any changes to the programme and submits all the necessary documentations.
- e. Fully complies with BQSM's preambles to the list of accredited qualifications, as updated from time to time.

In addition, the terms of accreditation may include several recommendations where the HEP are advised to consider and appropriate actions to be taken. Although these recommendations may not require mandatory actions, they will be the focus when programmes are considered for re-accreditation.

## **2.6 ACCREDITATION STATUS**

### **2.6.1 Publication of Accreditation Status**

Following confirmation of accreditation, a new accredited programme will remain as such, and be subjected to the requirements of annual programme monitoring review.

BQSM publishes a list of accredited programmes for both local and foreign HEP, normally on an annual basis. The publication is subject to review whenever it is deemed appropriate or necessary, and subject to compliance with the Preambles to the list of accredited qualifications.

MQA also publishes a list of accredited programmes for local and foreign HEP operating locally, normally on an annual basis.

### **2.6.2 Appeals**

HEP may appeal against the decision made by BQSM. The appeal must be made in writing to the President of BQSM within thirty (30) days of receiving the decision, stating the basis for the appeal. The President will then appoint a Special Committee to consider the appeal and the HEP, at its expense, may be subjected to a second evaluation visit by the same or different EP.

## **2.7 FEES AND COSTS**

Fees and costs incurred for accreditation shall be borne by the HEP.

## CHAPTER 3

### BASIS AND CRITERIA FOR ACCREDITATION

#### 3.1 INTRODUCTION

This chapter specifies the basis and criteria for accreditation. The criteria for accreditation are detailed out to ensure thorough understanding of the requirements and the factors or evidence that will be sought during an accreditation assessment.

#### 3.2 BASIS AND CRITERIA FOR ACCREDITATION

Each application for accreditation will be judged on its own merits. BQSM considers QS programmes for accreditation at the request of the HEP offering the programmes. Accreditation is accorded to QS programmes (not to a university or faculty). For a programme to be accredited, all pathways available to students for its completion must be included in the documents and must meet its criteria. The criteria for accreditation are derived directly from that stated in the policy, is elaborated in considerable detail and interpreted in relation to current practice. In time, much of this detail may need to evolve in order to reflect new system and the ongoing developments in educational and QS practice.

The basis for accreditation will be on the following five (5) criteria based on documents submitted by HEP:

- Criteria 1 – Document 1: General Information
- Criteria 2 – Document 2: Programme Design
- Criteria 3 – Document 3: Management of Programme
- Criteria 4 – Document 4: Academic Staff
- Criteria 5 – Document 5: Teaching and Learning Facilities

#### 3.3 CRITERIA 1: GENERAL INFORMATION

These criteria include information on the HEP and the programme outcomes. The vision, mission and goals of HEP guide its academic planning and implementation, bringing together its members to strive towards a tradition of excellence. Each programme must be supported by a published statement of educational objectives, which relates to the mission of the HEP / faculty / department, including the generic attributes of a QS graduate. All QS programmes must ensure that their graduates develop a substantial degree of the qualities or generic attributes. The HEP should provide and submit the following general information of the programme:

##### 3.3.1 Particulars of HEP

- a. Name and address
- b. Brief history / background of University, Faculty and Programme
- c. Particulars of registration
- d. Date of validation
- e. Faculty responsible for the QS programme
- f. Year of establishment
- g. Head of Faculty / School; Qualification
- h. Levels of programme conducted by QS department
- i. Levels of programme conducted by the Faculty
- j. Other departments / programmes under the Faculty

Particulars of the above mentioned shall also be provided for programmes offered at branch campuses or twinning arrangements, and the like.

### 3.3.2 Particulars of the Programme

- a. Title of the programme.
- b. Program philosophy, aims and objectives or learning outcomes
- c. Qualification awarded on completion (Degree or Diploma), and abbreviation
- d. Programme structure, mode and duration of study
- e. Total credits for graduating
- f. Proposed starting date for new programmes, year of first introduction of programme and / or years of major revisions
- g. Annual academic calendar
- h. Any sub-sets or variants of the programme to be treated separately for accreditation purposes
- i. Identification of the core areas of the programme, the essential supporting subjects and any optional elements, i.e. detailed information on all the subjects taught in the programme

### 3.3.3 The Programme Outcomes

Graduates from an accredited QS programme should possess the following qualities or attributes, under the following sub-headings. These attributes should be reflected in the programme outcomes.

#### a. Knowledge

- i) ability to apply basic knowledge of mathematics and QS fundamentals
- ii) ability to apply knowledge on construction technology and economics of construction
- iii) ability to apply knowledge on project management, construction law and contractual aspects
- iv) ability to apply knowledge on professional practice and procedure of quantity surveying
- v) ability to apply knowledge on information and communication technology in QS activities
- vi) a knowledge of contemporary issues relating to the construction industry

#### b. Skill

- i) in-depth technical competence in specific QS discipline
- ii) ability and willingness to use and adopt new techniques, skills and tools necessary for QS practice
- iii) ability to undertake problem identification, interpretation, formulation, analysis and solution
- iv) ability to exhibit systematic approach in pre-contract and post-contract performance
- v) ability to communicate effectively with others within the same and different disciplines, and the community at large
- vi) ability to function effectively as an individual and in a group
- vii) ability to work effectively in multidisciplinary and multicultural teams
- viii) capacity to be a leader or manager as well as an effective team member
- ix) a recognition of the need for and an ability to engage in lifelong learning

#### c. Understanding

- i) understanding of the principles of sustainable design, development and construction
- ii) understanding of professional and ethical responsibilities and commitment to them
- iii) understanding of the social, cultural, business, global and environmental responsibilities of the professional QS
- iv) understanding of and ability to apply sustainable development principles.

### 3.3.4 Entry Requirements

The entry requirements and minimum qualifications required are as the following:

- a. In general, the entry requirement set by MOE and MQA is a pass in Sijil Pelajaran Malaysia (SPM) with minimum of three (3) credits of which a credit in Mathematics is a must.
- b. For programmes leading to a diploma qualification, a pass in Sijil Pelajaran Malaysia (SPM) or Unified Examination Certificate (UEC) with minimum of three (3) credits in SPM or 3Bs in UEC or equivalent which shall include Mathematics and Bahasa Malaysia or English.

For certificate holders entering diploma programmes, certain exemptions may be specified and students may be given advanced entry, the duration of which may be decided based on the student's grades achieved.

- c. For programmes leading to an undergraduate degree qualification:
  - i) Pass Sijil Tinggi Persekolahan Malaysia (STPM) with minimum Grade C (2.00) in 3 subjects, or
  - ii) Pass Unified Examination Certificate (UEC) with minimum Grade B in 5 subjects including Mathematics, or
  - iii) Pass Matriculation Programme with minimum CGPA of 2.50, or
  - iv) Pass Foundation Programme with minimum CGPA of 2.50 offered by HEP recognised by the Government of Malaysia, or equivalent, or
  - v) Pass A-Levels Programme with minimum Grade C (2.00) in 3 subjects.
- d. Students with an accredited Diploma in QS must obtain a minimum CGPA of 2.67 to be eligible for advanced entry into a QS degree programme.
- e. Matured students with relevant qualifications and experience, and students with a diploma in QS or related disciplines may be exempted from certain subjects and may be given advanced entry, the duration of which may be decided based on the previous programme attended, qualifications and grades achieved and / or the number of years of relevant experience held. These students are to be assessed on a case by case basis by the HEP in accordance with the latest BQSM requirements particularly Preambles of the List of Accredited Qualifications and Guidelines of Advanced Entry.

### **3.4 CRITERIA 2: PROGRAMME DESIGN**

These criteria include the development and design of the programme, the teaching-learning environment and approach adopted.

#### **3.4.1 Programme Design and Curriculum**

BQSM does not seek to be prescriptive in terms of programme structure and contents. It positively welcomes a diversity of provision. HEP, with appropriate expertise, skills and resources are therefore encouraged to design programmes to their strengths and specialism which will allow for greater differentiation, relevant innovative programme developments and reasonable variety of approach. New programmes will continue to be considered on their merits.

BQSM's prime concern is to ensure that it only accredits programmes of quality. An objective is to maintain and improve existing standards of provision. It is considered that this can be best achieved by ensuring that programmes are based on a sound philosophy and delivered within the quantity surveying context. It is increasingly important that due emphasis is given to the development of core quantity surveying skills, and the integration of subjects. The curriculum must comprise an integrated set of tasks and structured learning experiences, which require students to develop the generic attributes, and provide the necessary opportunities and support mechanisms for them to do so.

HEP must ensure that the curriculum as a whole address the development of each attribute in a substantial, coherent and explicit way, emphasising contextual relationships, and must be able to show how this is achieved. For example, in relation to communication skills, there should be a series of structured exercises (such as team projects and outreach activities) expressly requiring effective communication of an advanced order and using QS issues as the vehicle, both at technical level and at non-technical level between quantity surveyors, other professionals and the community generally. Multiple opportunities should be provided for students with different temperaments and backgrounds.

It is expected that programmes will embody several integrated projects, which draws on knowledge and understanding from several parts of the programme. The programme is also expected to encompass one major preparation of a dissertation which requires students to research on any specific topic for the betterment of the QS profession and the construction industry, which incorporates technical and non-technical objectives and considerations which involve appropriate methodology: formulation of issues and development of aims and objectives, literature review, collection of appropriate data, adopting suitable techniques for data analysis, and deriving conclusions.

### 3.4.2 Educational Culture

There should be significant involvement by all teaching staff in ongoing curriculum development, improving effectiveness of learning and teaching, engaging new pedagogic tools where appropriate and in promoting and supporting self-directed and lifelong learning, self-reliance and wide-ranging initiatives for students. A holistic approach to curriculum design and delivery requires a team approach by staff, and this should be evident to students.

Staff should actively role-model the generic attributes of a QS, and should be continually aware of their responsibility to do so. Evidence of awareness of current educational thinking and best practice and proactive attitudes to its adoption should be observed. Staff development programmes should include developing teaching practices as well as discipline expertise.

### 3.4.3 The Teaching and Learning Environment

The following must be in place within the teaching and learning environment:

- a. An identifiable structure responsible for QS education within the HEP
- b. A strategic statement by the HEP on QS education
- c. Clearly articulated programme philosophy, rationale and assessment strategy as to how these are applied within the curriculum
- d. An effective advisory mechanism involving industry participation
- e. Capabilities in terms of staffing and resources to ensure the stated objectives can be met
- f. Appropriate standards of entry qualifications, and evidence on existing programmes that these are being maintained.

### 3.4.4 Identifiable Structure

It would normally be expected that the QS department / faculty would have responsibility, subject to the HEP approval process, for the design, principal contents and delivery of QS programmes, for the management of associated resources, and for the appointment and activity of staff. If this is not the case, the HEP will need to demonstrate how sufficient QS expertise is involved in incorporating decisions in these areas.

### 3.4.5 Total Credit Hours, Curriculum Content and Structure

The following are guidelines on credits requirements for the award of degree / diploma:

**Table 3.1 Total credit hours for Quantity Surveying Courses / Subjects**

Local HEP			Foreign HEP
Level	Overall Total Credits	Total credits for QS subjects	Equivalent to the standard practice of the respective country.
Degree	Min 120	Min 80% of Overall Total Credits	
Diploma	Min 90	Min 80% of Overall Total Credits	

The programme structure and content must be such that the graduates shall acquire the technical knowledge, practical skills and generic attributes and achieve the programme objectives. Typically, a QS programme should contain the elements as described in Table 3.2.

**Table 3.2 Typical Elements of a Quantity Surveying Programme**

1.	Core subjects	QS fundamentals including measurement, construction technology, construction economics and estimating, construction law and contract, professional practice and procedure.
2.	None core subjects	Construction management, project management, analysis of prices, building services, IT and computing (HEP are encouraged to incorporate BQSM's BIM education framework), and other courses deemed appropriate.
3.	Appreciation	Appreciation on topics relating to Sustainability, Value Management, Industrialised Building System, Building Information Modelling, Facility Management, International Construction, Intelligent Buildings and other relevant and related fields. HEP may incorporate these topics into the core or none-core subjects deemed appropriate.
4.	Dissertation & Research	Production of a dissertation with topics relevant to quantity surveying practices and the construction industry.
5.	Interdisciplinary / Integrated Projects	Integrated projects or equivalent incorporating various subjects offered by the programme, integrated exposure to professional QS practice and procedure, including management, information technology, statistics and other related and relevant practices.
6.	Soft skills	Skills (e.g. measurement, estimating, communication and writing skills) and tools (e.g. information technology) appropriate to the QS discipline.

### 3.4.6 Exposure to Professional Quantity Surveying (QS) Practice

Exposure to QS practice is a key element in differentiating a professional QS degree from an applied science degree. Although the status of corporate or professional QS requires a substantial period of experiential formation in the industry as well as completion of an accredited academic programme, it is clearly unsatisfactory for the student's perceptions of QS to develop, over the first few critical years, in complete isolation from the realities of practice. There is obvious benefit in ensuring that at least an element of professional formation is interwoven with the academic curriculum, to provide a balanced perspective and relate academic preparation to career expectations.

Exposure to QS practice must be integrated throughout the curriculum and must include some or a combination of the following:

- a. Engage staff with industrial experience.
- b. Practical experience in a QS environment outside the teaching establishment.
- c. Exposure to lectures on professional ethics and conduct.
- d. Engage guest lecturers / speakers from the profession / industry.
- e. Industrial visits and inspections.
- f. A final year dissertation.
- g. Regular use of a log book in which experiences are recorded.

It is considered that there is no real substitute for first-hand experience in a QS practice environment, outside the HEP (industrial experience). BQSM strongly advocates that all QS programmes require some exposure of such experience, in addition to the other elements suggested, and make strenuous efforts in assisting all students to gain industrial placements of suitable quality. Although BQSM recognises the challenges in fulfilling such requirements, the industrial exposure is deemed desirable and highly encouraged and recommended.

### 3.4.7 Industrial Training

For industrial training incorporated in the curriculum, a minimum period of four (4) to six (6) months, and three (3) to six (6) months is most encouraged for degree and diploma levels respectively. Some form of assessment should be undertaken for industrial training.

In situations where graduates from accredited programmes do not undergo industrial training during their study at the HEP, the graduates are required to have at least six (6) months of working experience to be supervised by a Consultant QS / Professional QS before they can apply to become a Provisional QS.

### **3.5 CRITERIA 3: MANAGEMENT OF PROGRAMME**

These criteria describe the management of the programme which include the quality management system, programme approval and review system, management of teaching materials; academic affairs, student affairs, academic staff, assessment methods, examination monitoring procedures and external examiners.

#### **3.5.1 Quality Management Systems**

HEP must have a set of quality management systems in place to ensure that the stated programme outcomes are met and that programme objectives and quality are continuously reviewed and improved. Auditing of these systems / processes including evidence on the performance of graduating students will be one of the focus during accreditation visits by BQSM.

Members of the profession are concerned by claims that some graduates from accredited programmes do not have the qualities or skills required to enter the profession. Therefore, BQSM undertakes to rigorously maintain, and where appropriate, enhance its quality control mechanisms. BQSM cannot allow the quality of programmes and outputs to fall below the minimum acceptable standard which could lead to a devaluation of the accreditation status. It is therefore BQSM's policy to annually monitor programmes, approve the appointment of external examiners in all cases and rigorously inspect all providers of accredited programmes on a cyclical basis with additional visits when concerns justify as such.

Where entry qualifications are at a minimum threshold level it will be necessary for HEP to demonstrate that added value is provided within the academic programme for which re-accreditation is sought. The presence of generally low entry qualification standards may be a factor, which could initiate a special review and the reconsideration of the programme's accredited status.

#### **3.5.2 Quality Monitoring Systems**

HEP must ensure that documented processes exist for securing feedback and comment from students, graduates, employers, and representatives from the industry and the wider community. There must also be evidence of their systematic application to the review and continuing improvement of programme objectives, curriculum and contents, and the quality of learning and teaching approaches. Post-programme processes should include graduate employment data, alumni surveys documenting graduates' achievement and employers' surveys for longer-term performance and development.

There should be substantial participation by practicing professional QSs, and leading employers of QS graduates, in the QS faculty / department's forward planning and in its processes for ensuring educational excellence, including assessment of graduates' performance. There must be evidence of real dialogue and involvement, not just token processes.

HEP must ensure that there is a process for comparing or benchmarking programme standards with those of other institutions, both nationally and internationally. This could be undertaken with the use of external examiners or external advisors. A record of the quality monitoring system should be in place to enable auditing of the above processes to be undertaken at any time, and as confirmation of their integrity.

#### **3.5.3 Programme Approval and Review System**

HEP must have documented processes for programme planning, curriculum development and approval, and regular curriculum and contents review, involving all academic staff. Decisions to introduce new programmes or subjects, and determination of their educational objectives, must be accompanied with evidence of demand and importance.



### **(i) Programme Standard**

HEP must employ some form of benchmarking to ensure that the programme exit-level standards are comparable with both national practice and international practices, particularly in relation to the generic attributes of a QS. The accreditation process will evaluate the standards of programmes, but HEP should do so as part of their own setting and monitoring of programme objectives and should not rely on the accreditation system alone.

