UNIVERSITI PUTRA MALAYSIA SELF-REVIEW PORTFOLIO

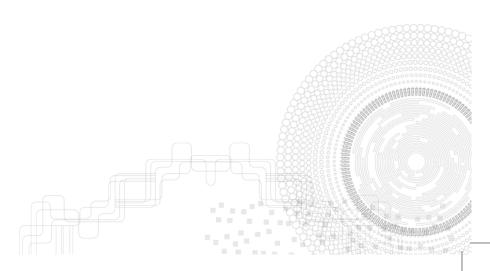
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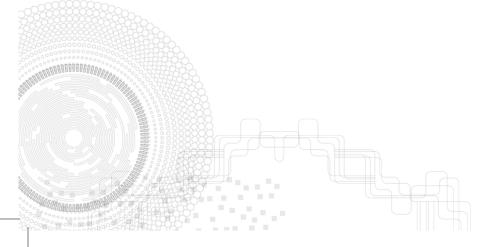
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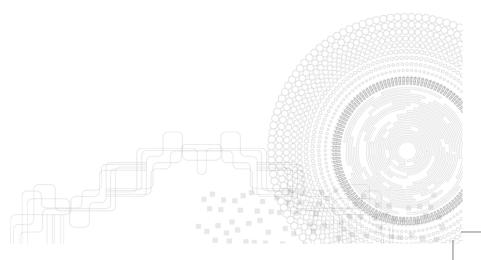




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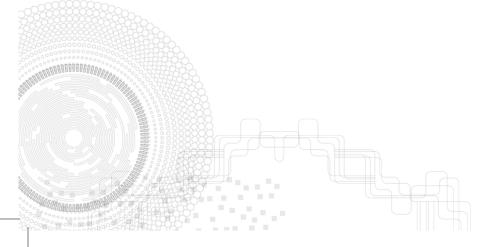
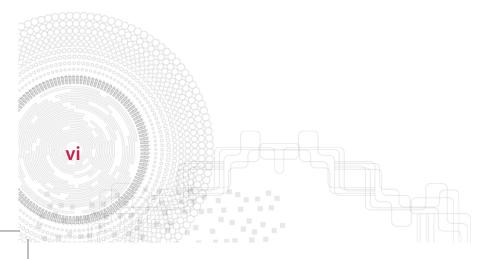


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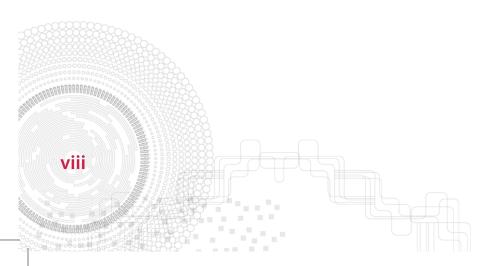
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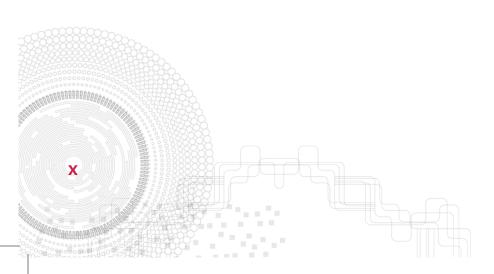


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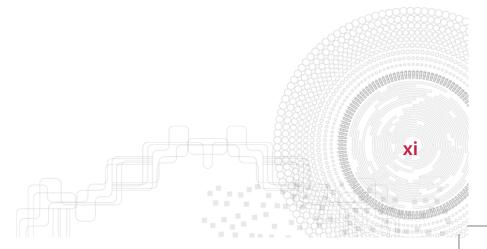
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Preface

This Self-Review Portfolio (SRP) documents the processes and practices related to academic matters in Universiti Putra Malaysia. It consists of three parts. Part A provides general information on UPM and the academic programmes it offers. Part B describes the current processes and practices in accordance with the benchmarked and enhanced standards of the Code of Practice of Institutional Audit (COPIA). In Part C, UPM takes a reflective stance on its strengths and concerns, and opportunities for improvement.



Abbreviations

3MT	:	Three-Minute Thesis
5DOI	:	5 Disciplines of Innovations
AC	:	Alumni Centre
AGOP	:	Administrator Global Outreach Programme
AIMS	:	ASEAN International Mobility Student
AKEPT	:	Akademi Kepimpinan Pengajian Tinggi
AUKU	:	University Colleges Act
AUN	:	Asian University Network
BoD	:	Board of Directors
BSL-3	:	Bio-Safety Laboratory Level-3
CADe	:	Centre for Academic Development
CALC	:	Advancement of Language Competence
CBM	:	Counsellor Board of Malaysia
CEM	:	Centre of Entrepreneurial and Graduate Marketability
CIEP	:	Certified Intensive English Programme
cLINK	:	Centre of Excellence for Learning, Innovation, Networking and Knowledge
COs	:	Course Outcomes
CoSComm	:	Corporate Strategy and Communications Office
CPD	:	Continous Professional Development
DePAN	:	Dasar e-Pembelajaran Negara
ELEx	:	English Language Experience
eLPPT	:	Sistem Laporan Penilaian Prestasi Tahunan Pegawai Akademik
ERT	:	Emergency Response Team
eSMP	:	Student Information System
EU	:	European Union
FACE	:	The Family, Adolescent and Child Research Centre
FAMS	:	Fixed Asset Management System
GIPP	:	Teaching and Learning Innovation Grant
GP-IPM	:	Skim Geran Putra Inisiatif Pensyarah Muda
GP-IPS	:	Geran Putra – Inisiatif Pelajar Siswazah
GRA	:	Graduate Research Assistantship
GRF	:	Graduate Research Fellowship
GSA	:	Generic Student Attribute
HEPs	:	Higher Education Providers
HRD	:	Human Resource Development
ICP	:	International Collaboration Program
IDARE	:	Development and Remodelling for Excellence
iDEC	:	InfoComm Development Centre

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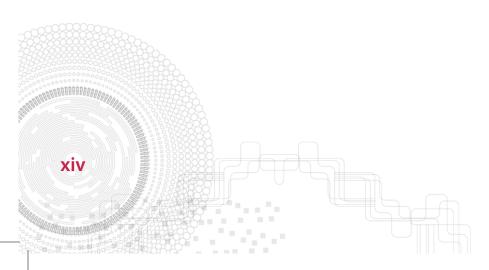
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IF	:	Impact Factor	
iGIMS	•	Internet-based Graduate Information Management System (iGl	MS)
ILAM	:	Institute of Landscape Architects Malaysia	,
IP	•	Intellectual Property	
JInM	:	Industry Relations and Community	
JPA	:	Public Service Department	
KAP	:	Teaching Foundation Course	
КАРК	:	Kursus Asas Pengajaran Khas (KAPK)	
KPI	:	Key Performance Indicator	
KPPS	:	Kursus Persediaan Pengajian Siswazah	
LMS	:	Learning Management System	
LOs	:	Learning Outcomes	
MAHEVA	:	Man Health Environment Biodiversity in Asia	
MBJ	:	Majlis Bersama Jabatan	
MBS	:	Modified Budgeting System	
MCF	:	Magnetic Confinement Fusion	
MedSI	:	Malaysia Educators Selection Inventory	
MIA	:	Malaysian Institute of Accountants	
M-I-T	:	Malaysia-Indonesia-Thailand	
MoE	:	Ministry of Education	
МоН	•	Ministry of Health	
MOOC	•	Massive Open Online Course	
MoUs	:	Memoranda of Understanding	
MQF	:	Malaysian Qualifications Framework	
OBB	:	Outcomes Based Budget	
OCW	:	Open Course Ware	
OPAC	:	Online Public Access Catalogue	
OSH	•	The Occupational Safety and Health	
OSHA	:	Occupational Safety and Health Administration	
PAUPM	•	UPM Alumni Association	
PBL	:	Problem-Based Learning (PBL)	
PED	:	Putra E-Dashboard	
POs	:	Programme Outcomes	
PPO	:	Penilaian Pengajaran Online	
PSD	:	Public Service Department	
PSP	:	Putra Science Park	
PSPTN	:	Pelan Strategik Pengajian Tinggi Negara	
PTM	•	Program Transformasi Minda	
PTPTN	:	Perbadanan Tabung Pengajian Tinggi Nasional	
QMS	•	Quality Management System	
RA	•	Research Assistant	AMMINING AND

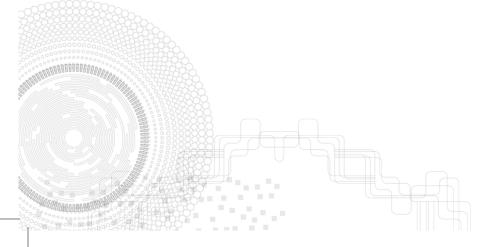
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RDCE	:	Research, Development, Commercialisation and Extension
RMC	:	Research Management Centre
RU	:	Research University
RUGS	:	Research University Grant Scheme
SCL	:	Student-Centred Learning
SGR	:	Supervising Graduate Research
S-GRA	:	Special Graduate Research Allowance
SISFEC	:	Sultan Idris Shah Forestry Education Centre
SKT	:	Sasaran Kerja Tahunan
SMP	:	Online Student Portal
SoTL	:	Scholarship of Teaching and Learning
SPA	:	Academic Advisory System
SSM	:	Skim Saraan Malaysia
SSM	:	Sistem Saraan Malaysia
TAM	:	Tenaga Akademik Muda
TC	:	Third Countries
TEAC	:	Teacher Education Accreditation Council
TOR	:	Term of Reference
UCTC	:	University Community Transformation Centre
UMC	:	University Management Committee
UPM	:	Universiti Putra Malaysia
UPMET	:	UPM Education and Training
UPMKB	:	UPM Kampus Bintulu
UPMTACT	:	UPM Talent Appreciation & Culture Transformation
UPMTOP	:	UPM Talent Outreach Programme
UVH	:	University Veterinary Hospital
VLSU	:	Veterinary Laboratory Services Unit







PART A GENERAL INFORMATION ON UNIVERSITI PUTRA MALAYSIA

 Name of the Higher Education Provider (HEP) 7. Universiti Putra Malaysia

2. Date of Establishment

Universiti Putra Malaysia, previously known as Universiti Pertanian Malaysia, was established on 4 October 1971. The renaming was done on 15 March 1998.

- Reference Number of the Approval for Establishment
 Universities and University Colleges 1971 – P.U. (A) 106 (20 October 1971)
 Universities and University Colleges 1971 – P.U. (A) 106/1998 (15 March 1998)
- 4. Name, Title and Designation of the Chief Executive Officer
 Prof. Dato' Dr. Mohd Fauzi Haji Ramlan
 Vice Chancellor
 Universiti Putra Malaysia
- 5. Address

Office of the Vice Chancellor 4th Floor, Bangunan Pentadbiran Universiti Putra Malaysia 43400 UPM Serdang Selangor, Malaysia

6. Telephone Number +603-89466001

- **Facsimile Number** +603-89483244
- 8. Email Address nc@upm.edu.my
- 9. Website Address http://www.upm.edu.my
- 10. Names and Addresses of Faculties/ Schools/Departments/Centers (if located outside the main campus)

Faculty of Agriculture and Food Sciences Universiti Putra Malaysia Bintulu Sarawak Campus Nyabau Road P. O. Box 396 97008 Bintulu Sarawak, Malaysia

11. Names and Addresses of Branch Campuses (if applicable) Universiti Putra Malaysia Bintulu Sarawak Campus

> Nyabau Road P. O. Box 396 97008 Bintulu Sarawak, Malaysia

12. List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and Number of Programmes Offered as of 2014

No.	Name of Faculties/Schools/Departments/Centres	Number of programmes offered
1.	Faculty of Agriculture	5
2.	Faculty of Forestry	3
3.	Faculty of Veterinary Medicine	1
4.	Faculty of Economics and Management	3
5.	Faculty of Engineering	8
6.	Faculty of Educational Studies	7
7.	Faculty of Science	2
8.	Faculty of Food Science and Technology	3
9.	Faculty of Human Ecology	5
10.	Faculty of Modern Languages and Communication	2
11.	Faculty of Design and Architecture	4
12.	Faculty of Medicine and Health Sciences	6
13.	Faculty of Computer Science and Information Technology	1
14.	Faculty of Biotechnology and Biomolecular Sciences	4
15.	Faculty of Environmental Studies	2
16.	Faculty of Agriculture and Food Sciences (Universiti Putra Malaysia Bintulu Sarawak Campus)	8
17.	School of Graduate Studies	65
19.	Centre of Foundation Studies for Agricultural Science	1

13. Details of All Programmers Currently Conducted by UPM (and its branch campuses) as of 31 December 2014.

i. Undergraduate Programme

FACULTY OF AGRICULTURE

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Agricultural Science	Bachelor	UPM	15/09/1973 Academic Board Meeting I	NA1	24/12/1976 JPA.SULIT 130/7/1(17)	Full-time	475
2.	Bachelor of Horticultural Science	Bachelor	UPM	09/10/1985 KP.S (PT) 7010/4/ Jld. 8 (3)	NA	20/02/1990 JPA(S)130/15-1 KLT.4(106)	Full-time	196
	Bachelor of Science (Agribusiness)	Bachelor	UPM	27/12/1973 Academic Board Meeting 4	NA	01/07/1977 PERJ.130/10/1 KLT.2(46)	Full-time	175

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4.	Bachelor of Agriculture (Aquaculture)	Bachelor	UPM	11/07/2006 JPT (A) 1000/010/02 Jld.3 (36)	NA	New programme	Full-time	168
5.	Bachelor of Agriculture (Animal Science)	Bachelor	UPM	11/07/2006 JPT (A) 1000/010/02 Jld.3 (36)	NA	New programme		192

FACULTY OF FORESTRY

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Forestry Science	Bachelor	UPM	15/09/1973 Academic Board Meeting I	NA	24/12/1976 JPA.SULIT 130/17/1(17)	Full-time	249
2.	Bachelor of Wood Science Technology	Bachelor	UPM	15/05/2006 JPT (A) 1000/010/ 02. Jld. 2 (44)	NA	New programme	Full-time	143
3.	Bachelor of Park and Recreation Science	Bachelor	UPM	26/11/2010JPT (A)1000/021/003 /01Jld.5(6)	NA	NA	Full-time	157

FACULTY OF VETERINARY MEDICINE

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Doctor of Veterinary Medicine	Bachelor	UPM	15/09/1973 Academic Board Meeting I	Malaysian Veterinary Council-1973	24/12/1976 JPA.SULIT 130/17/1(17)	Full-time	491