### **(ii) Programme Delivery**

The programme should be delivered and supported by the relevant faculty. It is important that students have substantial interaction with students and staff from other programmes within faculty or other faculties such as architecture, construction management, engineering, and other relevant and related programmes.

### **(iii) Industrial Advisory Mechanism**

Valid preparation for professional QS practice requires interaction with the industry. A central requirement of the policy is a formally constituted advisory mechanism, involving programme constituencies and the industry. HEP must secure the active participation of practising professional QS and leading employers of QS graduates in defining programme objectives, in their periodic evaluation and updating, and in the subsequent monitoring of graduate performance in employment.

An industry advisory group is not expected to engage in detailed curriculum design, although individual practitioners may be engaged as adjunct staff or assessors. A senior advisory group should be involved at policy level in formulating and managing overall evaluation processes.

### **(iv) Liaison with the Profession and Industry**

BQSM wishes that HEP foster active liaison with the members of the profession. Members may be able to provide service in the form of special lectures, seminars, case study materials and general information on the changes in the pattern or direction of professional practices. HEP are encouraged to support student participation in professional activities and promote student membership of the professional bodies.

### **(v) Programme Assessment and Award Regulations**

BQSM shall consider the following general principles:

- a. An accredited award shall be a diploma or an honours degree or equivalent qualification, which meets minimum academic requirements of the HEP. Non-honours degrees at undergraduate level will not normally be accredited.
- b. Assessments shall cover a wide range of approaches including formal closed written examinations, open book examinations, multiple choices, continuous assessments comprising of tests and assignments, computer based exercises, viva, and other forms, provided individual student is assessed at the time or point of assessment without recourse to another person, or resources other than permitted materials and completed within a specified period of time during which the student is under invigilation or supervision.
- c. External examiners should be consulted and need to approve, in principle, all forms of assessment of an award and any changes to the strategy and method of assessment.
- d. Award regulations should define plagiarism, collusion and other forms of cheating.
- e. In accrediting a programme, BQSM is approving both the programme and all regulations applying to it at the time of accreditation. HEP are required to inform BQSM of any institutional changes to assessment regulations applying to an accredited programme. BQSM reserves the right to review the programme accreditation in the light of such changes to regulations.

These principles are not prescriptive on HEP in terms of their degree awarding powers but are indicative of the level of award and standard of achievement considered necessary for that award to be accepted for BQSM accreditation purposes.

### **3.5.4 Management of Teaching Materials, Academic/ Student Affairs and Academic Staff**

HEP shall provide information and proper documentation on teaching materials which include the lecture schedules / lesson plan and the accessibility mechanism, for example, via homepage, resource centre, data bank or other means.

There should also be a proper documentation and evidence on the systems for student admission, course registration, recording system of examination results, appeals and students' attendance; student activities, counselling services available and guidelines on student discipline. HEP shall have adequate management system for intake / selection of students as well as for staff development.

### **3.5.5 Assessment Methods**

Specific assessment processes which measure capability and performance on a programme basis, relative to the stated programme objectives must be in place. There must be demonstrable assessment processes for each of the required attributes in the objectives. The overall assessment process must demonstrate that the stated outcomes are being measured and achieved, and that the results are being applied to the continuing development of the programme.

Assessment methods may include subject-content examinations; project reports; self, peer, and mentor assessments of performance; student portfolios and journals; professional interviews of graduating students; and other appropriate means. It is important that students be required to perform in at least one assessable situation involving major and wide-ranging challenges, drawing on knowledge and capability from different subject areas.

It is important that HEP be proactive in seeking external advice and experience, and be willing to make known their own practice that have proven to be effective. The assessment system must ensure that each individual graduate has met the programme requirements in full. More broadly-based and longer-term assessments are also important and are tested under quality management systems.

### **3.5.6 External Examiner**

There shall be two (2) external examiners. One should be selected from experienced practitioners from either the private or public sectors, and another should be an established academician from a local or foreign HEP. One of these external examiners shall be a Registered Quantity Surveyor (Consultant / Professional QS). The appointments and functions of external examiners for accredited programmes is seen as one of the most effective means of maintaining standards during the period for which the programmes are accredited.

## **3.6 CRITERIA 4: ACADEMIC STAFF**

### **3.6.1 Academic Staff**

The academic staff must be sufficient in numbers and have the capability to ensure the quality of the QS programme and the accomplishment of its stated objectives and learning outcomes. The degree programme would be expected to have at least two (2) registered QS (Consultant QS / Professional QS) full time academic staff while a diploma programme would be expected to have at least one (1) registered QS (Consultant QS / Professional QS) full time academic staff with minimum of 5 years post registration experience in academics or other equal and approved experiences. The academic staff to student ratio should be at least 1:15 for degree programmes and 1:20 for diploma programmes. BQSM recognises the various needs for HEP to employ part time academic staff. HEP are encouraged to engage practising professionals in QS and related fields as the part-time or sessional staff. There must be adequate arrangements for the supervision and guidance of both regular and sessional staff. However, part time academic staff should not exceed 30% of total (comprises of both full time and part time) academic staff.

The academic staff should be employed on a continuing basis. In no case should a programme be dependent on a single individual. In gauging the capabilities of the academic staff, evidence will be sought in terms of their academic qualifications, QS practice experience, teaching experience, contributions to the advancement of QS knowledge or relevant knowledge within the construction industry, along with industrial and academic involvement, and participation in professional development opportunities and programmes.

HEP must have a clear and documented academic staff recruitment policy where the main criteria for selection are based on academic merits. Generally, the academic staff should have postgraduate qualifications. However, staff with a good first degree and wide industrial experience and other acceptable professional qualifications are acceptable. Academic staff without any professional qualifications and practical experience should be encouraged to obtain them.

There must be evidence that the numbers of academic staff and their teaching loads allow adequate interaction with students and support for the range of learning experiences offered, and adequate opportunity to staff for professional engagement outside of teaching. Arrangements for workload management should support these objectives. In addition, HEP must have sufficient academic staff and facilities to provide adequate levels of student counselling, support services, and interaction with relevant constituencies such as employers and graduates.

It is likely that programmes will increasingly be delivered in a variety of modes. These may involve non-traditional channels for student-staff interaction; student activity and staff support in locations other than the main campus, including twinning and franchised programmes, and networking and contracting among institutions and between institutions and other HEP. HEP must be responsible for assuring the capabilities of the staff involved in the various modes of delivery, and there must be evidence of how this is achieved.

### **3.6.2 Leadership, Governance and Administration**

There must be evidence that HEP regards QS education as a significant and long-term component of its activity, and has adequate arrangements for planning, development, delivery, and review of QS programmes and for supporting the associated professional activities of staff. This would most commonly be evident from the HEP's mission statement and strategic plans. HEP must have in place adequate policies and mechanisms for funding its QS department; for attracting, appointing, retaining and rewarding well qualified staff and providing for their ongoing professional development; and for providing and updating infrastructure and support services. It must ensure that creative leadership is available to the QS faculty / department through the appointment of highly qualified and experienced senior staff in sufficient numbers. There must also be sufficient qualified and experienced members of technical and administrative staff to provide adequate support to the educational programme.

## **3.7 CRITERIA 5: TEACHING AND LEARNING FACILITIES**

For all programmes, there must be adequate facilities for teaching and learning activities. Other facilities which are essential to support teaching and learning activities are equally important. Balanced and proportional facilities will increase in the direct and indirect educational resources which support effective teaching and learning.

There must be adequate teaching accommodation, learning support facilities, study areas, information resources, computing and information technology systems, and general infrastructure to meet the programme objectives / outcomes, enable students to learn the use of modern QS and organisational tools, and explore beyond the formal dictates of their specific programme of study. These facilities must comply with the relevant laws and with health and safety regulations.

For programmes offered wholly or partly in distance mode, or at multiple or remote locations, communication facilities must be sufficient to provide students with learning experiences and support

equivalent to the main on-campus programmes. Appropriate teaching and learning facilities should be available to ensure similar opportunities are provided to students at the various locations.

Adequate quantity of physical and financial resources and services are crucial. Equally important is the quality, relevance, accessibility, and delivery of such resources and services, and the actual utilisation by students. These considerations must be considered in evaluating effectiveness of teaching and learning facilities. In evaluating the effectiveness of teaching and learning facilities, the following main facilities are assessed:

- a. Teaching Accommodation
- b. Library
- c. Computer Laboratory or IT facilities.

The main teaching accommodation shall include adequate lecture rooms, lecture halls/ theatres, studios and lecturers' rooms. These rooms shall be furnished with appropriate tools and equipment for the teaching and learning activities of the respective courses. These facilities shall also need to comply with relevant laws and regulations.

The library must have adequate and up-to-date reference materials and supervised by qualified staff that meet the needs of the programme. This would include provisions for appropriate computer and information and communication technology-mediated reference materials, sufficient number of updated reference facilities (such as books, journals, periodicals and other relevant references), access to databases, qualified persons in charge and adequate student learning area.

The computer laboratory must have adequate number of personal computers, software, package / applications and person in-charge. These are to ensure the smooth running of the programme.

The educational facilities and resources are crucial for the programme development. Therefore, the learning environment should be regularly improved through renovations, acquisition of new facilities and the latest and appropriate equipment to keep up with the changes and development in educational practices.

## CHAPTER 4

### DOCUMENTATION FOR SUBMISSION

#### 4.1 INTRODUCTION

This chapter presents the general guidelines on the documentation to be submitted for accreditation. HEP are advised to read this chapter together with Appendices A, B, C, D and E to get the detail information on each document to be submitted. The HEP is expected to provide appropriate information with evidence that support and best illustrate their specific case. Submission must be concise, comprehensive and easily readable.

Upon receipt of an application for accreditation, the BQSM's executive secretary shall ensure that the relevant documents are available and sufficient for review and assessment by the EP. The HEP shall submit the following Documents as per Appendices B and C according to the phase of accreditation applied:

- Document 1-5 : Definitive Programme Documentation (**Appendix B**)
- Document 6 : Critical Review of the Existing Programme (**Appendix C1**)
- Document 7 : Annual Internal Review Report (**Appendix C2**)
- Document 8 : Annual Report (**Appendix C3**)

#### 4.2 TYPES OF DOCUMENT SUBMISSION

This section contains information and reference to assist the HEP in the preparation of documentation to be submitted for programme accreditation. It will also assist the HEP to understand and interpret the necessary information required for submission. Although comprehensive, not all items in this section apply equally to submissions for the different accreditation status. Information required in support of all accreditation submission is extensive, but the HEP is nevertheless requested to make every effort to address the requirements with the minimum documentation possible, consistent with completeness and clarity.

BQSM requires all submissions to include all the information required and will not consider applications not supported by sufficient information. BQSM will also not consider programme proposals until they have been approved by all appropriate parties within the HEP. All relevant documentation and reports arising from the internal validation process shall form part of the documentations for submission. Table 4.1 shows the document submission required for the various accreditation status.

**Table 4.1 Document Submission for Different Accreditation Status**

Accreditation Status	Documents 1 – 5 (Appendix B)	Document 6 (Appendix C1)	Document 7 (Appendix C2)	Document 8 (Appendix C3)
Provisional Accreditation	√	-	-	√
Full Accreditation				
a) Full Accreditation	√	√	√	√
b) Full Accreditation Extension	√ (if necessary)	√ (if necessary)	√ (if necessary)	√
Re-Accreditation	√	√	√	√
Post Accreditation				√

##### 4.2.1 Provisional Accreditation Documentation

To apply for provisional accreditation, HEP shall submit the Definitive Programme Documents (Documents 1 to 5).

#### **4.2.2 Full Accreditation Documentation**

To apply for full accreditation, HEP shall submit the application not later than six (6) months before the first cohort of students graduate. The documents required are:

- a. Definitive Programme Documentation (Documents 1 to 5)
- b. Critical Review of the Existing Programme (Document 6)
- c. Annual Internal Review Report (Document 7).

#### **4.2.3 Re-accreditation Documentation**

Following the conferment of the full accreditation of the programme that will be reviewed at intervals of up to five (5) years, HEP are expected to continuously carry out an internal review and revalidation. This is for the purpose of continual quality improvement for the programme as well as to maintain the accredited status of the programme. Documentation for re-accreditation shall be submitted not later than six (6) months before the period of accreditation expires and shall include:

- a. Definitive Programme Documentation (Documents 1 to 5)
- b. Critical Review of the Existing Programme (Document 6)
- c. Annual Internal Review Report (Document 7)

#### **4.2.4 Post Accreditation Documentation**

HEP are required to submit Annual Reports (Document 8) for the purpose of monitoring the standards and quality of the programme. Annual reports should be submitted to BQSM before 31<sup>st</sup> December of every year.

### **4.3 TWINNING/ FRANCHISE PROGRAMME**

The following additional documents will also be required for twinning / franchised programmes:

- a. Detail information on the partner of the twinning / franchised programme.
- b. Duration of the programme to be conducted by the franchisees.
- c. The nature of the programme, e.g. whether it is a preparatory programme or full programme.
- d. Academic qualifications to be awarded and the HEP issuing the academic qualifications must be specified.
- e. Fees for the twinning programme.
- f. Complete curriculum for the twinning / franchise programme.
- g. Recognition / accreditation by local and foreign professional bodies.

## CHAPTER 5

### ACCREDITATION VISIT, EVALUATION PANEL AND REPORTS

#### 5.1 INTRODUCTION

This chapter presents the general guidelines on accreditation visits, selection and responsibilities of EP, and accreditation reports. It serves as a guide to the HEP in preparing for accreditation visits, explains the procedures for accreditation visits and describes the types of accreditation reports drawn from the review and assessment process by the EP. Provisional accreditation, full accreditation (except for extension of full accreditation where accreditation visit is only carried out as and when required), and re-accreditation involve accreditation visits.

#### 5.2 SIGNIFICANCE OF THE ACCREDITATION VISIT

The accreditation visit provides the avenue for interaction between the EP and the programme team. Comments and recommendations by the EP based on documentation assessments should be communicated and discussed with the programme team during the visit. The EP will be able to validate areas of concerns drawn from the documentation assessments. The visit will also provide opportunities for clarifying issues raised from the documentation assessments, exploring possible improvements where necessary that may be made as conditions or recommendations for the programme accreditation.

The accreditation visit also allows a qualitative assessment of factors that cannot be documented in written form such as the teaching and learning atmosphere, the morale and dynamics of the staff, students' enthusiasms, the physical conditions of facilities and other relevant factors.

Apart from discussing with the programme team, the EP will have the opportunity to discuss with the external examiners, the students and the employers on their views of the programme. These, together with the assessment of students' work during the visit will provide additional insights on the quality of the students and graduates, as well as the overall delivery and performance of the programme.

#### 5.3 THE EVALUATION PANEL

BQSM keeps a database of EP comprising experienced and qualified registered QS (Consultant QS / Professional QS) from the academics and the industry. The primary task of the EP is to assess and verify that the syllabus and programme content, the facilities and resources, processes and procedures, mechanisms and programme management are appropriate for effective delivery of the programme. In order to evaluate the effectiveness of the quality assurance procedures, the EP shall investigate the application of these procedures and the extent to which the programme achieves the expected learning outcomes. It is the EP's responsibility to prepare and submit the relevant reports to QSAC.

##### 5.3.1 Selection of EP Members

The selection of EP members is guided by the level and discipline of the programme, availability, suitability, expertise and experience of the prospective EP members. The EP would normally comprise three (3) persons appointed by BQSM, comprising a Chairman and two (2) members; one from the academics and the other, from the industry (public or private practices). MQA may appoint its representative to be part of the EP. The EP may comprise of more than three (3) members as and when necessary.

During the accreditation visit, the Chairman shall lead the EP through the review process and chair the relevant meetings during the accreditation visit. The accreditation visit concludes with the Chairman giving a verbal summary of the EP's overall findings, recommendations and any conditions / requirements that must be met.

### **5.3.2 Qualifications of Evaluation Panel (EP) Members**

The qualifications of the EP members shall be as follows:

- a. **Chairman** – The chair shall be a registered QS (Consultant QS) having more than 15 years post-degree experience as a QS in the construction industry or as an academician.
- b. **Members of the EP** – The members shall be a registered QS (Consultant / Professional QS) having more than 10 years post degree experience as a QS in the construction industry or as an academician.

### **5.3.3 Responsibilities of QSAC**

QSAC is responsible for assembling the EP (subject to BQSM's endorsement), and act as the liaison between the EP and the HEP. QSAC is also able to advise the EP on BQSM's policies and procedures, programme content currently recognised by BQSM, features and background of the HEP, aspects of the accreditation process, and may also contribute to the EP's discussions as appropriate.

### **5.3.4 Conflict of Interest**

EP must inform QSAC of any possible conflict of interest that may arise between the EP and the HEP during the accreditation process. The EP must conduct the assessment with the highest level of integrity and remain true to the conclusions on the overall accreditation process based on the documentation assessment and accreditation visit. Throughout the accreditation process, the EP shall not communicate directly with the HEP unless deemed necessary and approved by QSAC to do so.

## **5.4 INITIAL PROCEDURES BEFORE THE ACCREDITATION VISIT**

EP shall review and assess the documents submitted for accreditation and prepare the preliminary report on the outcome of the documentation assessment to be submitted to QSAC for BQSM's approval. The EP shall refer to the Accreditation Manual for Quantity Surveying Programmes as the reference for the assessment process. In addition, judgment of acceptability and comparability must depend as much upon the knowledge and experience of the EP, as upon the current academic trends, the characteristics of the HEP, and the requirements of the profession.

Possible outcomes from the documentation assessment by the EP:

- a. Additional information and documents are required from the HEP before proceeding with an accreditation visit. QSAC will request the information and documents from the HEP. Once the EP is satisfied with the additional information and documents provided, QSAC shall arrange accreditation visit to the HEP.
- b. The documents submitted are sufficient and acceptable, QSAC shall arrange the accreditation visit to the HEP (except for full accreditation extension where accreditation visit is not necessary if the EP is satisfied with the documents submitted by the HEP).
- c. The documents submitted are inadequate that an accreditation visit would be inappropriate. The EP should indicate clearly the deficiencies in order to assist the HEP with its revised documents. The HEP will be required to re-submit their documents within the time defined by QSAC. Failure to submit the revised documents within the time frame shall be deemed to be a withdrawal of the accreditation application by the HEP concerned and no refund of accreditation fees will be given.

## **5.5 PROGRAMME FOR ACCREDITATION VISIT**

### **5.5.1 Preparatory Meeting by Evaluation Panel (EP)**

The EP's outcomes of the documentation assessments are discussed during the preparatory meeting. This meeting is important particularly to identify issues of concern and additional information needed from the HEP. These will guide the preparation of an initial programme for the visit. The preparatory meeting also



provides an opportunity for the EP members to develop the team’s dynamics with a common purpose, and determine the roles of individual EP members for the visit.

### 5.5.2 Programme for Accreditation Visit

An individual schedule is devised for each visit, according to the characteristics of the programme and the needs identified by the EP. The duration for the accreditation visit is normally two (2) days and the typical programme for the visit is illustrated in Table 5.1.

**Table 5.1: Programme for Accreditation Visit**

No.	Activities	Provisional Accreditation	Full Accreditation and Re-Accreditation
i	Sessions with the programme team	√	√
ii	Tour of facilities	√ (if relevant)	√
iii	Documentation assessment including review of students’ work	√ (relevant documents)	√
iv	Meeting with students	-	√
v	Meeting with advisory committee/employers	Upon EP’s request	Upon EP’s request
vi	Meeting with external examiners	-	√
vii	Private meetings of the EP	√	√
viii	Feedback session	√	√

#### a. Sessions with the programme team

These are sessions of discussion with the programme team where the EP seeks clarification and justification on issues raised from the documentation assessment. Discussion usually follows an agenda agreed between the chairman and other EP members, and often communicated beforehand to the programme team. Discussions can be held with members of the programme team in different groups.

#### b. Tour of facilities

This involves the examination of facilities / equipment relevant to the programme.

#### c. Assessment of documents

The EP will review documents considered pertinent to the accreditation applied, such as the report of the internal validation. Other examples are external examiners’ reports, programme advisors’ reports, visiting lecturers’ reports / schedules, examination papers, students’ answer scripts, students’ projects and coursework, students’ dissertations, and other documents deemed necessary by the EP.

#### d. Meeting with students

This involves meetings with current students (to be selected randomly by the EP), and graduates from the programme. An insight into the student’s experience on the programme is an important element of the accreditation process.

#### e. Meeting with advisory committee / employers

This meeting is not mandatory but will depend on the EP’s request. BQSM encourages the HEP to seek advice from the industry regarding its programme contents. The HEP may seek advice from industry through ad-hoc meetings with industry leaders and through calling together working groups with specific expertise. The advisory committee will indicate the needs / expectations of the industry towards the QS graduates. Meeting with the advisory committee / employers of graduates from the respective HEP or

employers who provide industrial training for students on the programme will provide additional insights on the performance of the programme and the quality of the graduates / students.

**f. Meeting with external examiners**

The HEP needs to arrange the meeting between the EP and the external examiners for the programme, and provide the EP with the external examiners' reports as well as the HEP's responses to the external examiner's comments.

**g. Private meetings of the EP**

The EP shall deliberate on all aspects of the accreditation process (based on the outcome of the documentation assessments and accreditation visit) and decide on the outcome of the accreditation for the programme before the feedback session. The outcome should reflect a consensus decision by the EP, and not of individual EP members. Comments, conditions and recommendations agreed at this stage will be formulated into the final accreditation report.

**h. Feedback session**

This involves a short formal session where the decision of the EP, including any conditions and recommendations are communicated to the HEP. The chairman shall deliver the outcome of the accreditation process and, except for clarification purposes, discussions are not expected at this session.

## **5.6 INSTITUTIONAL ASPECTS**

While a programme accreditation focuses upon a particular programme, it is also important to consider the institutional context within which the programme is conducted. Relevant issues may include:

- a. Development plans for the programme in the context of overall institutional development.
- b. Policies and procedures relating to internal programme review and validation, programme development and management.
- c. Policies for staff including recruitment and appointment, staff development and scholarly activities including research, consultancy, study leave and grants for professional development.
- d. Other support in terms of physical resources and student services.
- e. Funding considerations and constraints.

## **5.7 ACCREDITATION REPORTS**

The accreditation report outlines the EP's findings, issues of concerns, commendations and recommendations. The accreditation report shall not contain vague or unsubstantiated statements and deals with all relevant areas, but without excessive details. The two (2) main reports prepared by the EP:

- a. Preliminary Accreditation Report which is prepared upon the completion of the documentation assessment.
- b. Final Accreditation Report which is prepared after the accreditation visit and incorporates the findings from both the documentation assessments and the accreditation visit.

Apart from the Preliminary Accreditation and Final Accreditation Reports, the EP are also required to prepare the Continuous Monitoring Report based on the assessment of the Annual Report and the Critical Review Report of the Existing Programme submitted by the HEP.

Table 5.2 illustrates the types of reports prepared for the different types of accreditation status based on documentation assessment and accreditation visit.

**Table 5.2: Types of Reports for Different Accreditation Status**

Accreditation Status	Preliminary Accreditation Report (Document assessment)	Final Accreditation Report (Document assessment & accreditation visit)	Continuous Monitoring Report (Annual Report)
Provisional Accreditation	√	√	√
Full Accreditation			
a) Full Accreditation	√	√	√
b) Full Accreditation Extension	√ (if necessary)	√ (if necessary)	√
Re-Accreditation	√	√	√
Post Accreditation	-	-	√

The documentation assessments undertaken by EP is based on the various documents submitted by HEP. Table 5.3 summarises the different documents assessed by EP for different accreditation status.

**Table 5.3: Documents Assessed by EP for Different Accreditation Status**

Accreditation Status	Documents 1 – 5		Document 6	Document 7	Document 8
	PAR	FAR	CMR		
Provisional Accreditation	√	√	-	-	√
Full Accreditation					
a) Full Accreditation	√	√		√	√
b) Full Accreditation Extension	√ (if necessary)	√ (if necessary)	√ (if necessary)	√ (if necessary)	√
Re-Accreditation	√	√	√	√	√

PAR – Preliminary Accreditation Report

FAR – Final Accreditation Report

CMR – Continuous Monitoring Report

### 5.7.1 Submission of Accreditation Reports by Evaluation Panel (EP)

EP shall submit the Preliminary Accreditation Report to QSAC not later than one (1) month from the date of receipt of documents by the EP. The Final Accreditation Report shall be submitted to QSAC not later than one (1) month from the date of the accreditation visit. Continuous Monitoring Reports (based on Annual Reports and the Critical Review Report of the existing programme) shall be submitted to QSAC not later than one (1) month from the receipt of the respective reports by the EP.

## **CHAPTER 6**

### **POST ACCREDITATION**

#### **6.1 INTRODUCTION**

This chapter presents the guidelines for monitoring and quality control (Phase 4 of the accreditation cycle) after accreditation status has been awarded to the HEP. Continuous monitoring by BQSM will be in accordance to the requirements set under this section and the repercussions of failing to submit or fulfil the requirements are also described in this chapter.

#### **6.2 CONTINUOUS MONITORING**

Accredited programmes will be assessed from time to time to ensure that standards and quality are maintained. This assessment would normally involve a detailed evaluation of the annual report submitted by the HEP together with any other reports and documents relating to the achievements and advancement of the programme. BQSM shall, without notice, re-evaluate the accreditation of any programme that appears to have failed to maintain the required standards or where negative reports have been lodged about the programme.

##### **6.2.1 Annual Report Requirements**

Annual Reports shall be submitted by HEP containing at least the following information:

- a. Changes to the programme.
- b. External examiners' reports and the responses / feedback by the HEP.
- c. Data on students' intake, enrolment at various level of the programme, and the profile of graduates.
- d. Data on students' performance, results and progression.
- e. Changes in academic staff and staff development activities (e.g. consultancy, research, publication, etc.).
- f. Statistics of Malaysian students (for foreign HEP).

Additional documents that the HEP wish to submit / required to submit by the EP may include:

- a. Improvements in physical facilities, library, material or key resources.
- b. Development of support facilities such as counselling, extra-curricular activities, etc.
- c. Reports from industry and relevant professional bodies about the programme.
- d. Views from students regarding the curriculum, subject and syllabus, effectiveness of academic staff, etc.
- e. Examination papers together with the samples of the answer scripts which are randomly selected.
- f. List of advanced entry students and their entry qualifications.

##### **6.2.2 Annual Report Evaluation**

EP shall evaluate and prepare a report based on the Annual Report submitted by the HEP. The report format can be referred to in Appendix D3. The report shall be submitted to QSAC not later than one (1) month from the receipt of the Annual Report by the EP.

If a review visit to the HEP is required, the final report shall be prepared by the EP and shall be submitted to QSAC not later than one (1) month from the date of the visit. All reports, including conditions and recommendations shall be presented to QSAC, and QSAC shall submit to BQSM for ratification, and is subsequently forwarded to HEP.

### **6.2.3 Feedbacks from BQSM**

Should the quality and standard of the programme prove to be dissatisfactory, BQSM will require the HEP to either:

- a. rectify the situation within a pre-defined time frame; or
- b. provide further clarifications in writing or via a report prepared by the board of directors of the HEP.

Depending on the response provided by the HEP, BQSM will decide and inform the HEP that:

- a. BQSM's requirements have been satisfied; or
- b. BQSM's requirements have NOT been satisfied with reasons stated together with a Notice informing the HEP of BQSM's intention of withdrawing the programme accreditation.

If there are conditions to be fulfilled, then these conditions shall be monitored by the QSAC Secretariat and where necessary the opinions of EP members are sought.

### **6.2.4 Failure to Submit Annual Report and Unfulfilled Requirements**

HEP failing Continuous Monitoring Evaluation will be given thirty (30) days from the date of the "Notice of Accreditation Withdrawal" to appeal BQSM's decision. Such an appeal should be supported by further documentations, reports and other relevant documents or statements. The HEP management may be required to appear before BQSM. If required, a further visit to the HEP shall be conducted.

Based on the assessment of the documentations, interview and visit (if necessary), BQSM will inform the HEP on the outcome of the appeal:

- a. BQSM's requirements have been satisfied; or
- b. HEP is required to rectify the situation within a pre-defined time frame; or
- c. BQSM shall withdraw the accreditation of the programme.

The decision of BQSM shall be final.

## **6.3 SANCTIONS**

Where, as a result of the annual process of monitoring and review, a shortfall in the quality of the accredited programme contents and delivery is identified, BQSM: -

- a. may request an immediate review visit; and / or
- b. may withdraw the accreditation of the QS programme.

HEP with accredited programmes are responsible for ensuring that annual monitoring information is received each year by BQSM. Failure to submit the required information may result in the withdrawal of an accredited programme status. Information provided by accredited programmes as part of the annual monitoring requirement will be assessed, and may give rise to an earlier review visit or a request for additional details.

BQSM may refer and adopt policies and procedures from MOE, MQA and other relevant authorities and public agencies, as part of the process of monitoring and review of accredited programmes.

## **6.4 REVIEW VISIT**

Review visits shall be conducted on accredited programmes at BQSM's discretion. BQSM will identify accredited programmes where review visits are necessary. These may include HEP where the validity of the accreditation period is expiring, or a shortfall in the quality of the accredited programme contents and delivery has been identified. A minimum of two (2) months prior notice will be provided before a review visit is conducted.

Review visits will normally be conducted for accredited programmes based on the above situations. However, in certain circumstances BQSM shall consider applications for re-accreditation based on the documentations submitted, without the need for an accreditation visit. Such circumstances may include recent visits to the department in the HEP conducting the QS accredited programme, to consider other programme accreditation.

The review visit will focus on issues arising from the process of annual programme monitoring and quality control, that include, inter-alia, the following:

- a. Curriculum, syllabus and subject contents.
- b. Teaching, learning and assessment methods.
- c. Quality and dynamics of academic staff.
- d. Physical facilities.
- e. Financial resource provision.
- f. Enrolment levels.
- g. Quality of intake and performance of students.
- h. Failure rates.
- i. Students' experiences on the programme.
- j. Programme monitoring and review mechanisms.
- k. Links with the industry and profession.
- l. Staff development.
- m. Quality of graduates and employment characteristics.
- n. Employer perceptions.





**QUANTITY SURVEYING ACCREDITATION COUNCIL**

**APPENDICES TO THE ACCREDITATION MANUAL**

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## 1.0 INTRODUCTION

The purpose of these Appendices is to enable both HEP and EP to ascertain the necessary information required and also act as a guide to the procedure of seeking accreditation and completing the accreditation exercise.

The objectives of the Appendices are to:

- a. Provide guidelines to HEP in preparing the documentation for accreditation.
- b. Ensure complete information is provided by HEP.
- c. Standardise the format of the documents submitted by HEP.
- d. Expedite the process of assessment by EP.

The following table indicates the purpose of each appendix:

Appendix	Purpose
APPENDICES A1 & A2	Accreditation cycles (for local and foreign HEP)
APPENDIX B	Guidelines for HEP on contents for Definitive Programme Document
APPENDICES C1, C2, C3	Formats for HEP for the preparation of Critical Review of the Existing Programme, Annual Internal Review Report and Annual Report
APPENDICES D1, D2, D3, D4, D5	Guidelines and format for EP to prepare Accreditation Report, Monitoring Report, Critical Review Report, and Checklist for Accreditation Visit
APPENDICES E1, E2, E3	Checklists for HEP for document submission

HEP shall prepare and submit the relevant documents based on the Accreditation status applied:  
(Please refer Table 4.1 in Chapter 4 of the Manual)

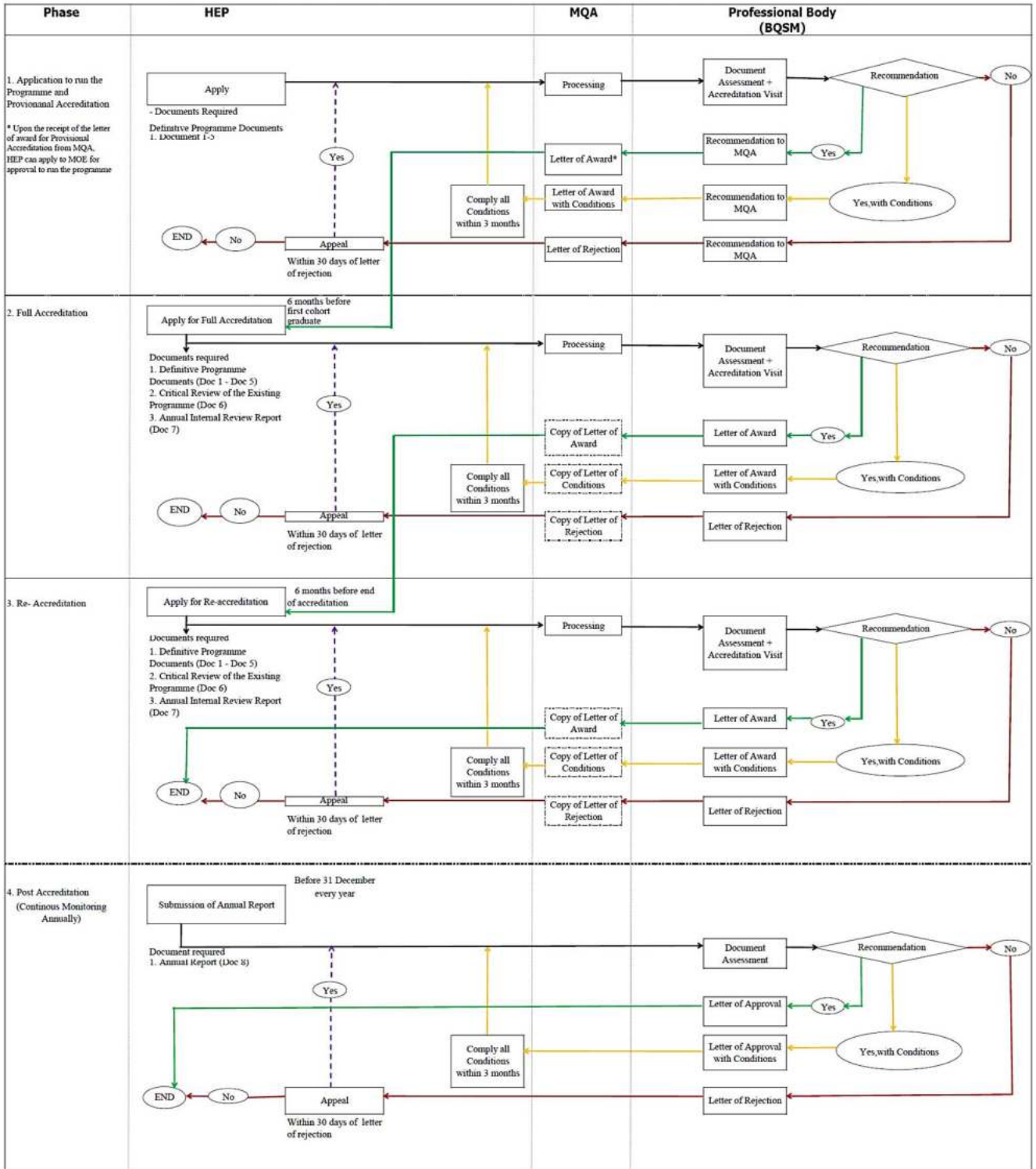
	Document	Format for Submission	Checklist
a.	<b>Documents 1-5:</b> Definitive Programme Documentation	Appendix B	Appendix E1
b.	<b>Document 6:</b> Critical Review of Existing Programme (where relevant)	Appendix C1	Appendix E2
c.	<b>Document 7:</b> Annual Internal Review Report (where relevant)	Appendix C2	-
d.	<b>Document 8:</b> Annual Report (before 31 December of each year)	Appendix C3	Appendix E3

BQSM may require HEP to furnish additional information as and when necessary.