FACULTY OF ECONOMICS AND MANAGEMENT

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Economics	Bachelor	UPM	14/03/1995 KP.S(PT)7010 /4/ Jld. XVI (49)	NA	02/02/2001 JPA(L) S.130/2/1 Jld.3(89)	Full-time	359
2.	Bachelor of Accountancy	Bachelor	UPM	31/10/1984 KP.S(PT)7003 /3/3 Jld . VI (15)	MIA 1989	28/10/1988 JPA (S) 130 / 151 KLT.4(74)	Full-time	388
3.	Bachelor of Business Administration	Bachelor	UPM	14/03/1995 KP.S.(PT) 7010 /4/Jld. XVI (49)	NA	02/02/2001 JPA(L) S.130/2/1 JId.3(88)	Full-time	387
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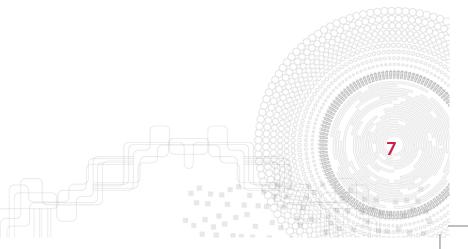
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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	
1.	Bachelor of Engineering (Civil)	Bachelor	UPM	26/06/1996 KP.S(PT)7010 /4/Jld. XVII (102)	Lembaga Jurutera Malaysia (BEM) Cert No. 64 EAC Ref. 007/0100/M/ 2004/2000 (0172)	11/11/2000 JPA. SULIT.130/ 15-1 Klt.3/ (60)	Full-time	224
						03/05/ 1986 JPA (L)6.130 /2/1 Jld. 3 (73)		
2.	Bachelor of Engineering (Electrical and Electronics)	Bachelor	UPM	26/06/1996 KP.S(PT)7010 /4/JLD. XVII (102)	Lembaga Jurutera Malaysia (BEM), Cert No. 30 EAC Ref. 011/0400/M/ 2004/2000 (0175)	11/11/2000 JPA(L)6.130 /2/1 JLD. 3(73)	Full-time	178
3.	Bachelor of Engineering (Chemical)	Bachelor	UPM	26/06/1996 KP.S(PT)7010 /4/JLD. XVII(102	Lembaga Jurutera Malaysia (BEM), Cert No. 31 EAC Ref. 011/0700/M/ 2004/0000 (0176)	11/11/2000 JPA(L)6.130 /2/1 Jld. 3(73)	Full-time	199
4.	Bachelor of Engineering (Agricultural and Biosystem)	Bachelor	UPM	26/06/1996 KP.S(PT)7010 /4/JLD. XVII(102	Lembaga Jurutera Malaysia (BEM) Cert No. 66 EAC Ref. 007/1100/M/ 2004/2000 (0174)	30/07/2001 JPA(L) S.130/2/1 Jld.4(24)	Full-time	213
5.	Bachelor of Engineering (Mechanical)	Bachelor	UPM	26/06/1996 KP.S(PT)7010 /4/JLD. XVII(102	Lembaga Jurutera Malaysia (BEM), Cert No. 54 EAC Ref. 011/0600/M/ 2004/0000 (0177)	06/07/1988 JPA(L) S.130/2/1 Jld.3(73)	Full-time	215
6.	Bachelor of Engineering (Aerospace)	Bachelor	UPM	29/04/1997 KP.S.(PT) (PPG)7613 /3(3)	Lembaga Jurutera Malaysia (BEM), Cert No. 65 EAC Ref. 007/1010/M/ 2004/2000 (0173)	18/09/2001 JPA(L) S.130/2/1 Jld.4(40)	Full-time	148
7.	Bachelor of Engineering (Process and Food)	Bachelor	UPM	26/06/1996 KP.S(PT)7010 /4/JLD. XVII(102)	Lembaga Jurutera Malaysia (BEM),	11/11/2000 JPA (L) 6.130/2/1 Jld. 3 (73)	Full-time	210
8.	Bachelor of Engineering (Computer and Communication Systems)	Bachelor	UPM	26/06/1996 KP.S(PT)7010 /4/JLD. XVII(102)	Lembaga Jurutera Malaysia (BEM), Cert No. 84 EAC Ref. 007/0460/M/ 2004/2000 (0179)	11/11/2000 JPA(L)6.130 /2/1 JLD. 3(73)	Full-time	208
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FACULTY OF ENGINEERING

SELF-REVIEW PORTFOLIO for Institutional Maintenance Audit of Self-Accreditation Status

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Education (Physical Education)	Bachelor	UPM	20/07/1979 Senate Minute 71.7	NA	09/11/1982 JPA. SULIT 130/15/-1/ KLT.2(33) -	Full-time	159
2.	Bachelor of Education (Guidance and Counselling)	Bachelor	UPM	23/01/1982 KP.SULIT/N/ 27(8)	NA	30/03/1985 JPA (S) 130/15-1/ KLT.2(150)	Full-time	103
3.	Bachelor of Education (Teaching of Bahasa Melayu as a First Language)	Bachelor	UPM	05/08/1982 KP(PT)7003/ N/27(35)	NA	30/03/1985 JPA(S)130/ 15-1/KLT.2 (150) 30/09/ 1997 JPA(L) S.130/4/6(4)	Full-time	130
4.	Bachelor of Education (Teaching of English as a Second Language)	Bachelor	UPM	23/07/1986 KP.(BB)2999/ 164/JLD. V(37)	NA	30/03/1985 JPA(S)130/ 15-1/KLT.2 (150)	Full-time	112
5.	Bachelor of Education (Home Science)	Bachelor	UPM	24/06/1983 Senate Minute 138.02(a)	NA	06/01/1983 JPA.130/15-1 SULIT 2/53 30/09/1997 JPA(L) S.130/4/6(4)	Full-time	156
6.	Bachelor of Education (Agricultural Science)	Bachelor	UPM	17/08/1979 Senate Minute 71.7	NA	06/01/1981 JPA.PERJ/ 14-2 (49)	Full-time	163
7.	Bachelor of Science (Human Resource Development)	Bachelor	UPM	12/12/1997 KP.S.(PT) (BPDG) 7613(9)	NA	16/04/1999 JPA(L) S.130/1/2/1 JLD.2(105)	Full-time	292

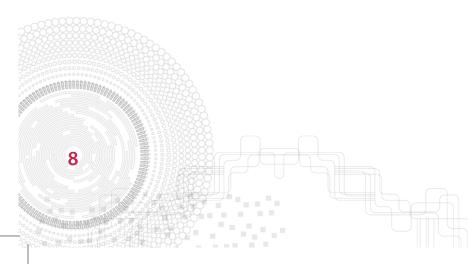
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SELF-REVIEW PORTFOLIO for Institutional Maintenance Audit of Self-Accreditation Status

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS			
1.	Bachelor of Science (Honours)	Bachelor	UPM	17/09/1974 Academic Board	NA	07/07/1976 JPA. SULIT1258/B/	Full-time	1,445			
	• Major in Biology			Meeting 9		VOL.3(46) -		208			
	• Major in Mathematics							190			
	 Major in Statistics 							158			
	• Major in Physics							144			
	• Major in Chemistry							162			
	• Major in Petroleum Chemistry							171			
	• Major in Material Science										129
	• Major in Instrumentation Science							129			
	• Major in Industrial Chemistry							160			
2.	Bachelor of Science with Education	Bachelor	UPM	17/09/1974 Academic Board	NA	31/12/79 JPA. SULIT 130/15- 1(60)	Full-time	211			
	• Major in Biology			Meeting 9				50			
	• Major in Physics							69			
	• Major in Chemistry							45			
	• Major in Mathematics							47			
	• Major in Statistics							0			





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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Food Science and Technology	Bachelor	UPM	29/9/1975 Academic Board Meeting (23)	NA	26/06/1980 JPA.SULIT 130/15-1/(80)	Full-time	412
2.	Bachelor of Science (Food Studies)	Bachelor	UPM	26/6/1996 KP.S.(PT) 7010/4/Jld. XVII(102)	NA	19/11/2002 JPA(L) S/130/2/1/ JLD.4	Full-time	254
3.	Bachelor of Science Food Services Management	Bachelor	UPM	9/1/2012 JPT(A)1000/021 /003/01 Jld 5 (29)	NA	NA	Full-time	109