The Appendices also provide examples on the relevant Tables required. Contents in these Tables are examples of information to be provided by HEP. HEP are required to construct the Tables as per the examples and provide the respective information.

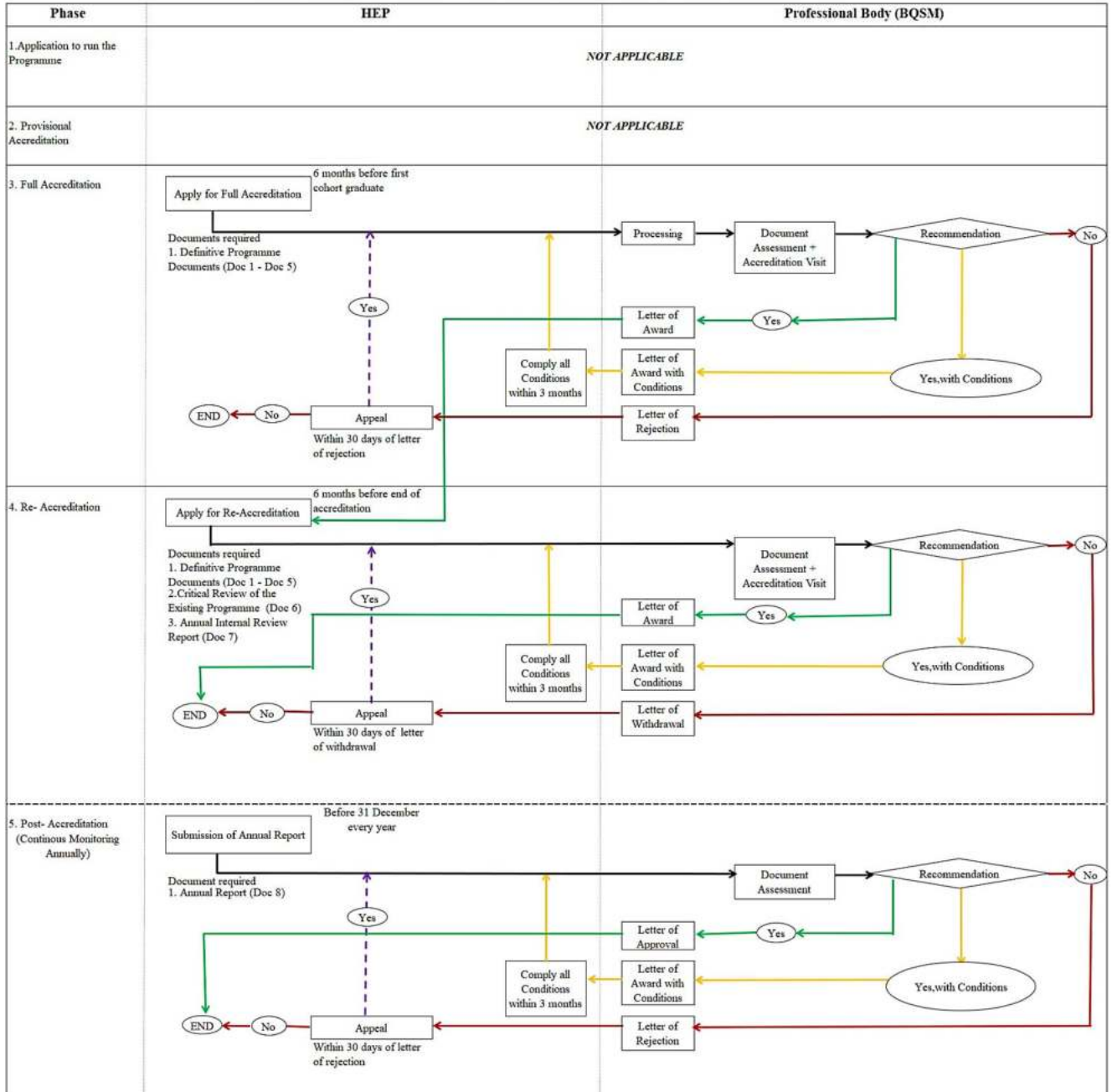
# APPENDIX A1

## ACCREDITATION CYCLE FOR A QUANTITY SURVEYING DEGREE PROGRAMME (LOCAL AND FOREIGN HEP OPERATING LOCALLY)



APPENDIX A2

ACCREDITATION CYCLE FOR A QUANTITY SURVEYING DEGREE PROGRAMME (FOREIGN HEP)



## DOCUMENTS 1 – 5 : DEFINITIVE PROGRAMME DOCUMENTATION

### 1.0 INTRODUCTION

HEP shall provide evidence to support the document submission but not limited to the following:

- **Document 1** : **General Information**
- **Document 2** : **Programme Design**
- **Document 3** : **Management of Programme**
- **Document 4** : **Academic Staff**
- **Document 5** : **Teaching and Learning Facilities**

### 2.0 THE COVER PAGE

Title	Definitive Programme Documentation (Documents 1 to 5) for Provisional Accreditation / Full Accreditation / Re-accreditation Application
Name and Address of HEP	Full Name and Address of HEP
Name of Programme	Full Name of Programme
Date of Submission	Date

**DOCUMENT 1 : GENERAL INFORMATION****1.0 INTRODUCTION**

The HEP shall provide the general information on Particulars of Institution, Particulars of Programme, and Level of Accreditation applied.

**1.1 PARTICULARS OF INSTITUTION**

1.1.1 Provide the following information:

- a. Name, address and contact number (tel, fax, emails, website)
- b. Particulars of registration
- c. Date of validation
- d. Faculty responsible for QS programme; Year of establishment
- e. Department responsible for QS programme; Year of establishment
- f. Head of Faculty/ School; Qualification
- g. Levels of programme conducted by QS department (e.g. certificate, diploma, degree)
- h. Levels of programme conducted by Faculty (e.g. certificate, diploma, degree)
- i. Other departments / programme under the Faculty.

**1.2 PARTICULARS OF PROGRAMME**

1.2.1 Title of degree / diploma programme

- a. Name of the programme (e.g. Bachelor (Hons) of Quantity Surveying)
- b. Level of studies (e.g. Degree, Ijazah Sarjana Muda, Bachelor, Diploma)
- c. Medium of studies (e.g. Bahasa Melayu, English)

1.2.2 Programme philosophy, aims and objectives (State the philosophy and development process in term of the design programme and it's outcome and a focus framework of courses offered)

1.2.3 Mode and duration of the programme and total credits for award of degree (**Prepare Table 1.1**)

- a. Mode (e.g. Full time, Part time etc.)
- b. Duration (Total number of years e.g. Full time is 3 years and Part time is 4 years)
- c. Period of study per semester (lecture weeks per semester, indicate exam weeks and semester breaks)
- d. Period of study per year (semester per year)
- e. Total no. of course s/ subjects
- f. Total credits (credits requirements for the award of degree/diploma)

APPENDIX B

*Document 1*

**Example of Table 1.1: Mode and Duration of Programme and Total Credits for Award of Degree**

Mode of Study	Duration	Period of study per semester	Period of study per year	Total no. of courses	Total credits	Comment
Full time	Min. 3 years including Industrial Training	Min. 14 academic weeks	Two semesters per year	48	130	
Part time	Min. 3 ½ years including Industrial Training					

**Example of Total credits**

Level of Study	Minimum Total Credits for QS Subjects (% of Total Credit of Programme)	Minimum Total Credit of Programme
Degree	80%	120
Diploma	80%	90

1.2.4 Entry requirements (**Prepare Table 1.2**)

State the minimum requirement for enrolment (e.g. SPM, STPM, matriculation, diploma etc.). The following information shall be provided for candidates given advanced entry or credit transfer.

- a. Allowable total credit transfer
- b. Allowable year of direct entry (e.g. Direct entry to second year for candidates with accredited diploma)
- c. General exemption given (e.g. A student who has passed HEP imposed subjects in an earlier programme is exempted)

**Example of Table 1.2: Entry Requirements**

LEVEL/ SUBJECT	General requirement and min. qualifications required
SPM/SPMV	
STPM/ Matriculation	
Others	

1.2.5 Frequency of student intake per year (**Prepare Table 1.3**)

State the frequency of intake for the programme, e.g. once a year or twice a year. State typical date or month of the intake as well as the maximum places offered per intake per year.

**Example of Table 1.3: Frequency of Student Intake Per Year**

Frequency	Typical dates/ period	No. of places offered
Once a year	July of each year	

1.2.6 Student enrolments for the past 5 years (**Prepare Table 1.4**)

HEP operating less than 5 years shall complete the details from year 1 up to current year.



APPENDIX B

Document 1

**Example of Table 1.4: Student Enrolment (for past 5 years)**

STUDENT ENROLMENT																
Year/ Level of study	Year 1			Year 2			Year 3			Year 4			Year 5			Total
	Semester	1	2	3	1	2	3	1	2	3	1	2	3	1	2	
Degree																
Diploma																

- 1.2.7 Graduates for the past 5 years (**Prepare Table 1.5**)  
HEP operating less than 5 years shall complete the details from year 1 up to current year.

**Example of Table 1.5: Graduates (for the past 5 years)**

Year	Graduates
2014	40
2015	40
2016	60
2017	60
2018	80

- 1.2.8 Annual academic calendar (**Prepare Table 1.6**)  
Submit typical annual academic calendar for the programme. The following information are required:
- Number of semesters or levels of study per year
  - Typical session used in running the programme (e.g. Three semester / session per year; Jan – Apr, May – Aug and Oct – Dec)
  - Duration of study per semester. The duration of the study shall not include examination weeks and semester breaks (e.g. 14-weeks academic session per semester)
  - Typical mid-semester break at each semester
  - Study leave / week; state when and duration
  - Examination week; state when and duration
  - Semester holiday; state when and duration.

**Example of Table 1.6: Annual Academic Calendar**

	Semester / Level 1	Semester / Level 2	Semester / Level 3
	Session Period (Jan-Apr)	Session Period (May-Aug)	Session Period (Oct-Dec)
Academic session	14 weeks excluding exam and break	14 weeks excluding exam and break	14 weeks excluding exam and break
Mid semester break	1 week	1 week	1 week
Study leave / week	1 week	1 week	1 week
Examinations	3 weeks	3 weeks	3 weeks
Semester break	8 weeks	8 weeks	8 weeks

- 1.2.9 Computation of credits and total credits for award of degree / diploma (**Prepare Table 1.7**)  
Indicate the computation of credits as the following, and explain clearly if other methods are used as a mode to calculate the credit hours.
- Lecture: 1 credit hour equivalent to 1 contact hour
  - Tutorial: 1 credit hour equivalent to 2 contact hours
  - Industrial Training: 1 credit hour equivalent to 2 weeks industrial training

**Example of Table 1.7: Computation of Credits and Total Credits for Award of Degree / Diploma**

Computation of credit hours per course based on classes / staff contact hours				Computation of credit hours and / or weightage (based on other modes, please state)	Comments
	Lecture	Tutorial	Industrial Training		
Credit hours	1	1	1		
Contact hours					
Example contact hours	1 x 14	2 x 14 / 1½ x 14	2 weeks		

## 1.2.10 Requirements for award of degree/diploma

State the requirements for the award of degree / diploma

e.g. Student must fulfill the following:

- i. Minimum total credit hours
- ii. Cumulative Grade Point Average (CGPA)
- iii. Pass all subjects imposed by HEP / MQA
- iv. Other requirements

1.2.11 Classification of degree / diploma (**Prepare Table 1.8**)

Explain clearly if other methods are used to classify the degree.

**Example of Table 1.8: Classification of Degree / Diploma**

Classification of degree	1 <sup>st</sup> Class	2 <sup>nd</sup> Upper	2 <sup>nd</sup> Lower	3 <sup>rd</sup> Class	Ordinary
Cumulative Grade Point Average	3.50 – 4.00	3.00 – 3.49	2.50 – 2.99	2.01 – 2.49	2.00

## 1.2.12 Institution awarding the qualification if different from HEP (twinning &amp; franchise programme)

## 1.2.13 Exposure to professional quantity surveying practice, provide the following information:

- a. Type of exposure
- b. If exposure through industrial training:
  - Place (types of organisations) and duration of industrial training
  - Student's opinion and capabilities
  - Employer's opinion

## 1.2.14 Rationale for conducting the programme:

- a. The manpower requirement of the country
- b. Contribution to the knowledge
- c. Other justifications

## 1.2.15 Programme Outcomes

State clearly the Programme Outcomes in terms of knowledge, skills and understanding.

**1.3 LEVEL OF ACCREDITATION APPLICATION**

## 1.3.1 Provide the following information:

- a. Types of accreditation sought
  - Provisional accreditation of new programme
  - Full accreditation
  - Re-accreditation of programmes previously accredited

## APPENDIX B

### *Document 1*

- b. Proposed starting date for new programmes, year of first introduction of programme and / or years of major revisions (applicable for provisional accreditation application only)
- c. Year of last accreditation assessment and outcomes (applicable for re-accreditation application only)

APPENDIX B

Document 2

**DOCUMENT 2 : PROGRAMME DESIGN**

**2.0 INTRODUCTION**

This section illustrates how information of all courses / subjects/ modules/ units shall be prepared and submitted. The information shall cover overall information on the courses offered as well as the detail contents of each course.

**2.1 SYLLABUS DESIGN FOR DEGREE / DIPLOMA PROGRAMME**

2.1.1 Breakdown of course structure and detail contents (**Prepare Table 2.1**)

**Example of Table 2.1: Course Structure According to Course Grouping for Degree Programme**

No	BQSM REQUIREMENTS (Minimum)					TO BE FILLED BY HEP					TO BE FILLED BY EP				
	Group of Courses	Status	Duration Semester	% of Total Credit*	% of Content Coverage	Provisional accreditation of new programme					Total Credit		Content Coverage		
						Code	Courses**	Credit	Total Credit	% of Total Credit	Duration	Compliance Yes/No	% of Coverage	Compliance Yes/No	
1	Quantities/Masurement	Core	5	20 - 30	90										
2	Construction Technology	Core	5	10 -15	80										
3	Construction Economics	Core	3	10 -15	90										
4	Construction Law & Contract	Core	2	10 -15	100										
5	Professional Practice	Core	2	10 -15	100										
6	Construction Management	Non Core	2	5 - 9	100										
7	Building Services	Non Core	2	5 - 9	80										
8	IT and Computer	Non Core	1	5 - 9	100										
9	Analysis of Prices/Costing	Non Core	1	5 - 9	100										
10	Related Courses	Non Core	0	10 - 20	90										
11	Final Project/Dissertation	Non Core	1	5 - 9	0										
12	Industrial Training	Non Core	4-6 Months	0	0										
	<b>TOTAL QS COURSES</b>														
13	<b>MQA/HEP COURSES</b>														
	<b>TOTAL QS PROGRAMME</b>														

BQSM CREDIT GUIDES:

Total QS Courses : Minimum 80% of Total QS Programme

Total QS Programme : Minimum 120 credits

\* Minor variance to BQSM Requirements is acceptable.

\*\* add rows for individual courses

Note: For related courses: the board is more concern on credit hour and its %. HEP are flexible with their choices for related courses.

HEP can request the softcopy for Table 2.1 from the QSAC secretariat

APPENDIX B  
Document 2

**Example of Table 2.1: Course Structure According to Course Grouping for Diploma Programme**

No	BQSM REQUIREMENTS (Minimum)					TO BE FILLED BY HEP					TO BE FILLED BY EP			
	Group of Courses	Status	Duration Semester	% of Total Credit*	% of Content Coverage	Code	Courses**	Credit	Total Credit	% of Total Credit	Duration	Total Credit Compliance Yes/No	Content Coverage % of Coverage	Compliance Yes/No
1	Quantities/Measurement	Core	4	20 - 30	85									
2	Construction Technology	Core	4	20 - 30	85									
3	Construction Economics	Core	3	10 - 20	80									
4	Construction Law & Contract	Core	2	10 - 20	80									
5	Professional Practice	Non Core	2	5 - 10	80									
6	Construction Management	Non Core	1	5 - 10	70									
7	Building Services	Non Core	2	5 - 10	80									
8	IT and Computer	Non Core	1	5 - 10	80									
9	Analysis of Prices/Costing	Non Core	1	5 - 10	70									
10	Related Courses	Non Core	0	10 - 20	80									
11	Industrial Training	Non Core	3-6 Months	0	0									
	<b>TOTAL QS COURSES</b>													
12	<b>MQA/HEP COURSES</b>													
	<b>TOTAL QS PROGRAMME</b>													

**BQSM CREDIT GUIDES:** Total QS Courses : Minimum 80% of Total QS Programme      Total QS Programme : Minimum 90 credits  
 \* Minor variance to BQSM Requirements is acceptable.  
 \*\* add rows for individual courses  
 Note: For related courses: the board is more concern on credit hours and its %. HEP are flexible with their choices for related courses.

Notes:

- a. Grouped of courses - grouping the similar or much related courses together and categorising them as one group (e.g. Measurement / Quantities may be offered at a number of semesters i.e. Measurement I, II, III etc. therefore these courses are grouped together under the ‘Measurement’ group).
- b. Status - State the status of courses e.g. core or non-core or major, minor or elective.
- c. Total credits - the total credits of grouped courses.  
 e.g.      Measurement I              3 credits  
             Measurement II             3 credits  
             Measurement III             3 credits  
             **Total credit hours            9 credits**
- d. Total contact hours - the total contact hours of grouped courses.  

	Lecture	Tutorial	Contact Hours
e.g. Measurement I	2	2	4
Measurement II	2	2	4
<u>Measurement III</u>	2	2	4
<b>Total contact hours</b>	<b>6</b>	<b>6</b>	<b>12</b>
- e. Duration - the number of semesters the course is offered.  

Course	Semester
e.g. Measurement I	01
Measurement II	02
Measurement III	03

Therefore the duration is 3 semesters.

Prepare and illustrate the detailed structure of the programme, highlighting courses offered for each semester for the whole programme. (**Prepare Table 2.2**).

APPENDIX B  
Document 2

**Example of Table 2.2: Detailed Structure of the Programme**

<b>YEAR ONE (SEMESTER 01)</b>							
No.	Code	Course	Status	Credits	Contact Hour		Academic Staff
					Lecture	Tutorial	
1.	QSD121	Quantities I	Major	4	3	2	
2.	QSD122	Analysis of Prices I	Minor	2	2	-	
3.	QSD123	Construction Tech. 1	Major	4	3	2	
4.	QSD124	Land Surveying	Minor	2	2	2	
5.	QSD125	Information Tech. I	Minor	2	2	-	
		Sub-Total		14	12	6	
<b>SEMESTER 02</b>							
1.							
2.							
3.							
		Sub-Total					
<b>YEAR TWO (SEMESTER 03)</b>							
1.							
2.							
3.							
		Sub-Total					
<b>SEMESTER 04</b>							
1.							
2.							
3.							
4.							
5.							
		Sub-Total					
<b>YEAR THREE (SEMESTER 05)</b>							
1.							
2.							
3.							
		Sub-Total					
<b>SEMESTER 06</b>							
1.							
2.							
3.							
		Sub-Total					

2.1.2 Information on individual courses (**Prepare Table 2.3**)

APPENDIX B

Document 2

Example of Table 2.3: Information on Individual Course

1	Course Name	Principles of Construction Economics	
2	Code	BEQ1022	
3	Status	Minor	
4	Level	Degree	
5	Semester/Year Offered	02/1	
6	Total Credits/Value	3	
7	Total Student Learning Time (SLT)	120 hours	
8	Pre-requisite	-	
9	Mode of Delivery	Lecture and Tutorial	
10	Academic Staff	Ms Fatimah Muhammad	
11	Synopsis	<p>An overall description of the course.</p> <p>This course is aimed to provide an introduction to the macroeconomics and microeconomics factors which affect construction and the market structure in Malaysian construction industry.</p>	
12	Course Outcomes	<p>State the objectives by relating to contents.</p> <p>By the end of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between macroeconomic and microeconomics concepts in relation to construction industry</li> <li>2. Recognize the environment of market structure in Malaysian construction industry and the effectiveness of government monetary and fiscal policies.</li> </ol>	
13	Assessment	<p>Examination : 50%</p> <p>Coursework/Assignment : 40%</p> <p>Test : 10%</p>	
14	Content Outline of the course/module and the SLT per topic: <b>Briefly elaborate the course contents</b>		
	Topic	SLT	
		Face to Face	Self Learning
	<b>Macroeconomics</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Macroeconomics</li> <li>• Principle of Macroeconomics</li> <li>• Business cycles international economy</li> <li>• Unemployment</li> <li>• Inflation</li> <li>• Macroeconomic policy</li> </ul>	12	24
	SLT/Topic	36	
	<b>Microeconomics</b>		
	<ul style="list-style-type: none"> <li>• Introduction to Microeconomics</li> <li>• Principle of Microeconomics</li> <li>• Themes of Microeconomics</li> <li>• Supply and demand</li> </ul>	12	24
	SLT/Topic	36	
	<b>Market Structure in Malaysian Construction Industry</b>		
	<ul style="list-style-type: none"> <li>• Role and importance of construction industry to economy</li> <li>• Type of market structure in the context of Malaysian construction industry</li> <li>• Market failure and government intervention</li> </ul>	12	12
	SLT/Topic	24	
	<b>Assessment</b>		
	<ul style="list-style-type: none"> <li>• Final Assessment</li> </ul>	3/9	

APPENDIX B  
Document 2

	• Continuous Assessment	6/6
	SLT/Topic	<b>24</b>
	<b>Total SLT =</b>	<b>120</b>
15	<b>References:</b> Chi-ang Lin and Siqu Zheng (2017). Environmental Economics and Sustainability. Wiley Blackwell. Higgins K.L. (2015). Economic Growth and Sustainability. Elsevier. USA. Mankiw, N.G. (2016). Principles of Economics. Cengage Learning. USA. Myers, D. (2017). Construction Economics a New Approach. Taylors and Francis. London and New York. Fourth Edition.	
16	Other additional Information:	



## **DOCUMENT 3 : MANAGEMENT OF PROGRAMME**

### **3.0 INTRODUCTION**

HEP shall submit related documents and information on the management system and examination procedures in order to ensure the quality of the programme offered. The documents shall contain information related to the following:

### **3.1 QUALITY MANAGEMENT SYSTEMS**

HEP must have a set of quality management systems in place to ensure that the stated programme outcomes are met and that programme objectives and quality are continuously reviewed and improved. Evidence of these and other quality management system adopted shall be provided.

### **3.2 PROGRAMME APPROVAL AND REVIEW SYSTEM**

Among the items that need to be included:

#### **3.2.1 The process of curriculum design/development**

To provide documentation describing the HEP's processes for programme planning, curriculum development, its review and benchmarking. The document shall include information on:

- a. Courses in curriculum and fulfillment of course criteria.
- b. Procedures in curriculum design process.
- c. Written procedures on the revision/improvement of existing curriculum.
- d. Certification/endorsement by professional bodies/industry.

#### **3.2.2 Feedback on curriculum**

To provide information on the process for securing feedback and comments from students, academicians, external examiners, professional bodies/industry, graduates/employers and the like. HEP also need to provide evidence on the utilisation of the feedback for review and on-going improvement of the programme.

### **3.3 MANAGEMENT OF TEACHING MATERIALS**

This section consists of information on the systems and documentation for teaching programmes and materials.

#### **3.3.1 Teaching programmes and materials**

Provide documentation for teaching programmes and materials (e.g. teaching plan, attendance, lecture notes, course contents, assignments).

##### **a. Accessibility of teaching materials**

Teaching materials to be classified under each designated course and state how the teaching materials are accessible to the students (e.g. via homepage, resource centre, data bank etc.).

##### **b. Improvement of teaching materials**

To provide any evidence on the utilisation of the feedback received from students, external examiners, professional bodies and the industry in improving the teaching materials.

### **3.4 MANAGEMENT OF ACADEMIC AFFAIRS**

This section consists of information on the systems for student admission, course registration, management of examination results, appeals, and administration of students' attendance.

#### **3.4.1 Student admission system**

Provide information on policies for student intake, transfer of credits, and any requirements taken into consideration.

## APPENDIX B

### *Document 3*

- a. Student intake - The existence of intake policy of the department/faculty/HEP.
- b. Entry requirements - The programme shall indicate the entry requirements at Level 1 for the degree programme and/or for diploma programme. If there is any advanced entry, state any exemptions given e.g. credits transfer and the like. Indicate minimum grades or levels of achievement required such as:
  - SPM
  - STPM
  - Matriculation
  - Diploma.
  - UEC

3.4.2 Course registration system  
Provide information on the system for various course registrations.

3.4.3 Management of examination results  
Provide the system related to recording and computing of examination results.

3.4.4 Administration of students' attendance  
Provide system related to recording of students' attendance.

3.4.5 Appeal system  
Provide the procedures for appeal of students' results.

### **3.5 MANAGEMENT OF STUDENT AFFAIRS**

Documents related to the management of student affairs shall be submitted. The document shall include:

3.5.1 Guidelines on student activities  
Provide information on student activities including all supporting resources.

3.5.2 Counseling services  
Describe the counseling services available to students, such as individual and small-group consultation, and student counseling or educational support units.

3.5.3 Guidelines on student discipline  
Appropriate guidelines on students' discipline shall be available to ensure consistency on the actions taken.

### **3.6 MANAGEMENT OF ACADEMIC STAFF**

HEP shall have adequate management systems for staff recruitment and development. The following information are required:

3.6.1 Recruitment

- a. Criteria for staff selection.
- b. Policy on the ratio of students to academic staff.

3.6.2 Staff development (policy and implementation)

- a. Training/courses.
- b. Conferences/seminar/research.
- c. Sabbatical leave/industrial attachment.
- d. Involvement in professional bodies/institutions.
- e. Evaluation and promotion systems.

## APPENDIX B

### Document 3

#### 3.7 ASSESSMENT METHODS

- 3.7.1 HEP shall prepare Table 3.4 on the grading scale adopted.
- 3.7.2 State the minimum number of assignments/courseworks required for examinable courses and continuous assessment courses (refer Table 2.2 in Document 2)
- 3.7.3 State minimum and maximum credits allowable for students per semester.

**Example of Table 3.4 : Grading Scale**

Grading Scale			
Marks	Grade	Status	Grade Point
90-100	A+	Pass	4.00
80-89	A	Pass	4.00
75-79	A-	Pass	3.67
70-74	B+	Pass	3.33
65-69	B	Pass	3.00
60-64	B-	Pass	2.67
55-59	C+	Pass	2.33
50-54	C	Pass	2.00
47-49	C-	P/F*	1.67
44-46	D+	P/F*	1.33
40-43	D	P/F*	1.00
30-39	E	Fail	0.67
0-29	F	Fail	0.00

\*P/F: Pass/Fail

#### 3.8 EXAMINATION MONITORING PROCEDURE

Provide the regulations and procedures for examination.

- 3.8.1 Examination procedure
- Rules and guidelines.
  - Question and answer script vetting process.
- 3.8.2 Examination results
- Examination Board.
  - Disciplinary action for breach of procedure.

#### 3.9 EXTERNAL EXAMINERS

Provide information on the external examiners that shall include:

- Background; practitioner or academician.
- Highest qualification.
- Professional qualification/affiliation.
- Designation.
- Working experience.
- Involvement with professional bodies.
- Duration of appointment.
- Duties and responsibilities.

**DOCUMENT 4 : ACADEMIC STAFF****4.0 INTRODUCTION**

Information shall be presented in two categories.

- a. Information on overall academic staff
- b. Individual academic staff's assessment profile.

**4.1 INFORMATION ON ACADEMIC STAFF**

4.1.1 Provide the following information on overall academic staff (**Prepare Table 4.1 and 4.2**):

- a. Number of academic staff (state whether part time or full time, academic staff from other faculty or department servicing the department).
- b. Current population of student.
- c. Full time academic staff to student ratio.
- d. Ratio of academic staff to courses taught.

4.1.2 All information shall be as at year of assessment

**Example of Table 4.1: Total Academic Staff**

<b>Year : 2019</b>	<b>Full Time</b>	<b>Part Time</b>
Faculty	50	10
Department	15	3
Others servicing the department	5	2

**4.2 ACADEMIC STAFF'S ASSESSMENT PROFILES**

4.2.1 Information on individual academic staff shall be provided by the HEP comprising the following (**Prepare Table 4.3**):

- a. Staff's name
- b. Qualification: State the staff's qualification e.g. PhD, MSc, BSc and others
- c. Staff's working status: State whether full time, part time, servicing or contract
- d. Professional qualifications and/or membership: Information on any professional qualifications and/or membership in professional bodies
- e. Working Experience - Teaching experience; Information on number of years lecturing and previous working experience; e.g. other than teaching
- f. Courses taught: State numbers and name of courses taught
- g. Other academic and industrial involvement:
  - Publications
  - Research
  - Consultation
  - Guest speaker
  - Attendance to seminar/conference/workshop
  - Involvement with professional bodies/institutions
  - Administrative posts held in HEP
  - Staff's involvement shall be provided for the last three(3) years.

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Example of Table 4.2 : Information on Academic Staff

No	Name of Academic Staff	Designation	Nationality	Status	Date of Appointment	Courses Taught	Academic Qualification		Working Experience			
							Qualification/ Area of Specialisation	Awarding Institution	Year Awarded	Designation	Name and address of employer	Duration
1.	Assoc. Prof. Dr. Alina Yusuf	Senior Lecturer	Malaysian	Full time	15/09/1990	<ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Building Services</li> <li>• Construction Technology</li> <li>• Project Management</li> </ul>	<ul style="list-style-type: none"> <li>• PhD in Quantity Surveying</li> <li>• MSc. in Construction Management</li> <li>• B.Sc. (Hons) In Quantity Surveying</li> </ul>	Reading University Salford University Salford University	1995 1990 1986	Quantity Surveyor	B&A Consultant QS Sdn. Bhd. 12A, Jalan Bunga Raya, 40000 Shah Alam Selangor	4 years
2.												
3.												
..												
..												

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Example of Table 4.3: Individual Academic Staff's Profiles

<b>Name :</b>	Assoc. Prof. Dr. Alina bt. Yusuf				
<b>Qualifications :</b>	<ul style="list-style-type: none"> <li>• PhD in Information Technology in Construction</li> <li>• MSc. Information Technology in Property and Construction</li> <li>• B.Sc. (Hons) in Quantity Surveying.</li> </ul>				
<b>Working Status :</b>	Full time				
<b>Professional Qualification/Membership:</b>	Registered Quantity Surveyor, Member of Royal Institution of Surveyors Malaysia (RISM)				
<b>Working Experience :</b>	28 years				
i) Teaching (State number of years)	4 years				
ii) Previous (e.g. Practitioner)					
<b>Courses Taught : Current &amp; Previous:</b>	<table border="0"> <tr> <td style="text-align: center;"><u>Current</u></td> <td style="text-align: center;"><u>Previous</u></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Building Services</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Construction Technology</li> <li>• Project Management</li> </ul> </td> </tr> </table>	<u>Current</u>	<u>Previous</u>	<ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Building Services</li> </ul>	<ul style="list-style-type: none"> <li>• Construction Technology</li> <li>• Project Management</li> </ul>
<u>Current</u>	<u>Previous</u>				
<ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Building Services</li> </ul>	<ul style="list-style-type: none"> <li>• Construction Technology</li> <li>• Project Management</li> </ul>				
<b>Other Involvement : (Last (5) years)</b>					
i) Publications (publications in journals and proceedings)	<ul style="list-style-type: none"> <li>• World Trends in Construction Procurement. The Surveyor, 2011. Vol.25 No.4, p.56</li> <li>• Construction Industry Development in Stimulating National Economic Recovery. The Surveyor, 2011. Vol.33 No.3, p.2</li> <li>• Construction Project Management. The Surveyor, 2011, Vol.22, No.1, p.4</li> </ul>				
ii) Research (title of research, dates, grants)	<ul style="list-style-type: none"> <li>• QS Education in Malaysia, August 2011</li> <li>• IT in Qsntity Surveying, 2010-2011</li> </ul>				
iii) Consultation (title of projects, clients, dates)	<ul style="list-style-type: none"> <li>• Construction of Resource Centre at UiTM, UiTM, 2010-2011</li> <li>• Construction of Pusat Penerangan dan Keselamatan, UiTM, 2008-2010</li> <li>• Building Cost Information Centre, RISM/ UiTM, 2010-2012</li> </ul>				
iv) Seminar/conference/workshop (state whether as participants/ presenters/ keynote speakers)	<ul style="list-style-type: none"> <li>• Seminar on Industrialized Building System 2011 at PWTC, Kuala Lumpur, 2011</li> <li>• Kursus Kaedah Penyelidikan,FSPU,UiTM,2011</li> <li>• QS National Convention 2009, IIUM,ISM,BQS,2009</li> <li>• One day seminar on CIDB Standard Form of Building Contract,ISM,2011</li> </ul>				
vi) Administrative post held in HEP	<ul style="list-style-type: none"> <li>• Coordinator Master of Science in Integrated Construction Project Management, 2007-2011</li> <li>• Coordinator for Department Syllabus Review, 2010-2011</li> <li>• Member of Professional Monitoring Committee ,2008-2011</li> </ul>				

## **DOCUMENT 5: TEACHING AND LEARNING FACILITIES**

### **5.0 INTRODUCTION**

HEP shall provide a comprehensive document stating all facilities being provided in their institution for the QS programme. An accreditation visit will include a tour of the stated facilities. The main facilities assessed shall include:

- a. Teaching Accommodation
- b. Library
- c. Computer Laboratory or IT facilities.