FACULTY OF FOOD SCIENCE AND TECHNOLOGY

FACULTY OF HUMAN ECOLOGY

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Music (Music Performance)	Bachelor	UPM	26/6/1996 KP.S(PT) 7010/4/ Jld. XVII(102)	NA	9 /11/2000 JPA(L)S.130/2/1 Jld 3(59)	Full-time	84
2.	Bachelor of Science (Human Development)	Bachelor	UPM	18/12/2002 KP.S(PT) 7312/1/ Jld. 10(86)	NA	11/12/1981 JPA.SULIT 130/15-1/ KLT.2(8)	Full-time	216
3.	Bachelor of Science (Human Development and Management)	Bachelor	UPM	18/12/2002 KP.S(PT) 7312/1/ Jld. 10(86)	NA	20/11/2006 JPA(L) S.180/8/1-96 JId.2 (96)	Full-time	206
4.	Bachelor of Science (Human Development and Information Technology)	Bachelor	UPM	18/12/2002 KP.S(PT) 7312/1/ Jld.10(86)	NA	20/11/2006 JPA(L) S.180/8/1-96 Jld.2 (96)	Full-time	161
5.	Bachelor of Consumer Studies	Bachelor	UPM	19/04/2001 KP.S(PT) 7312/1/ Jld. 5(7)	NA	20/3/2006 JPA (L) S.180/8/1- 96 (35)	Full-time	239

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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Arts	Bachelor	UPM	26/08/1994	NA	18/08/1997	Full-time/	
	• English Language			KP.S(PT7010 /4/Jld.		JPA(L) S.130/2/1		242
	• Malay Language and Linguistics			XVII(19)		Jld.2(14		305
	• Malay Literature							178
	• English Literature							115
	• Foreign Language							-
	- Arabic							175
	- Mandarin	-						125
	- French							89
	- German							95
2.	Bachelor of Communication	Bachelor	UPM	12/12/1997 KP.S(PT) (BPKG) 7616(9)	NA	16/04/1999 JPA/L) S.130/2/1 Jld. 2(105)	Full-time	403

FACULTY OF MODERN LANGUAGES AND COMMUNICATION

FACULTY OF DESIGN AND ARCHITECTURE

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Landscape Architecture	Bachelor	UPM	26/06/1996 KP.S(PT) 7010/4/Jld. XVII(102)	Institut Arkitek Landskap Malaysia (ILAM) – 1996 (continous)	19/11/1997 JPA(L) S.130/2/1 Jld. 2 (28)	Full-time	157
2.	Bachelor of Design (Architecture)	Bachelor	UPM	12/11/1998 Senate Minute 368.07(a)	Council of Architectural Education Malaysia (CAEM) (Part I) Jun-06 End 2008	03/03/2008 JPA (L) S. 180/8/1-96 Klt.3(69)	Full-time	153
3.	Bachelor of Design (Industrial Design)	Bachelor	UPM	17/04/2001 KP.S(PT) 7312/1/ JLD.5(68)	NA	20/11/2006 JPA(L) S.180/8/1-96 Klt.2 (98) - (temporary accreditation for graduate 2005 & 2006)	Full-time	146
						03/03/2008 JPA(L) S.180/8/1-96 Klt.3(72) -		
4.	Bachelor of Architecture	Bachelor	UPM	28/07/ 2004- KP.S(PT) 7312/1/ Jld.22(31)	Council of Architectural Education Malaysia (CAEM) (Part II)	-	Full-time	48
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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Doctor of Medicine	Bachelor	UPM	26/6/1996 KP.S(PT) 7010/4/Jld. XVII(102)	8/6/ 2004 (01) Dlm. KKM / MMC- 114/AKR/ 9100/ (5)	12/10/2001 JPA(L)S.130/2/1 Jld. 4/(42)	Full-time	600
2.	Bachelor of Science (Biomedical Sciences)	Bachelor	UPM	10/02/1993 KP.S(PT) 7010/4/Jld. XVI(30)	NA	28/05/1996 JPA(L)S.130/15- 1KLT.7(14)	Full-time	255
3.	Bachelor of Science (Nutrition and Community Health)	Bachelor	UPM	11/11/1993 Senate Minute 291.10(e)	NA	18/08/1997 JPA(L) S.130/2/1/1 Jld. 2(10)	Full-time	192
4.	Bachelor of Science (Environmental and Occupational Health)	Bachelor	UPM	30/11/2000 KP.S(PT) 7312/1/Jld. IV(133)	NA	13/10/2001 JPA(L)S.130/2/1 Jld. 4 (43)	Full-time	211
5.	Bachelor of Nursing	Bachelor	UPM	16/09/2003 KP.S(PT) 7312/1/Jld. 14(78)	12/11/ 2003 Bil. (24) dlm KKM 72 (72) Jld. 15	23/11/2005 JPA(L) S.180/8/1- 96(77)	Full-time	80
6.	Bachelor of Science (Dietetics)	Bachelor	UPM	28/07/2004 KP.S(PT) 7312/1/Jld. 22(31)	NA	New programme	Full-time	112

FACULTY OF MEDICINE AND HEALTH SCIENCES

FACULTY OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Computer Science	Bachelor	UPM	05/08/1982 KP(PT)7003/N/27/ (35)	NA	29/09/1986 JPA(S)130/ 15-1/KLT.	Full-time	655
	• Computer System					3SK(2)		174
	 Multimedia 							161
	• Software Engineering							173
	• Computer Network							177

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FACULTY OF BIOTECHNOLOGY AND BIOMOLECULAR SCIENCES

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE		
1.	Bachelor of Science (Biotechnology)	Bachelor	UPM	08/04/1986 KP.S(PT) 7003/4/3/Jld. VII (14)	NA	09/08/1990 JPA(L)130/15-1 KLT.5(20)	Full-time	206
2.	Bcahelor of Science Honours (Biochemistry)	Bachelor	UPM	12/7/2010JPT(A)1000 /021/003/01 Jld.5 (1)	NA	NA	Full-time	167
3.	Bcahelor of Science Honours (Micribiology))	Bachelor	UPM	12/7/2010JPT(A)1000 /021/003/01 Jld.5 (1)	NA	NA	Full-time	174
4.	Bcahelor of Science Honours (Molecular and Cell Biology)	Bachelor	UPM	12/7/2010JPT(A)1000 /021/003/01 Jld.5 (1)	NA	NA	Full-time	145

FACULTY OF ENVIRONMENTAL STUDIES

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Science (Environment)	Bachelor	UPM	29/09/1975 Academic Board Meeting (23)	NA	15/04/1981 PERJ.130/14/2 (40)	Full-time	259
2.	Bachelor of Environmental Management	Bachelor	UPM	25/04/2006 JPT (A) 1000/010/02 Jld.2 (14) -	NA	NA	Full-time	167

FACULTY OF AGRICULTURE AND FOOD SCIENCES (UPMKB)

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor Science Bioindustry	Bachelor	UPM	26/06/1996 KP.S(PT) 7010/4/JLD. XVII(102)	NA	19/02/1999 JPA.(L) S.130/2/1/ Jld. 2 (88)	Full-time	225
2.	Diploma in Agriculture	Diploma	UPM	15/09/1973 Academic Board Meeting I	NA	24/12/1976 JPA/SULIT 130/7/1(17)	Full-time	299
3.	Diploma in Forestry	Diploma	UPM	29/09/1975 Academic Board Meeting (23)	NA	24/12/1976 JPA/SULIT 130/7/1(17)	Full-time	198

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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
4.	Diploma in Fisheries	Diploma	UPM	01/04/2003 KP.S(PT) 7312/1/JLD. 12(5)	NA	24/12/1976 JPA.SULIT 130/7/1(17)	Full-time	128
5.	Diploma in Animal Health and Production	Diploma	UPM	15/09/1973 Academic Board Meeting I	NA	24/12/1976 JPA SULIT 130/7/1/ (17)	Full-time	169
6.	Diploma in Food Estate Management	Diploma	UPM	25/01/2000 KP.S(PT) 7615/3/ JLD. IV(6)	NA	31/01/2002 JPA(L) S.130/2/1Jld. 4 (76)	Full-time	261
7.	Diploma in Agribusiness	Diploma	UPM				Full-time	285
8.	Diploma in Engineering Agricultural	Diploma	UPM				Full-time	104

ii. Postgraduate Programmes

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Doctor of Philosophy	Ph. D	UPM	06/07/1977 P.U. (B) 506 - UPM (Determination of Degrees and Diplomas) Statute 1977	NA	NA	Full-time	3,809
2.	Doctor Engineering	D.Eng	UPM	06/07/1977 P.U. (B) 506 - UPM (Determination of Degrees and Diplomas) Statute 1977	NA	NA	Full-time	20
3.	Doctor of Public Health	Dr.Ph	UPM		NA	NA	Full-time	4
4.	Master of Science	Master	UPM	06/07/1977 P.U. (B) 506 - UPM (Determination of Degrees and Diplomas) Statute 1977	NA	NA	Full-time	3,307
5.	Master of Veterinary Science	Master	UPM	06/07/1977 P.U. (B) 506 - UPM (Determination of Degrees and Diplomas) Statute 1977	NA	NA	Full-time	26
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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
6.	Master of Agricultural Science	Master	UPM	06/07/1977 P.U. (B) 506 - UPM (Determination of Degrees and Diplomas) Statute 1977	NA	NA	Full-time	2
7.	Master of Veterinary Medicine	Master	UPM	06/07/1977 P.U. (B) 506 - UPM (Determination of Degrees and Diplomas) Statute 1977	NA	NA	Full-time	6
8.	Master of Arts	Master	UPM	26/06/1996 KP.S(PT) 7010/4/ JId.XVII (102)	NA	NA	Full-time	326
9.	Master of Economics	Master	UPM	16/061994 KP.S(PT)7010 /4/Jld.XVII (1)	NA	AACSB INTERNATIONAL 22/7/12	Full-time	126
10.	Master of Environment	Master	UPM	9/11/1996 KP.S(PT)7010 /4/Jld. XVIII (120)	NA	NA	Full-time	111
11.	Master of Landscape Architecture	Master	UPM	26/6/1996 KP.S(PT) 7010/4/Jld. XVII (102)	NA	21/11/2006 JPA(L)5.180 /8/1-99 Klt.2	Full-time	42
12.	Master of Land Resource Management	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	28
13.	Master of Plantation Management	Master	UPM	17/05/2004 Approved by KPTKP.S(PT) 7312/1/Jld. 20(67)	NA	NA	Full-time	32
14.	Master of Sustainable Resource Management	Master	UPM	17/05/2004 Approved by KPTKP.S(PT) 7312/1/Jld. 20(67)	NA	NA	Full-time	0
15.	Computer Science	Master	UPM	17/5/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	175

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	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
16.	Master of Information Technology	Master	UPM	17/0/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
17.	Master of Remote Sensing and GIS	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	40
18.	Master of Environmental Technology Management	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld. 0(67)	NA	NA	Full-time	19
19.	Master of Emergency Response and Planning	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	13
20.	Master of Innovation and Engineering Design	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	32
21.	Master of Highway and Transport Engineering	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	36
22.	Master of Soil Conservation Engineering	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
23.	Master of Structural Engineering and Construction	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	85

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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
24.	Masters of Water Engineering	Master	UPM	17/05/2004 Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	23
25.	Master of Environmental Engineering	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	62
26.	Master of Water Management	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	7
27.	Master of Engineering Management	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	152
28.	Master of Manufacturing Systems Engineering	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	109
29.	Master of Tropical Forest Resource Management	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
30.	Master of Wood Industry Technology	Master	UPM	17/05/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
31.	Master of Corporate Communication	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	130

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NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
32.	Master of Applied Statistics	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	36
33.	Master of Malay Language	Master	UPM	17/5/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	14
34.	Master of Applied Linguistics	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	114
35.	Master of Malay Literature	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	2
36.	Master of English for Specific Purposes	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
37.	Master of Language and Media Communication	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
38.	Master of Language in Literary Studies	Master	UPM	17/05/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
39.	Master of British Literature	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
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NO.	NAME OF	LEVEL		APPROVAL DATE	ACCREDITATION		MODE OF	
	PROGRAMME		BODY		DATE	(BY PSD/JPA) DATE	DELIVERY	STUDENTS
40	Master of World Literature	Master	UPM	17/05/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	28
41.	Master of American Literature	Master	UPM	17/05/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.20(67)	NA	NA	Full-time	0
42.	Master of Human Resource Development	Master	UPM	06/09/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	142
43.	Master of Education (Guidance and Counselling)	Master	UPM	06/09/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	62
44.	Master of Education (Curriculum and Instruction)	Master	UPM	06/09/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	31
45.	Master of Education (Pedagogy)	Master	UPM	06/09/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	0
46.	Master of Education (Physical Education)	Master	UPM	06/09/2004 Renamed. Approved by KPT KP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	4
47.	Master of Education (Moral Education)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	0

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SELF-REVIEW PORTFOLIO for Institutional Maintenance Audit of Self-Accreditation Status

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
48.	Master of Education (Technical and Vocational Education)	Master	UPM	06/09/2004 Renamed. Approved by KPTKKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	20
49.	Master of Education (Teaching of English as a Second Language)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	62
50.	Master of Education (Teaching of Bahasa Melayu as a First Language)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	15
51.	Master of Education (Teaching of Malay Literature)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	0
52.	Master of Education (Educational Administration)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	48
53.	Master of Education (Educational Psychology)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP. S (PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	45
54.	Master of Education (Sport Science)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	18
55.	Master of Education (Sociology of Education)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	0
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SELF-REVIEW PORTFOLIO

for Institutional Maintenance Audit of Self-Accreditation Status

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
56.	Master of Education (Educational Technology)	Master	UPM	06/09/2004 Renamed. Approved by KPTKP.S(PT) 7312/1/ Jld.22(68)	NA	NA	Full-time	15
57.	Master of Pathology	Master	UPM	23/07/2007 JPT(A)1000 /010/02. Jld.5(83)	NA	NA	Full-time	43
58.	Master of Medical (Pediatrics)	Master	UPM	09/01/2012 JPT(A)1000/021/ 003/01Jld.5 (29)	NA	NA	Full-time	6
59.	Master of Medical (Psychiatry)	Master	UPM	16/08/2011 JPT(A)1000/021/ 003/01 Jld. 5 (19)	NA	NA	Full-time	11
60.	Master of Medical (Anesthesiology)	Master	UPM	09/01/2012 JPT(A)1000/021/ 003/01 Jl.5 (29)	NA	NA	Full-time	3
61.	Master of Medical (Family Medicine)	Master	UPM	09/01/2012 JPT(A)1000/021 /01 Jld.5 (29)	NA	NA	Full-time	19
62.	Master of Medical (Public Health)	Master	UPM	09/01/2012 JPT(A)1000/021 /003/01 Jld.5 (29)	NA	NA	Full-time	17
63.	Master of Process Safety and Loss Prevention	Master	UPM	15/05/2008 JPT (A) 1000/013/ 013/02 Jld.2(14)	NA	NA	Full-time	59
64.	Master of Food Technology	Master	UPM				Full-Time	43
65.	Master of Food Safety and Quality Assurance	Master	UPM				Full-Time	40