### **5.1 TEACHING ACCOMMODATION**

The main teaching accommodation comprising lecture rooms, lecture halls/theatres, studios and lecturers' rooms shall be tabulated. These rooms shall be furnished with all appropriate tools and equipment required for the courses taught. Identify shared/dedicated facilities for QS programme. (**Prepare Table 5.1**)

### **5.2 LIBRARY**

The main criteria to be included in the document: (**Prepare Table 5.2**)

- a. Operating system
- b. Stock and collection of main references
- c. Journal subscriptions
- d. Multimedia facilities
- e. Collection of thesis / dissertation / final projects
- f. Availability of inter-library borrowing facilities
- g. Acceptable study areas; the numbers and sizes of open spaces and discussion areas
- h. Opening hours
- i. Availability of short and long term loans
- j. Availability of on-line search
- k. Other relevant information.

### **5.3 COMPUTER LABORATORY AND IT FACILITIES**

5.3.1 The document shall indicate the following:

- a. Number of total personal computers available to students
- b. Availability of networking facilities such as internet / intranet
- c. Availability and sufficiency of relevant softwares to the courses offered, e.g. Buildsoft, MasterBill, Ripac, etc
- d. Sufficient printers and scanners
- e. Availability of qualified personnel-in-charge.

5.3.2 HEP shall prepare **Table 5.3 and Table 5.4**.

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Example of Table 5.1 : Teaching Accomodation

Room	Capacity No. of seats/ room (state)	No. of room (state)	IT facilities (describe briefly)	Audio visual equipment (state nos)				No. of room shared with faculty (state)	No. of room dedicate to programme (state)
				LCD	Direct projector	Computer	TV		
i) Lecture room	i. 40	12	e-learning portal	2 rooms	7 rooms	2 rooms	-	5 rooms	5
	ii. 30	12		2 rooms	3rooms	1 room	-	2 rooms	
ii) Lecture hall	i. 80	1	e-learning portal	1 room	1room	1 room	1 room	1 room	-
	ii. 150	1		1 room	1 room	1 room	1 room	1 room	-
iii) Studio	50	2	wifi	-	1 room	-	-	1 room	1
iv) Others e.g. students' activity rooms	20	3	wifi	-	-	1	1	-	1
v) Lecturer's room									



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Example of Table 5.2 : Library Collection and Facilities

Collection	Total titles	Total volume	Loan facilities	Remarks
Main and additional reference books	20,000	100,000	i. Short term ii. Long term iii. Main reference	i. 3 days ii. 14 days iii. 2 hours
Journals (related to QS & built-environment)	200	300	Inter-library loans	Available for main reference and short terms basis both locally and internationally
Thesis / Final project	1,500	1,500	On-line search	Available as Emerald, Proquest etc
Others (please state): i. Seminar papers ii. Question paper	50 40	100 2	On-line search	
Facilities	Type / Capacity	Total no./total no. of rooms		
Multi media: Electronic media CD, VCD, e.g. internet etc.	i. CD ii. VCD iii. Internet	i. 500 nos ii. 350 nos iii. 20 computers	Opening hours i. weekday ii. weekend	i. 8.00 am – 10.00 pm ii. 9.00 am – 9.00 pm
Study area : i. Open space ii. Discussion area	i. 500 seats ii. 60 seats	i. 3 spaces / level ii. 10 nos		

Example of Table 5.3: Computer Laboratory

Room	Capacity No. of seats/room	No. of room	No. of room shared with Faculty	No. of room dedicated to programme
General computer Laboratory	35	2	2	-
AUTOCAD Computer Laboratory	25	1	1	-

Example of Table 5.4: Information Technology Facilities

Software Type	No
Master Bill	40
Project Management	15
AUTO CAD	5

5.4 DECLARATION

This report is submitted to the Board of Quantity Surveyors Malaysia in accordance with the conditions of accreditation.

Verified by	Signature & Stamp
Name (Head of Department)	
Name (Dean/Head of Faculty)	

**DOCUMENT 6 – FORMAT FOR CRITICAL REVIEW OF THE EXISTING PROGRAMME****6.0 INTRODUCTION**

HEP shall critically review, response and provide evidence of the existing programme and submit the critical review of the existing programme report containing at least the following information from the last date of accreditation visit.

**6.1 THE COVER PAGE**

Title : A Critical Review of the Existing Programme for Provisional Accreditation, Full Accreditation or Re-Accreditation  
 Name and Address of HEP : Full Name and Address of HEP  
 Name of Programme : Full Name of Programme  
 Date of Submission : Date

**6.2 THE CONTENTS**

No	Critical Review Items	Contents and Checklist																														
1	Executive summary	Brief information about the document itself and its objective.																														
2	Introduction	Brief information about the programme (e.g. information of last date of accreditation, other recognitions obtained during the period, period covered by the report, etc).																														
3	Operation and management	Among others include: <ol style="list-style-type: none"> <li>i. Department organisation – changes in the management and organisation.</li> <li>ii. External examiners – the external examiners and their affiliations to date.</li> <li>iii. Liaison with the profession – existing and current linkages and networks with professional institutions and the industry, staff membership, etc.</li> <li>iv. Quality assurance – quality assurance practices and systems used by the department and HEP to monitor and maintain the quality of the programme.</li> <li>v. Course/subject monitoring and evaluation – any approach for continuous monitoring of course relevancy, standardisation of the syllabus, vetting of examination and assignment questions, etc.</li> <li>vi. Others (please specify).</li> </ol>																														
4	Resources for the programme	Among others include : <ol style="list-style-type: none"> <li>i. Staffing – changes in number of servicing staff, staff on study-leave and sabbatical, number of staff registered with professional bodies and currently available staff, statistics on staff advancement and staff transferred from and to other campuses.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Staff/Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Total number of staff</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Study leave</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sabbatical leave</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Currently available staff</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Staff/Year	2014	2015	2016	2017	2018	Total number of staff						Study leave						Sabbatical leave						Currently available staff					
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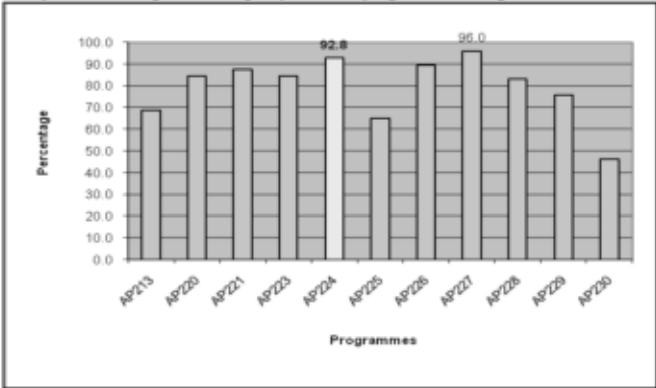
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		<p>ii. Physical facilities – information with regards to existing and/or improvement and upgrading works made to the current facilities such as:</p> <p>a. Classroom/other physical facilities: new/improvement of facilities.</p> <p>b. Library material: addition of new books, journals, online data, etc.</p> <p>c. Other key resources: laboratory, resource centre, etc.</p>																																																																																																													
5	Achievement of aims and objectives	Describe the methods used to ensure that the aims and objectives in the Definitive Programme Document (Documents 1 – 5) are achieved.																																																																																																													
6	Relevance and balance of programme content	Describe changes in teaching contents, methods and assessment to ascertain that the programme remains relevant and challenging (e.g. entry requirement, teaching methods, materials, assessment, etc).																																																																																																													
7	Student performance, cohort progression and achievement	<p>Among others, include the following:</p> <p>a. Student intake, cohort progression and enrolment.</p> <p>b. Student performance.</p> <p>c. Achievement – e.g. the percentage of employment for QS graduates.</p> <p>d. Student enrolment (for different entry qualifications).</p> <p>e. Student enrolment (for advanced entry qualifications).</p> <p>f. Employment of QS in comparison with other programmes (if any).</p> <p>g. Average basic income of QS graduates (if any).</p> <p>h. QS Graduates’ average basic salary/income in comparison with other programmes (if any).</p>																																																																																																													
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		<p><i>h. Example : QS Graduates' Average Basic Salary/Income in Comparison with Other Programmes (if any)</i></p> <table border="1"> <caption>Approximate Average Basic Salary/Income (RM) from Chart</caption> <thead> <tr> <th>Programme</th> <th>Average Salary/Income (RM)</th> </tr> </thead> <tbody> <tr><td>AP213</td><td>1650</td></tr> <tr><td>AP220</td><td>1650</td></tr> <tr><td>AP221</td><td>1550</td></tr> <tr><td>AP223</td><td>2658</td></tr> <tr><td>AP224</td><td>2011</td></tr> <tr><td>AP225</td><td>1350</td></tr> <tr><td>AP226</td><td>1950</td></tr> <tr><td>AP227</td><td>1850</td></tr> <tr><td>AP228</td><td>1300</td></tr> <tr><td>AP229</td><td>1650</td></tr> <tr><td>AP230</td><td>1300</td></tr> </tbody> </table>	Programme	Average Salary/Income (RM)	AP213	1650	AP220	1650	AP221	1550	AP223	2658	AP224	2011	AP225	1350	AP226	1950	AP227	1850	AP228	1300	AP229	1650	AP230	1300
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8	Consultation	<p>Feedback on the following:</p> <ol style="list-style-type: none"> <li>Students' feedback on courses/programmes/facilities</li> <li>Employers' feedback towards newly employed graduates and industrial training students at their workplaces.</li> </ol>																								
9	External examiners' report	The HEP shall submit External Examiners' Report and HEP's responses.																								
10	Staff activities	<p>Among others, provide the following:</p> <ol style="list-style-type: none"> <li>Research activities</li> <li>Paper presentations</li> <li>Publications</li> <li>Consultancy work.</li> </ol>																								
11	Student activities	The HEP is required to state all students' activities throughout the years and provide minutes of staff/students consultative meeting.																								

### 6.3 DECLARATION

This report is submitted to the Board of Quantity Surveyors Malaysia in accordance with the conditions of accreditation.

Verified by	Signature & Stamp
Name (Head of Department)	
Name (Dean/Head of Faculty)	

**DOCUMENT 7 – FORMAT FOR ANNUAL INTERNAL REVIEW REPORT****7.0 INTRODUCTION**

An Annual Internal Review can be in the form of minutes of meeting or official discussion report with regards to the overall review of the programme. Annual Internal Review form parts of an Annual Report submitted annually, containing at least the following information:

**7.1 THE COVER PAGE**

Title : Annual Internal Review  
 Name and Address of HEP : Full Name and Address of HEP  
 Name of Programme : Full Name of Programme  
 Date of Submission : Date

**7.2 CONTENTS**

No	Annual Internal Review Contents	HEP Action and Checklist
1	Executive summary	Brief information about the document itself and its objective.
2	Minutes of meeting	The HEP shall include and state the following : a. Date/venue/time of the meeting b. Chairperson c. Attendance d. Matters included, among others: <ul style="list-style-type: none"> <li>• academic</li> <li>• examination</li> <li>• external examiners</li> <li>• students' affair</li> <li>• administration</li> <li>• quality assurance and control</li> <li>• changes in teaching subject/content</li> <li>• summary of report from various coordinator ship, etc.</li> </ul>

**7.3 DECLARATION**

The minutes of meeting/discussion report shall be verified by the Head of programme/faculty/school.

*Example:*

This report is submitted to the Board of Quantity Surveyors Malaysia in accordance with the conditions of accreditation.

Prepared By : Name (Secretary)  
 Date Prepared : Date

Verified by	Signature & Stamp
Name (Head of Department)	
Name (Dean/Head of Faculty)	

**DOCUMENT 8 – FORMAT FOR ANNUAL REPORT****8.0 INTRODUCTION**

Annual Report provides explanation and evidence of the changes/improvements in the existing programme containing at least the following information:

**8.1 THE COVER PAGE**

Title	: Annual Report
Name and Address of HEP	: Full Name and Address of HEP
Name of Programme	: Full Name of Programme
Year Ending of Report	: Month and Year Ending of Report
Date of Submission	: Date

**8.2 CONTENTS**

No	Annual Report Contents	HEP Action/ Checklist
1	Brief programme development	Among others, indicate changes in: a. Administration b. Quality assurance c. Entry requirements d. External examiners e. Students' activities.
2	Changes in curriculum	Changes in curriculum/syllabus.
3	Improvements in physical facilities, library material or key resource	Among others, indicate changes in: a. Physical facilities: addition of new or improved facility. b. Library material: new books, journals, online data, etc. c. Other key resources: laboratory, resource centre, etc.
4	Changes in teaching staff and activities (e.g. consultancy, research, publication, etc)	Changes in: a. Teaching staff: number of servicing, study-leave, sabbatical, registered with professional bodies and promoted. b. Activities (e.g. consultancy, research, publication, etc).
5	Development of support facilities such as counselling, extra-curricular activities, etc	Changes in: Support facilities such as counselling, extra-curricular activities, etc.
6	External Examiners' reports and the response	Submit External Examiner's report and the response taken by HEP towards comments/suggestions made. <i>This is the most important section of the Annual Report as it form part of the quality control assessments on the programme and HEP.</i>
7	Reports from industry and suitable professional bodies about the programme	Submit reports from industry and suitable professional bodies about the programme. <i>This section is of particular interest especially for new programme.</i>
8	Views from the students regarding curriculum, subject and syllabus, effectiveness of teaching staff, etc	Submit reports on the views of the students regarding the curriculum, subject and syllabus, effectiveness of teaching staff, etc.



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No	Annual Report Contents	HEP Action/ Checklist																																																																																																																																								
9	Examination papers, samples of answer scripts at random selection (if required)	Examination papers together with the samples of the answer scripts of a random selection of the students (if required). Note on conformity to syllabus, standard of assessment, etc.																																																																																																																																								
10	Data on student intake and enrolment at various level of the programme	<p>Submit the student intake and enrolment at various level of the programme</p> <p><i>Example: Cohort Progression</i></p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Intake</th> <th colspan="2">Year 1</th> <th colspan="2">Year 2</th> <th colspan="2">Year 3</th> <th rowspan="2">Total</th> </tr> <tr> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2018</td> <td>1<sup>st</sup> Intake</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2<sup>nd</sup> Intake</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="8">Total</td> <td></td> </tr> </tbody> </table> <p>Overall pattern and changes in entry requirements. <i>Example: Number of Student Enrolment</i></p> <table border="1"> <thead> <tr> <th colspan="5">Entry Requirements</th> </tr> <tr> <th>Year</th> <th>Intake</th> <th>STPM or Matriculation</th> <th>Diploma in QS or Others</th> <th>Others (State)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2018</td> <td>1<sup>st</sup> Intake</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2<sup>nd</sup> Intake</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">Total</td> <td></td> </tr> </tbody> </table>	Year	Intake	Year 1		Year 2		Year 3		Total	01	02	03	04	05	06	2018	1 <sup>st</sup> Intake								2 <sup>nd</sup> Intake								Total									Entry Requirements					Year	Intake	STPM or Matriculation	Diploma in QS or Others	Others (State)	2018	1 <sup>st</sup> Intake				2 <sup>nd</sup> Intake				Total																																																																											
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Failed																						
Others																						
12	Data on student performance and achievement together with honours classification	<p>Submit the student performance and achievement together with honours classification.  <i>Example: Honours Classification</i></p> <table border="1" data-bbox="576 634 1332 895"> <thead> <tr> <th>Year</th> <th>Intake</th> <th>1<sup>st</sup>. Class 3.50- 4.00</th> <th>2<sup>nd</sup>. Upper 3.00- 3.49</th> <th>2<sup>nd</sup> Lower 2.20- 2.99</th> <th>3<sup>rd</sup> Class 2.00- 2.19</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2018</td> <td>1<sup>st</sup> Intake</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2<sup>nd</sup> Intake</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Overall trend/performance as compared to previous year.</p>	Year	Intake	1 <sup>st</sup> . Class 3.50- 4.00	2 <sup>nd</sup> . Upper 3.00- 3.49	2 <sup>nd</sup> Lower 2.20- 2.99	3 <sup>rd</sup> Class 2.00- 2.19	Total	2018	1 <sup>st</sup> Intake						2 <sup>nd</sup> Intake					
Year	Intake	1 <sup>st</sup> . Class 3.50- 4.00	2 <sup>nd</sup> . Upper 3.00- 3.49	2 <sup>nd</sup> Lower 2.20- 2.99	3 <sup>rd</sup> Class 2.00- 2.19	Total																
2018	1 <sup>st</sup> Intake																					
	2 <sup>nd</sup> Intake																					
13	Statistics of Malaysian students (for foreign HEPs)	<p>Submit the statistics of Malaysian students.                      Overall trend.</p>																				
14	List of advanced entry and requirements	<p>Prepare the list of advanced entry and requirements.                      Note: advanced entry given by the HEP should fulfil the requirements of BQSM.</p>																				

**8.3 DECLARATION**

This report is submitted to the Board of Quantity Surveyors Malaysia in accordance with the conditions of accreditation.

Verified by	Signature & Stamp
Name (Head of Department)	
Name (Dean/Head of Faculty)	

**EVALUATION PANEL:  
FORMAT FOR PRELIMINARY ACCREDITATION REPORT**

**1.0 THE COVER PAGE**

Title : Preliminary Report for Provisional, Full or Re-Accreditation  
 Name of HEP : Full Name of HEP  
 Name of Programme : Full Name of Programme  
 Prepared by : The Evaluation Panel (EP)  
 Quantity Surveying Accreditation Council (QSAC) for the Board of  
 Quantity Surveyors Malaysia

**2.0 EXECUTIVE SUMMARY: Provide the executive summary of the report****3.0 CONTENTS**

Section	Description	Page No.
	Course information	i
1.0	Introduction	1
2.0	Purpose of the preliminary report	2
3.0		
4.0		

**COURSE INFORMATION**

Course Name	
Department	
Faculty	
Head of Department	
Duration of Course	
Campus Location	

**SECTION 1.0 INTRODUCTION**

An introduction may include brief explanation on background of application and composition of evaluation panel members.

*Example:*

- 1.1 As directed by the Board of Quantity Surveyors Malaysia (BQSM), Quantity Surveying Accreditation Council (QSAC) formed an Evaluation Panel (EP) to evaluate the application for Provisional/ Full/ Re - Accreditation of the ..... (name of programme) ...conducted by..... (name of HEP) .....
- 1.2 The Evaluation Panel (EP) comprise:
  - a. Name (Chairman)
  - b. Name (Member/Academician or practitioner).
- 1.3 Other relevant matters (e.g. background leading to full/provisional accreditation).

**SECTION 2.0 PURPOSE OF THE PRELIMINARY REPORT**

Briefly describe the purpose of this report.

**SECTION 3.0 COMMENTS ON SUBMITTED DOCUMENTS**

EP is required to make overall comments on the submitted Definitive Programme Documents (Documents 1-5).

**Document 1: General Information**

Item	Description	Overall Comments/ Suggestions/Recommendations
1	Particulars of Institution: (name and contact number (tel, fax, email and website or any information not included)	
2	Particulars of the Programme	
	a) Title of the degree programme	
	b) Programme philosophy, aims and objectives	
	c) Mode and duration of programme and total credits for award of degree	
	d) Entry requirements	
	e) Frequency of student intake per year	
	f) Student enrolments for the past 5 years	
	g) Graduants for the past 5 years	
	h) Annual academic calendar	
	i) Computation of credits and total credits for award of degree	
	j) Requirements for award of degree / diploma	
	k) Classification of degree / diploma	
	l) Institution awarding the qualification if different from HEP (twinning & franchise programme)	
	m) Exposure to professional quantity surveying practice (highly recommended but optional)	
	n) Rationale for conducting the programme	
o) Programme Outcomes		
3	Level of accreditation sought	
	a) Types of Accreditation	
	b) Proposed starting date (new programmes), year of first introduction or years of major revisions	
	c) Year of last accreditation assessment and outcomes	

Note: If necessary, EP may prepare separately detail breakdown for any/all the items above.

**Document 2: Programme Design**

Item	Description	Overall Comments/ Suggestions/Recommendations
1	Syllabus design for degree/diploma	
2	Breakdown of grouped course structure	
3	Detail structure of the programme	
4	Information on individual course	

Note: If necessary, EP may prepare separately detail breakdown for any/all the items above

**Document 3: Management of Programme**

Item	Description	Overall Comments/ Suggestions/Recommendations
1	Quality management systems	
2	Programme approval and review system	
3	Management of teaching materials	
4	Management of academic affairs	
5	Management of students' affairs	
6	Management of academic staff	
7	Assessment method	
8	Examination monitoring procedure	
9	External examiner	

Note: If necessary, EP may prepare separately detail breakdown for any/all the items above

**Document 4: Academic Staff**

Item	Description	Overall Comments/ Suggestions/Recommendations
1	Information on academic staff	
2	Academic staff's assessment	

Note: If necessary, EP may prepare separately detail breakdown for any/all the items above

**Document 5: Teaching and Learning Facilities**

Item	Description	Overall Comments/ Suggestions/Recommendations
1	Teaching accommodation	
2	Library	
3	Computer laboratory and IT facilities	

**SECTION 4.0 FINDINGS AND RECOMMENDATIONS**

EP to present the findings from documentation assessments and make recommendations:

Findings	Recommendations
Information provided are in order and fulfils requirements by BQSM	Consider for accreditation and proceed with accreditation visit
Additional information required in order to undertake documentation assessments	HEP to provide the required information before the accreditation visit. If final documentation assessments are satisfactory, consider for accreditation and proceed with accreditation visit
Insufficiencies determined that led to concerns in the ability to fulfil minimum requirements	HEP to rectify documents and re-submit

**SECTION 5.0 DECLARATION**

Prepared by the Evaluation Panel members for Provisional, Full or Re-accreditation:

Evaluation Panel Member	Signature
Name (Chairperson)	
Name (Member)	

Date of Submission :

**EVALUATION PANEL:  
FORMAT FOR FINAL ACCREDITATION REPORT**

**1. THE COVER PAGE**

Title : Final Report for Provisional, Full or Re-Accreditation  
 Name of HEP : Full Name of HEP  
 Name of Programme : Full Name of Programme  
 Date of Visit : Date  
 Prepared by : Evaluation Panel, BQSM

**2. EXECUTIVE SUMMARY: Provide the executive summary of the report.****3. CONTENTS**

Section	Description	Page No.
	Course information	i
1.0	Introduction	1
2.0	Purpose of the final report	2
3.0		
4.0		

**COURSE INFORMATION**

Course Name	
Department	
Faculty	
Head of Department	
Duration of Course	
Campus Location	

**SECTION 1.0 INTRODUCTION**

An introduction may include brief explain on background of application, etc and composition of evaluation panel members.

*Example:*

- 1.1 As directed by the Board of Quantity Surveyors Malaysia (BQSM), Quantity Surveying Accreditation Council (QSAC) formed an Evaluation Panel to evaluate the application for the Provisional/Full Accreditation/Re-accreditation of the ..... (name of programme) conducted by...(name of HEP).....
- 1.2 The Evaluation Panel (EP) members comprise:
  - a. Name (Chairman)
  - b. Name (Member/Academician or practitioner)
- 1.3 Other relevant matters (e.g. background leading to accreditation/re-accreditation visit)

## **SECTION 2.0 PURPOSE OF THE FINAL REPORT**

Briefly describe the purpose of this report.

Example:

*The purpose of this report is to consider the application for Provisional Accreditation (PA) of Bachelor of Quantity Surveying (Hons) conducted by (Name of HEP).*

## **SECTION 3.0 OUTCOME OF DOCUMENTATION ASSESSMENT**

Briefly describe the procedures undertaken during the documentation assessment.

Example:

*Prior to the visit, the EP had conducted 3 document assessments, submitted to BQSM in February and April 2018 (2) and provided suggestions and feedbacks to improve the submission.*

Briefly describe the outcome of the document assessment and highlight the issues derived from the document assessment.

## **SECTION 4.0 BRIEFING BY HEP AND CHAIRMAN OF EVALUATION PANEL**

Briefly describe the event; short content of brief from both and parties attending the brief. Chairman need to stress the purpose and importance of exercise to HEP.

## **SECTION 5.0 SESSION WITH THE PROGRAMME TEAM (DISCUSSION WITH THE DEPARTMENT STAFF)**

Briefly describe the event, number. of staff attended, issues highlighted by EP and HEP respond.

## **SECTION 6.0 TOUR OF FACILITIES**

Briefly describe types of facilities toured; suitability, relevant and standard of facilities. Special attention shall be focused to the library in terms of its IT network and facilities, web-based journal service and the like and adequate stocks of related books and journals.

## **SECTION 7.0 EXAMINATIONS OF PROGRAMME MATERIALS**

Elaborate types of programme materials inspected and scrutinised, their standards and quality. For examples:

- i. Question papers & answer scripts**  
Whether all formal examination papers have standard format and follow the HEP guidelines, according to scope and content of syllabus, second readers available specially to vet the fail papers, standard of assessment, etc
- ii. Assignments/course works/projects and tests**  
Whether they are marked accordingly and comment made, carried out according to the schedule, according to scope and content of syllabus, etc.

**iii. Dissertations**

Whether of acceptable standard and suitable for the course, the processes involved, assessment criteria, etc.

**iv. Teaching Materials**

Whether they are sufficient and relevant, subject information provided, schedule of teaching, etc.

- a. On-line demonstration (of teaching material, soft-wares, etc)
- b. External examiner reports and responds
- c. Quality procedures and monitoring, etc.

**SECTION 8.0 MEETING/DIALOGUE WITH THE STUDENTS**

Briefly explain the composition and number of students attending the meeting; their general expression of the programme and staff and issues raised by students. Issues shall be carefully noted as these shall be used as part of recommendations and conditions of accreditation after verification by HEP.

Generally, also note the EP perception with the co-operation and response from the students on the issues raised by EP.

**SECTION 9.0 MEETING WITH ADVISORY COMMITTEE/ EMPLOYERS**

Briefly explain the composition and number attending the meeting, their general perception and expectation of the graduates; their roles in HEP, etc.

**SECTION 10.0 MEETING WITH EXTERNAL EXAMINERS**

Briefly explain the name of external examiners attending the meeting; their general perception and expectation of the programme, staff and students, their duties in HEP, etc.

**SECTION 11.0 DISCUSSION WITH HEAD OF DEPARTMENT (OPTIONAL)**

This section notes down any other issues that need special attention between EP and HOD before the feedback session. Among others include issues raised by students, staff, advisory/employers and external examiner, matters arising from tours of facilities and examination of course materials that required further explanation by the department/HEP.

**SECTION 12.0 FEEDBACKS AND CONCLUSION**

Include chairman's acknowledgement remark to Department/HEP on the assistance and full cooperation provided during the entire exercise and the outcomes of the evaluation of the whole programme by the EP. The major items commented by the EP are as follows:

- 1. Strength & positive attributes**
- 2. Areas of concerns/issues that should be addressed**
- 3. Recommendations & Conditions:**
  - Recommended for accreditation, or
  - Recommended for accreditation with conditions, or
  - Not recommended for accreditation



The following are examples of standard recommendation and condition clauses to be stated in the report. EP may add further recommendations and conditions when necessary.

**A. PROVISIONAL ACCREDITATION:**

*After this exercise, and subject to the approval of the Board of Quantity Surveyors Malaysia, this panel will recommend that the Course (**NAME OF DEGREE** e.g. – Bachelor of Quantity Surveying (Hons) from (**NAME OF HEP**) be **Provisionally Accredited** by the Board of Quantity Surveyors Malaysia for a period as stated in the Accreditation Manual: Clause 2.5.2.i (For HEP which have been accorded **provisional accreditation**, the period of validity of the accreditation status granted by MQA applies until the HEP is awarded full accreditation by BQSM, subject to compliance to requirements and criteria for accreditation) **and** in accordance with Ministry of Education’s approval to commence the programme, with the following conditions:*

1. *Period of Provisional Accreditation commence for intake (eg 2019/2020) to (state year) and (**NAME OF HEP**) shall apply for Full Accreditation not later than six (6) months before the first student cohort graduate.*
2. *(**NAME OF HEP**) complies with BQSM requirements on the appointment of 2 registered QS (Consultant QS/Professional QS) full time lecturers once the programme has commenced and shall submit evidence of appointment and acceptance letters to BQSM.*
3. *(**NAME OF HEP**) complies with BQSM requirements on the submission of an annual report including submission of external examiners’ report and the HEP’s responses before 31 December of each year.*
4. *(**NAME OF HEP**) complies with BQSM guidelines for entry requirements for advanced standing and comply with the preambles.*
5. *(**NAME OF HEP**) shall establish a formal process of external examination of the QS programme that meets the BQSM requirements. The external examination shall be through the appointment of two external examiners (a combination of experienced practitioner and established academician, where one should be a registered QS (Consultant QS/Professional QS)).*
6. *(**NAME OF HEP**) formally reviews the programme on a continuous basis and that the conclusions of this review are submitted to the BQSM as part of the annual report.*
7. *That any major programme changes (e.g., removal, addition of 25% of programme curriculum and structure, key staff, library materials, etc) initiated by (**NAME OF HEP**) are to be submitted and reviewed officially by BQSM.*
8. *Arrange follow up visit after 1-1½ years organised by (**NAME OF HEP**) (after programme has officially commenced).*
9. *State any other conditions.*
10. *BQSM has the right to withdraw the Provisional Accreditation status granted to Bachelor (Hons) of Quantity Surveying conducted by (**NAME OF HEP**) and remove the programme from the Board’s List of Accredited Programmes if conditions 1-9 are not fulfilled within the accredited period specified by BQSM.*

The terms of accreditation may include a number of recommendations on which the HEP are invited to take action. Recommendations do not require mandatory action, but will be a point of focus when programmes are considered for re-accreditation.

**B. FULL ACCREDITATION / RE-ACCREDITATION:**

After this exercise, and subject to the approval by the Board of Quantity Surveyors Malaysia, this panel will recommend that the Course – (NAME OF DEGREE, e.g. - **Bachelor of Quantity Surveying (Hons)** from (NAME OF HEP) be accorded **Full Accreditation/Re-accreditation** by the Board of Quantity Surveyors Malaysia for a period as stated in Accreditation Manual: Clause 2.5.2.i (subject to compliance to requirements and criteria for accreditation) and in accordance with the following conditions: -

1. Period of Full Accreditation/Re-accreditation shall commence for intake (eg 2019/2020) to (state year).
2. (NAME OF HEP) complies with BQSM requirements on the appointment of 2 registered QS (Consultant QS/Professional QS) full time lecturers throughout the accredited period.
3. (NAME OF HEP) complies with BQSM requirements on the submission of an annual report including submission of external examiners' report and the university's responses before 31 December of each year.
4. (NAME OF HEP) complies with BQSM guidelines for entry requirements for advance standing and comply with the preambles.
5. (NAME OF HEP) formally reviews the programme on a continuous basis and that the conclusions of this review are submitted to the BQSM as part of the annual report.
6. That any major programme changes (e.g., removal, addition of 25% of programme curriculum and structure, key staff, library materials, etc) initiated by (NAME OF HEP) are to be submitted and reviewed officially by BQSM.
7. State any other conditions.
8. BQSM has the right to withdraw the Full Accreditation/Re-Accreditation status granted to (NAME OF DEGREE) conducted by (NAME OF HEP) and remove the programme from the Board's List of Accredited Programmes if conditions 1-7 are not fulfilled within the accredited period specified by BQSM.

The terms of accreditation may include a number of recommendations on which the HEP are invited to take action. Recommendations do not require mandatory action, but will be a point of focus when programmes are considered for re-accreditation.

**SECTION 12.0 DECLARATION**

Prepared by the Evaluation Panel members:

Evaluation Panel Member	Signature
Name (Chairperson)	
Name (Member)	

Date of Submission :

**EVALUATION PANEL:  
FORMAT FOR CONTINUOUS MONITORING REPORT**

A Continuous Monitoring Report shall be submitted by the EP based on the Annual Report submitted by the HEP. It shall contain at least the following information:

**1. THE COVER PAGE**

Title : Report of a Provisional/ Full Accreditation or Re-accreditation  
 Name of HEP : Full Name of HEP  
 Name of Programme : Full Name of Programme  
 Prepared by : The Evaluation Panel, BQSM

**2. CONTENTS**

No	Annual Report Contents	Observations/Comments
1	Brief programme development	Note <b>appropriateness/suitability/relevance</b> on the observation on overall development of programme: Comment changes in administration, curriculum, quality, staffing, entry requirements, etc
2	Changes in curriculum	Note <b>appropriateness/suitability/relevance</b> on changes in curriculum
3	Improvements in physical facilities, library material or key resource	Note <b>appropriateness/suitability/relevance</b> on: a. Physical facilities: addition of new or improvement facility b. Library material: new books, journals, online data, etc c. Other key resources: laboratory, resource centre, etc
4	Changes in teaching staff and activities (e.g. consultancy, research, publication, etc)	Note <b>appropriateness/suitability/relevance</b> on: a. Changes in teaching staff: Number of servicing, study-leave, sabbatical, etc staff, number of staff registered with professional bodies and promoted. b. and activities (e.g. consultancy, research, publication, etc)
5	Development of support facilities such as counselling, extra-curricular activities, etc	Note <b>appropriateness/suitability/relevance</b> on development of support facilities such as counselling, extra-curricular activities, etc
6	External examiners' reports and the response	Note <b>appropriateness/suitability/relevance</b> on external examiners' reports and the response taken by HEP towards comments/suggestions made. <i>This is the most important section of the Report as it form parts of quality control assessments on the programme and HEP.</i>
7	Reports from industry and suitable professional bodies about the programme	Note <b>appropriateness/suitability/relevance</b> on the reports from industry and professional bodies about the programme. <i>This section is of interest especially for new programm.</i>
8	Views from the students regarding the curriculum, subject and syllabus, effectiveness of teaching staff, etc	Note <b>appropriateness/suitability/relevance</b> on the views from the students regarding the curriculum, subject and syllabus, effectiveness of teaching staff, etc. <i>This section is of interest especially for new programme.</i>

APPENDIX D3

No	Annual Report Contents	Observations/Comments
9	Examination papers together with the samples of the answer scripts of a random selection of the students (if required)	Note <b>appropriateness/suitability/relevance</b> on the examination papers together with the samples of the answer scripts of a random selection of the students (if required) Note on conformity to syllabus, standard of assessment, etc
10	Data on the student intake and enrolment at various level of the programme	Note <b>appropriateness/suitability/relevance</b> on the student intake and enrolment at various level of the programme. Comment overall pattern and changes in entry requirements.
11	Data on student results and progression	Note <b>appropriateness/suitability/relevance</b> on the student results and progression. Comment overall trend as compared to previous year.
12	Data on student performance and achievement together with honours classification	Note <b>appropriateness/suitability/relevance</b> on the student performance and achievement together with honours classification. Comment overall trend as compared to previous year.
13	Statistics of Malaysian students (for foreign HEPs)	Note <b>appropriateness/suitability/relevance</b> on the statistics of Malaysian students. Comment overall trend.
14	List of advanced entry and requirements	Note <b>appropriateness/suitability/relevance</b> on the list of advanced entry and requirements. Note on various institution given advanced entry by the HEP and fulfilment of BQSM requirements.