(iii) Foundation Programme

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CENTRE OF FOUNDATION STUDIES FOR AGRICULTURAL SCIENCE

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	
	Foundation in Agricultural Science	Foundation	UPM	01/06/2005	NA	10/03/2005 KPT.S(PT) 7613/3(8)	Full-time	736

iv) Distance Learning

			1					
NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Arts (English Language)	Bachelor	UPM	26/08/1994 KP.S(PT7010 /4/Jld. XVII(19)	NA	18/08/1997 JPA(L)S.130/2/1 Jld.2(14	Distance Learning	16
2.	Bachelor of Arts (Malay Language and Linguistic	Bachelor	UPM	26/08/1994 KP.S(PT7010 /4/Jld. XVII(19)	NA	18/08/1997 JPA(L)S.130/2/1 Jld.2(14	Distance Learning	147
3.	Bachelor of Communication	Bachelor	UPM	12/12/1997 KP.S(PT) (BPKG) 7616(9)	NA	16/04/1999 JPA/L)S.130/2/1 Jld. 2(105)	Distance Learning	122

FACULTY OF MODERN LANGUAGES AND COMMUNICATION

FACULTY OF EDUCATIONAL STUDIES

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD / JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Education (Teaching of English as a Second Language)	Bachelor	UPM	23/07/1986 KP.(BB)2999/ 164/JLD. V(37)	NA	30/03/1985 JPA(S)130/ 15-1/KLT.2 (150)	Distance Learning	3
2.	Bachelor of Science (Human Resource Development)	Bachelor	UPM	12/12/1997 KP.S.(PT) (BPDG) 7613(9)	NA	16/04/1999 JPA(L) S.130/1/2/1 JLD.2(105)	Distance Learning	410

FACULTY OF ECONOMICS AND MANAGEMENT

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE	RECOGNITION (BY PSD/JPA) DATE	MODE OF DELIVERY	NO. OF STUDENTS
1.	Bachelor of Business Administration	Bachelor	UPM	14/03/1995 KP.S.(PT) 7010 /4/Jld. XVI (49)	NA	02/02/2001 JPA(L)S.130/2/1 Jld.3(88)	Distance Learning	34

FACULTY OF HUMAN ECOLOGY

SELF-REVIEW PORTFOLIO

for Institutional Maintenance Audit of Self-Accreditation Status

NO.	NAME OF PROGRAMME	LEVEL	AWARDING BODY	APPROVAL DATE	ACCREDITATION DATE		MODE OF DELIVERY	
1.	Bachelor of Science (Human Development)	Bachelor	UPM	18/12/2002 KP.S(PT) 7312/1/ Jld. 10(86)	NA	11/12/1981 JPA.SULIT 130/15-1/ KLT.2(8)	Distance Learning	65

14. Total Number of Academic Staff as of 2014

Status	Academic	Number of Staff					
	Qualification	Local	Foreign	Total			
Full-time	PhD	1,241	165	1,406			
	Master	239	9	248			
	Bachelor	6	1	7			
	Diploma	1	-	1			
	Professional*	144	3	147			
	Others		1	1			
	Sub-total	1,631	179	1,810			
Part-time							
	PhD	-	-	-			
	Master	-	-	-			
	Bachelor	-	-	-			
	Diploma	-	-	-			
	Professional	-	-	-			
	Others	-	-	-			
	Sub-total	-	-	-			
	Total	1,631	179	1,810			

15. Total Number of Students as of 2014/2015

Number of Students									
	Undergraduate		Total Postgraduates		Total				
	Local	Foreign		Local	Foreign			—	
Male	Full-time	5,569	213	5,782	2,151	1,928	4,079	9,861	
	Part-time	657	0	657	0	0	0	657	
Female	Full-time	12,237	185	12,422	4,504	1,036	5,540	17,962	
	Part-time	1,433	0	1,433	0	0	0	1,433	
Total	202	19,896	398	20,294	6,655	2,961	9,619	29,913	

16. Total Number of Administrative and Support Staff as of 2014

Please refer to Appendix A1

17. State the Purposes of this Audit

Maintenance Audit of Self-Accreditation Status .

18. Provide Details of the Purpose of this Audit

The purpose of this institutional audit is to obtain the status of Self Accrediting Institution.

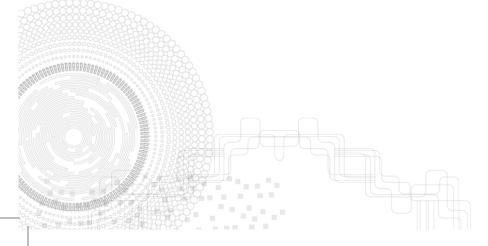
19. Provide the Organisational Chart of UPM

Please refer to Appendix A2.

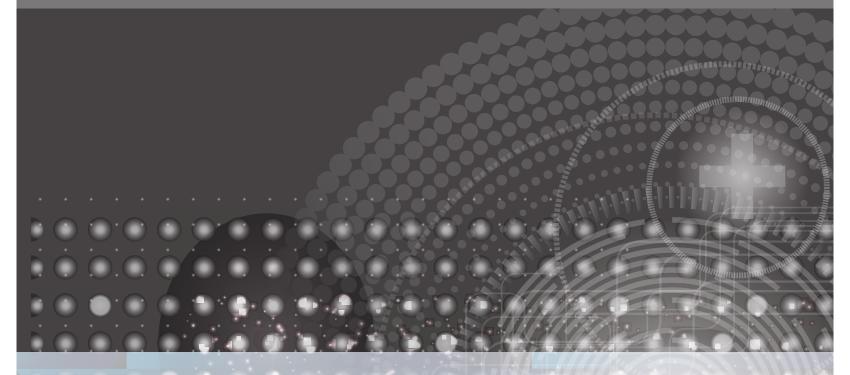
20. Contact Person

Name (Title)	:	Prof. Datuk Dr. Mad Nasir Shamsudin
Designation	:	Deputy Vice Chancellor (Academic & International)
Telephone No	:	+603-8946 6024
Facsimile No	:	+603-8943 2516
Email Address	:	tnca@upm.my

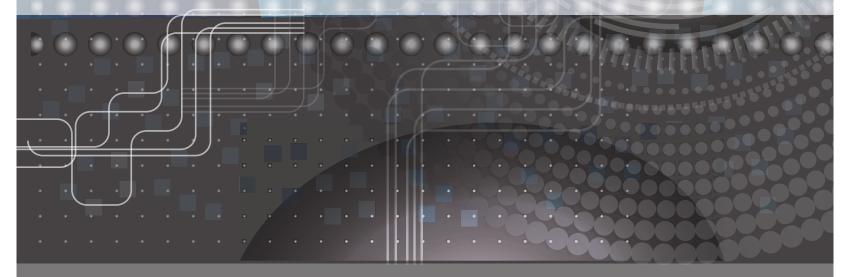


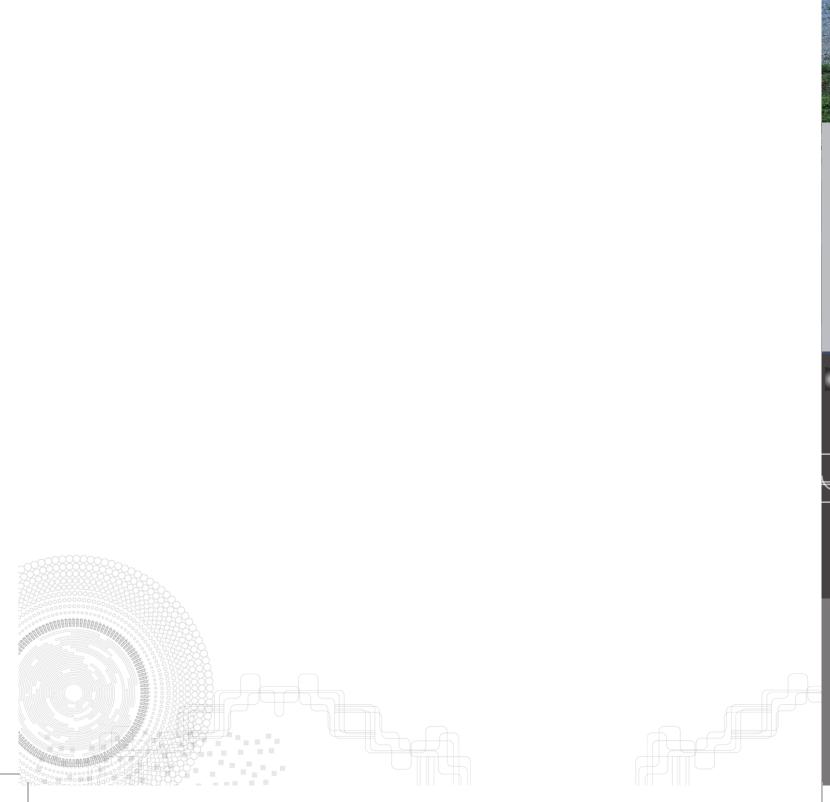






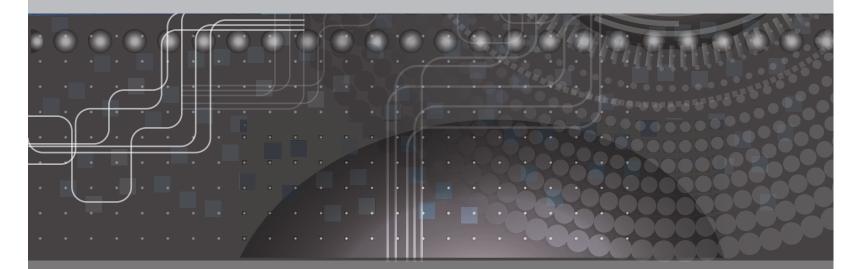
PART B INFORMATION ON THE NINE AREAS OF EVALUATION FOR QUALITY ASSURANCE

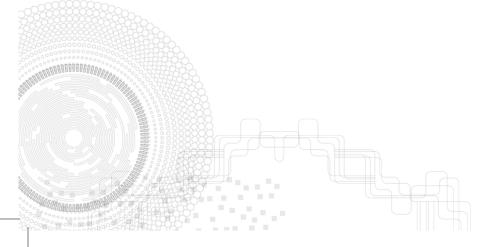






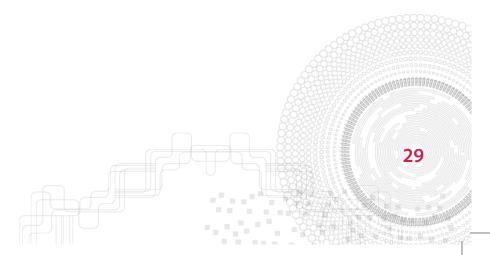
1. VISSION, MISSON, EDUCATIONAL GOALS AND LEARNING OUTCOMES





AREA 1: VISION, MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES

	Supporting Document
1.1 STATEMENTS OF VISION, MISSION AND EDUCATIONAL GOALS	
1.1.1 Vision, Mission and Educational Goals of UPM	
The vision of Universiti Putra Malaysia (UPM) is to become a university of international repute. Its mission is for UPM to make meaningful contributions towards wealth creation, nation building and universal human advancement through the exploration and dissemination of knowledge.	
The university has established five strategic goals to realise its vision and mission. They are as follows:	
1. Enhancing the quality and competitiveness of graduates	
2. Creating value through a strong and sustainable Research, Development, Commercialisation and Extension (RDCE)	
3. Boosting industry and community networking services	
4. Strengthening UPM as a centre of excellence in agriculture	
5. Enhancing the quality of governance	



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for Institutional Maintenance Audit of Self-Accreditation Status

	Supporting Document
1.1.2 Reflection of Social Responsibility, Research Attainment, Community Involvement, Ethical Values and Leadership in Educational Goals	
The mission statement and strategic goals of UPM were formulated to address national and global development concerns by	
 i. nurturing quality and competitive graduates, ii. maintaining research excellence, iii. driving innovation in agriculture, iv. establishing strong industrial and community linkages, and v. practising good governance. 	
The relationship between the strategic goals and crucial elements in national and global development, such as social responsibility, competency, research attainment, community involvement, ethical values and leadership, is shown in Table 1.1.2. Further elaboration is provided in the UPM Strategic Plan 2014-2020 (see p.27).	

Table 1.1.2 : Strategic Goals and Outcomes Addressing Crucial Elements in National and Global Development

	Strategic Goals	Outcomes
1.	Enhancing the quality and competitiveness of graduates	Competency, ethical values and leadership
2.	Creating value through a strong and sustainable RDCE	Competency, research attainment, ethical values and social responsibility
3.	Boosting industry and community networking services	Social responsibility, ethical values and community involvement
4.	Strengthening UPM as a centre of excellence in agriculture	Competency, research attainment, ethical values and social responsibility
5.	Enhancing the quality of governance	Competency, ethical values and leadership

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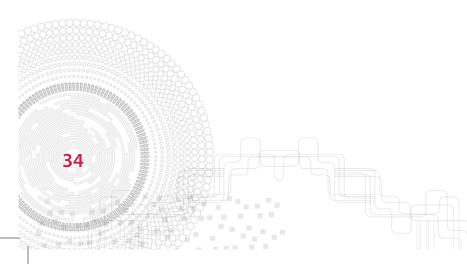
	Supporting Document
1.1.3 Body Responsible for Approving the Vision, Mission and	
Strategic Goals	
The university's vision, mission and educational goals have been approved by the University Management Committee (UMC) and Board of Directors (BoD).	
The UMC comprises the Vice Chancellor as the Chairman, the Deputy Vice Chancellors, the Registrar, the Bursar, the Chief Librarian, the Legal Advisor and the Director of Corporate Strategy and Communications Office (CoSComm).	
All members of the BoD are appointed by the Minister of Education for a period not exceeding three years, and they may be reappointed. The Secretary of the BoD, who may or may not be a member of the BoD, is appointed by the Chairman. The Chairman and three other members of the BoD make up the quorum required for any meeting. Other members include two persons from the government or their representatives, one person representing the local community, and not more than three persons, who because of their knowledge or experience would in the opinion of the Minister be of assistance to the BoD, at least one of whom shall be from the private sector.	
1.1.4 Dissemination of Vision, Mission and Strategic Goals	
The vision, mission and the strategic goals are made known to the internal and external stakeholders through the official UPM web page and <i>Pelan Strategik UPM 2014-2020</i> . In addition, the information is also made known through in-service training, student orientation programmes and engagement with the stakeholders.	Statements of vision, mission an educational goals are found in the following references: UPM Annual Reports (since 2000 UPM web site (http://www.upm edu.my) Other relevant UPM publications (e.g. calendars, diaries and posters)

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	Supporting Document
1.1.5 Incorporation of Social, Academic, Professional and Ethical Aspects into the Mission and Strategic Goals	
The university's mission clearly emphasises leadership in knowledge discovery, universal human advancement, creation of wealth and nation building. The university's strategic goals explicitly stress the inculcation and development of leadership, social responsibility, research, scholarship, community engagement, ethical values, professionalism and knowledge creation in its staff.	
The learning outcomes of academic programmes have been formulated in order to realise these qualities among its graduates.	
1.1.6 Adequacy and Appropriateness of Management and Academic Resources and Processes in Achieving Goals	
Adequate and appropriate management and academic resources and processes are available and effectively utilised, and the Strategic Plan is developed accordingly. The implementation of the plan is monitored through key performance indicators and corrective action is taken wherever necessary.	