**3. CONCLUSIONS AND RECOMMENDATIONS**

This section concludes overall satisfaction of the EP on the documentation submitted by the HEP in terms of fulfilling the BQSM accreditation requirements, Students and External Examiners comments and suggestions.

*Example:*

Generally the report submitted by ..... (Name of HEP).....is satisfactory and has fulfilled the Board's accreditation requirements.

The ..... (Name of the HEP)..... has also taken some positive approaches towards comments made by Students and External Examiners.

If the report is not satisfactory the EP shall state their recommendations.

**4. DECLARATION**

Prepared by the Evaluation Panel members of the accreditation:

Evaluation Panel Member	Signature
Name (Chairperson)	
Name (Member)	

Date of Submission :

**EVALUATION PANEL:  
FORMAT FOR CRITICAL REVIEW OF THE EXISTING PROGRAMME**

A Critical Review of the Existing Programme Report will be submitted by the EP based on the Report submitted by the HEP. It shall contain at least the following information:

**1. THE COVER PAGE**

Title : A Critical Review of the Existing Programme of a Full (or Provisional) Accreditation (or Re-accreditation)  
 Name of HEP : Full Name of HEP  
 Name of Programme : Full Name of Programme  
 Prepared by : The Evaluation Panel  
 Quantity Surveying Accreditation Council (QSAC) for the Board of Quantity Surveyors Malaysia

**2. CONTENTS**

No	Critical Review Contents	Observations/Comments
1	Executive summary	Brief information about the document itself and its objective
2	Introduction	Brief information about the programme (e.g., information of last date of accreditation, other recognition obtained during the period, period covered by the report, etc)
3	Operation and management	Note <b>appropriateness/suitability/relevance</b> on the observation on operation and management of the programme. Among others include: a. Department organisation – changes in the department management and organisation b. External examiners – the external examiners and their affiliations to date c. Liaison with the profession – information regarding the existing and current linkages and networks with professional institutions and the industry, staff membership, etc d. Quality assurance – all quality assurance practices and systems used by the department and university to monitor and maintain the quality of the education e. Course/subject monitoring and evaluation – any approach for continuous monitoring of course relevancy, standardisation of the syllabus, vetting of examination and assignment questions, etc f. Others (please specify).
4	Resourcing of the programme	Note <b>appropriateness/suitability/relevance</b> on the observation on resourcing of the programme of the programme. Among others include: a. Staffing – changes in number of servicing, study-leave, sabbatical, number of staff registered with professional bodies and currently available staff as well as the statistics of promoted and transferred staffs from and to the other campuses (if any) b. Physical facilities – all information with regard to the existing and/or improvement and upgrading works made to the current facilities, among others: <ul style="list-style-type: none"> <li>• Classroom/other physical facilities: new/addition/ improvement of facilities</li> <li>• Library material: addition of new books, journals, online data, etc</li> <li>• Other key resources: laboratory, resource centre, etc</li> </ul>

APPENDIX D4

5	Achievement of aims and objectives	Note <b>appropriateness/suitability/relevance</b> on the observation on the methods used to ensure that the aims and objectives in the Definitive Programme Document are achieved.
6	Relevance and balance of programme content	Note <b>appropriateness/suitability/relevance</b> on the observation on changes in teaching contents, methods and assessment to ascertain that the programme remains relevant and challenging (e.g. entry requirement, teaching methods, materials, assessment, etc).
7	Student performance, cohort progression and achievement	Note <b>appropriateness/suitability/relevance</b> on the observation on student performance, cohort progression and achievement of the. Among others include: a. Student intake, cohort progression and enrolment b. Student performance c. Achievement – e.g. the percentage of employment for QS graduates d. Student enrolment (for years covered by report for different entry qualifications) e. Student enrolment (for years covered by report for advanced entry qualifications) f. Employment of QS in comparison with other programmes (if any) g. Average basic income of QS graduates (if any) h. QS Graduates’ average basic salary/income in comparison with other programmes (if any).
8	Consultation	Note <b>appropriateness/suitability/relevance</b> on the observation on feedback of the following: a. Students’ feedback on courses/programmes/facilities b. Employers’ feedback towards newly employed graduates and practical training students at their workplace.
9	External examiners’ report and HEP response	Note <b>appropriateness/suitability/relevance</b> on the observation on submission of External Examiners’ Report and HEP response.
10	Staff activities	Note <b>appropriateness/suitability/relevance</b> on the observation on staff activities. Among others include: a. Research activities b. Paper presentations c. Publications d. Consultancy work.
11	Student activities	Note <b>appropriateness/suitability/relevance</b> on the observation on all students’ activities throughout the years and minute of staff/students consultative meeting.

**3. DECLARATION**

Prepared by the Evaluation Panel members of the accreditation:

Evaluation Panel Member	Signature
Name (Chairperson)	
Name (Member)	

Date of Submission :

## APPENDIX D5

### CHECKLIST FOR ACCREDITATION VISIT

#### 1. SESSION WITH THE UNIVERSITY/PROGRAMME TEAM

##### *University/Faculty Senior Management*

	<b>University vision and mission, current and future development plans</b>
	<b>University quality and monitoring procedures</b>
	<b>Policy on fund distribution to faculty, department, etc</b>
	<b>Overall staff development policies and priorities</b>

##### *Department Management, Programme Structure and Teaching Staff*

	<b>Department in the context of faculty and university</b>
	<b>Sources of funding and priorities</b>
	<b>Quality control procedures</b>
	<b>Programme and course monitoring and evaluation</b>
	<b>Course committee and roles</b>
	<b>Response to external examiner</b>
	<b>Total number of lecturers</b>
	<b>Shortages of lecturers and policy of recruitment</b>
	<b>Use of part time and servicing lecturers</b>
	<b>Staff assessment and feedback</b>
	<b>Staff promotion and development</b>
	<b>Professional membership</b>

#### 2. TOUR OF FACILITIES

##### *Library*

	<b>Overall budget allocation and it's allocation to Department/subjects</b>
	<b>IT network</b>
	<b>Number of study places</b>
	<b>Adequacy of subject related books and journals</b>
	<b>Mechanism for ordering new books</b>
	<b>Departmental links with library</b>
	<b>Short loan facilities</b>
	<b>Opening hours and access</b>

##### *Accommodation and Equipment*

	<b>Standard of laboratories and technical equipment</b>
	<b>Lecture hall/classroom</b>
	<b>IT facilities and student access</b>
	<b>Provision of appropriate software packages to support delivery of courses</b>
	<b>Replacement policy for departmental equipment</b>
	<b>Direct support from employers or external bodies</b>
	<b>Student resource centre, provision, access, accommodation</b>

#### 3. SCRUTINY OF DOCUMENTS

	<b>Question papers and answer scripts</b>
	<b>Assignments/course works/projects and tests</b>
	<b>Thesis/Dissertations/Final Projects</b>
	<b>Teaching Materials</b>
	<b>On-line demonstration (of teaching material, soft-wares, etc)</b>
	<b>External examiner reports and response</b>
	<b>Quality procedures and monitoring, etc.</b>

## 4. MEETING WITH STUDENTS (FULL ACCREDITATION ONLY)

*General*

	<b>Strengths of course</b>
	<b>Reasons for choosing course</b>
	<b>Introductory program</b>

*Curriculum*

	<b>Match or mismatch between content and expectations</b>
	<b>Relevance to prospective career</b>
	<b>Workload and scheduling of assignments</b>
	<b>Tutorial support, personal tutor system</b>
	<b>Guidance and counselling</b>

*Teaching*

	<b>Accessibility of staff</b>
	<b>Appropriateness of teaching and learning methods</b>

*Environment*

	<b>Classrooms and laboratories</b>
	<b>Library and resource centres</b>
	<b>Access to IT facilities</b>
	<b>Exposure to practice – visiting lecturers</b>
	<b>Site visits and other activities</b>
	<b>Knowledge of professional bodies</b>

*Representation*

	<b>Representation on course committees</b>
	<b>Way in which student views sought</b>
	<b>Extent to which student views are taken account of</b>

## 5. MEETING WITH ADVISORY COMMITTEE/EMPLOYERS (UPON EP'S REQUEST)

	<b>Expectation of the industry towards graduates</b>
	<b>Report/feedback from the industry through students' practical training</b>
	<b>Visit to employing organizations</b>

## 6. MEETING WITH EXTERNAL EXAMINERS

	<b>Meeting with external examiner</b>
	<b>External examiner reports and HEP responds</b>

## 7. PRIVATE MEETINGS OF THE PANEL

	<b>An agreed decisions on the programme</b>
	<b>Record major points for the purpose of the report</b>
	<b>Record recommendations and opinions of the panels</b>

## 8. FEEDBACK SESSION

	<b>To convey conditions and recommendation to HEP</b>
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**Other Matters**

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**FORM CL-1: DEFINITIVE PROGRAMME DOCUMENTATION CHECKLIST**

The bound documents shall be submitted in **three copies** and shall include but not limited to these particulars:

No	Documents 1 – 5 Contents	HEP Action Tick (√)	BQSM Action Tick (√)
<b>A DOCUMENT 1: GENERAL INFORMATION</b>			
1.0	Particulars of Institution: (name and contact number (tel, fax, email and website or any information not included)		
1.2	Information on the programme:		
1.2.1	Title of degree/diploma programme		
1.2.2	Programme philosophy, aims and objectives		
1.2.3	Mode and duration of the programme and total credits for award of degree.		
1.2.4	Entry requirement		
1.2.5	Frequency of student intake per year		
1.2.6	Student enrolments for the past 5 years		
1.2.7	Graduants for the past 5 years		
1.2.8	Annual academic calendar		
1.2.9	Computation of credits and total credits for award of degree/diploma		
1.2.10	Requirements for award of degree/diploma		
1.2.11	Classification of degree / diploma		
1.2.12	Institution awarding the qualification if different from HEP (twinning & franchise programme)		
1.2.13	Exposure to professional quantity surveying practice (highly recommended but optional)		
1.2.14	Rationale for conducting the programme		
1.2.15	Programme Outcomes		
1.3	1.3.1 Level of accreditation sought		
	a. Types of accreditation		
	b. Propose starting date (new programmes, year of first introduction or years of major revisions)		
	c. Year of last accreditation assessment and outcomes		
<b>B DOCUMENT 2 : PROGRAMME DESIGN</b>			
2.1	Syllabus design for degree		
	2.1.1 Breakdown of course structure and detail contents		
	2.1.2 Information on individual courses		
<b>C DOCUMENT 3 : MANAGEMENT OF PROGRAMME</b>			
	Information on		
3.1	Quality management system		
3.2	Programme approval and review system		
3.3	Management of teaching materials		
3.4	Management of academic record (Refer to HEP Academic Regulations)		
3.5	Management of student affairs		
3.6	Management of academic staff		
3.7	Assessment methods		
3.8	Examination monitoring procedures		
3.9	External Examiner		
	a. Background professional or academician		
	b. Highest qualification		
	c. Professional qualification / affiliation		
	d. Designation		
	e. Working experience		

APPENDIX E1

No	Documents 1 – 5 Contents	HEP Action Tick (√)	BQSM Action Tick (√)
	f. Involvement with professional bodies		
	g. Duties and responsibilities		
<b>D DOCUMENT 4 : ACADEMIC STAFF</b>			
4.1	Information on academic staff		
	a. No. of academic staffs and working status		
	b. Current population of student		
	c. Full time academic staff to student ratio		
	d. Academic staff number to course taught ratio		
4.2	Academic staff profiles		
	a. Name		
	b. Qualification		
	c. Working Status		
	d. Professional membership		
	e. Academic and working experience		
	f. Course taught		
	g. Academic activities: publication, research, consultation		
<b>E DOCUMENT 5 : TEACHING AND LEARNING FACILITIES</b>			
	Information on facilities		
5.1	Teaching accommodation: lecture room, hall, studio, etc		
5.2	Library: operating system, collection, space, etc		
5.3	Computer laboratory and IT facilities		
<b>F</b>	<b>DECLARATION:</b> Signed, stamp and date		

**DECLARATION**

We declare the above information and documents submitted to the Board of Quantity Surveyors Malaysia in accordance with the conditions of accreditation are true.

Verified by	Signature & Stamp
Name (Head of Department)	
Date	

**FORM CL-2: CRITICAL REVIEW OF THE EXISTING PROGRAMME CHECKLIST**

The bound documents shall be submitted in **three copies** and shall include but not limited to these particulars:-

No	Critical Review Contents	HEP Action Tick (√)	BQSM Action Tick (√)
1	Executive summary		
2	Introduction - Brief information about the programme		
3	Operation and management		
	a) Department organisation		
	b) External examiners		
	c) Liaison with the professional		
	d) Quality assurance		
	e) Course/subject monitoring and evaluation		
	f) Others (please specify)		
4	Resourcing of the programme		
	a) Staffing		
	b) Physical facilities		
5	Achievement of aims and objectives Methods used to ensure aims and objectives in the Definitive Programme Document are achieved.		
6	Relevance and balance of programme content Changes in teaching contents, methods and assessment to ascertain that the programme remains relevant and challenging		
7	Student performance, cohort progression and achievement		
	a) Student intake, cohort progression and enrolment		
	b) Student performance		
	c) Achievement		
	d) Student enrolment (for different entry qualifications)		
	e) Student enrolment (for advanced entry qualifications)		
	f) Employment of QS in comparison with other programmes (if any)		
	g) Average basic income of QS graduates (if any)		
	h) QS Graduates' average basic salary/income (if any)		
8	Consultation, Feedback of the following:		
	a) Students' feedback on courses/programmes/facilities		
	b) Employers' feedback towards newly employed graduates and practical training students at their workplace		
9	External examiners' report and HEP response		
10	Staff activities		
	a) Research activities		
	b) Paper presentations		
	c) Publications		
	d) Consultancy work		
11	Student activities		
	a) Lists of students' activities		
	b) Minute of staff/students consultative meeting		
12	<b>Declaration:</b> Signed, stamp and date		

**DECLARATION**

We declare the above information and documents submitted to the Board of Quantity Surveyors Malaysia in accordance with the conditions of accreditation are true.

Verified by	Signature & Stamp
Name (Head of Department)	
Date	

**FORM CL-3: ANNUAL REPORT CHECKLIST**

The bound documents shall be submitted in **three copies** and shall include but not limited to these particulars:-

No	Annual Report Contents	HEP Action Tick (✓)	BQSM Action Tick (✓)
1	Brief programme development Among others, changes in:		
	a) Administration		
	b) Quality assurance		
	c) Entry requirements		
	d) External examiners		
	e) Students' activities		
2	Changes in curriculum		
3	Improvements in physical facilities, library material or key resource Among others, changes in:		
	a) Physical facilities: addition of new or improvement facility		
	b) Library material: addition of new books, journals, online data, etc		
	c) Other key resources: laboratory, resource centre, etc		
4	Changes in teaching staff and activities		
	a) Teaching staff: number of servicing, study-leave, sabbatical, registered with professional bodies and promoted		
	b) and activities (e.g. consultancy, research, publication, etc)		
5	Development of support facilities such as counselling, extra-curricular activities, etc		
6	External Examiners' reports and their response		
7	Reports from industry and suitable professional bodies about the programme		
8	Views from the students regarding the curriculum, subject and syllabus, effectiveness of teaching staff, etc.		
9	Examination papers together with the samples of the answer scripts of a random selection of the students (if required)		
10	Data on the student intake and enrolment at various level of the programme		
11	Data on student results and progression		
12	Data on student performance and achievement together with honours classification		
13	Statistics of Malaysian students (for foreign HEPs)		
14	List of advanced entry and requirements		
15	Declaration: Signed, stamp and date		

**DECLARATION**

We declare the above information and documents submitted to the Board of Quantity Surveyors Malaysia in accordance with the conditions of accreditation are true.

Verified by	Signature & Stamp
Name (Head of Department)	
Date	



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