		Supporting Document
1.2 PARTICIPATION IN THE F AND EDUCATIONAL GOALS	ORMULATION OF VISION, MISSION	
	Stakeholders in the Formulation and Goals and Educational Programmes	
programmes, UPM solicits the principal stakeholders. The inter academic and non-academic m Studies, research institutes, S administration and managemen stakeholders comprise gover	sion, strategic goals and educational views of both its internal and external nal stakeholders consist of the students, embers of faculties, School of Graduate oports Academy and service centres, at staff and the BoD of UPM. The external nment agencies, employers, alumni, programme assessors) and others.	
academic programme committee to programme design and deve the university's strategic plan w policies and programmes. Oth strategic goals and educational staff associations and represe	takeholders is through their roles in the ees or faculty board of studies pertaining elopment. The university's BoD approves while the Senate approves the academic er entities participating in developing programmes of UPM are the university ntatives of professional bodies where all academic programmes comes from the Ministry of Education (MoE).	
	ing programmes in assessing student formulation and renewal of the vision,	
tracer studies in assessing gradu getting feedback from final-year	out from stakeholders through alumni ate employability, student exit surveys in students, employer surveys in assessing is industrial market surveys in providing d.	
1.2.2 Involvement of Stakehol Mission and Goals	ders in Ongoing Refinement of Vision,	
UPM consults and involves the meetings, discussions and exchat the vision, mission and goals stated	on and goals is conducted periodically. stakeholders on an on-going basis via ange of visits with the purpose of refining tements. The university also provides the to forward comments pertaining to the	

	Supporting Document
1.3 ACADEMIC AUTONOMY	
1.3.1 Autonomy in Design of Curriculum and Allocation of Resources	
Universiti Putra Malaysia has specific policies governing curriculum development and review, and allocation of resources. One of the policies is in accordance with Section 22(5) of the Constitution of Universiti Putra Malaysia, whereby the Senate shall have the control and be responsible for the general direction of instruction, research and examination, and the determination and award of degrees, diplomas, certificates and other academic distinctions. In conjunction with this, Clause 22(7) of the Constitution provides that the Senate may delegate any of its duties, functions and responsibilities to any of its members or a committee consisting of its members or any other authorities. Another major reference for the university with regards to academic matters is the UPM Rules (Academic) 2003 Amendment 2005 and UPM Rules (Graduate Studies) 2003 (Revision 2012-2013).	
The faculties are responsible for the development and review of curriculum and/or allocation of resources albeit, according to Clause 24(3) of the Constitution, each entity shall be responsible to the Senate for the organisation of instruction in the subject of study. However, regarding the curriculum, each faculty is given the right and responsibility to formulate its own curriculum in accordance with relevant requirements and needs in order to meet its targets.	
With respect to the allocation of resources, UPM refers to the following criteria and input in accordance with its strategic plan:	
 a. academic staff planning b. current number of enrolled students c. number of new student admissions d. new programme proposals e. lecturer and student ratio in the field of study f. relevant teaching and learning facilities and equipment. 	



1.3.2 Autonomy of Academic Staff in Focusing on Areas of Expertise Each faculty assigns courses to academic staff according to their area of expertise. Academic staff are required to prepare teaching plans for these courses as planned. To ensure that the teaching and learning process is consistent with the curriculum, UMP requires its academic staff to adhere to the Universiti Putra Malaysia Rules (Undergraduate Academic Matters). 2014, specifically the chapter on Teaching and Learning, and Quality Management System (QMS) procedures and guidelines. If there are any inconsistencies between the teaching and learning process and the curriculum, they will be redressed through the implementation of corrective and preventive actions as stipulated in the QMS procedures. In developing new academic courses and academic programmes, the respective departments/faculties take an inclusive approach that acknowledges and recognises the expertise of each academic staff. In addition, academic staff have the freedom to pursue research in their areas of expertise. The university support facilities and various forms of recognition.		Supporting Document
 of expertise. Academic staff are required to prepare teaching plans for these courses before the beginning of each semester and to conduct the courses as planned. To ensure that the teaching and learning process is consistent with the curriculum, UPM requires its academic staff to adhere to the Universiti Putra Malaysia Rules (Undergraduate Academic Matters) 2014, specifically the chapter on Teaching and Learning, and Quality Management System (QMS) procedures and guidelines. If there are any inconsistencies between the teaching and learning process and the curriculum, they will be redressed through the implementation of corrective and preventive actions as stipulated in the QMS procedures. In developing new academic courses and academic programmes, the respective departments/faculties take an inclusive approach that acknowledges and recognises the expertise of each academic staff. In addition, academic staff have the freedom to pursue research in their areas of expertise. The university supports these research efforts through the provision of research funds, support facilities and various forms of 	1.3.2 Autonomy of Academic Staff in Focusing on Areas of Expertise	
	of expertise. Academic staff are required to prepare teaching plans for these courses before the beginning of each semester and to conduct the courses as planned. To ensure that the teaching and learning process is consistent with the curriculum, UPM requires its academic staff to adhere to the Universiti Putra Malaysia Rules (Undergraduate Academic Matters) 2014, specifically the chapter on Teaching and Learning, and Quality Management System (QMS) procedures and guidelines. If there are any inconsistencies between the teaching and learning process and the curriculum, they will be redressed through the implementation of corrective and preventive actions as stipulated in the QMS procedures. In developing new academic courses and academic programmes, the respective departments/faculties take an inclusive approach that acknowledges and recognises the expertise of each academic staff. In addition, academic staff have the freedom to pursue research in their areas of expertise. The university supports these research efforts through the provision of research funds, support facilities and various forms of	

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	Supporting Document
1.3.3 Plans to Expand Boundaries of Academic Autonomy	
Universiti Putra Malaysia obtained self-accreditation status with respect to its academic programmes and autonomy as a higher education institution in 2010. The university also has obtained accreditation from various professional bodies including AACSB in the field of Economics and Management; TEAC in Education; and CIEH in Environmental and Occupational Health. UPM is embarking on more initiatives to get more of its programmes accredited.	List of Higher Educational Provider and Prrogramme Offered in Collobration UPM
In expanding its boundaries of academic autonomy, the university has also taken the initiative to develop new programme modes such as Jointly Awarded Degrees with the University of Sheffield and Dual Degrees with the University of Nottingham, Kyushu Institute of Technology, Ajou University, Université Pierre-et-Marie-Curie, University of Southern Queensland, Université Montpellier, Universite Montpellier 2, Glasgow University, Naresuan University, Maejo University and University of Alberta. An initiative on accelerated programmes is also being undertaken with foreign universities, in particular with Beijing Forestry University in the field of Forestry.	
The university has franchised five diploma and two bachelor degree programmes to six private higher education providers (HEPs). The academic activities at the private HEPs are carried out in accordance with UPM Rules (Academic) 2003 Amendment 2005. The selection of private HEPs is based on conditions set by UPM. A site visit to the premises is made by a quality control committee formed by the university. The report of the visit is tabled for Senate approval. To ensure that the quality of the franchised programmes is maintained, the quality control committee makes yearly assessments and reports their findings to the Senate for follow-up actions.	
Franchised programmes are managed by UPM Education and Training Sdn. Bhd. (UPMET), a subsidiary company under UPM Holdings. As programme owners, faculties are responsible for academic aspects of the franchised programmes while UPMET monitors the teaching and learning process at the HEPs and takes corrective action when necessary. The list of private HEPs is provided in Appendix 1.3.3	

 1.4 PROGRAMME OUTCOMES 1.4.1 Consistency between Programme Outcomes & Strategic Goals and Vision & Mission The vision of UPM is to become a university of international repute and its mission is to make meaningful contributions towards wealth creation, nation building and universal human advancement through the exploration and dissemination of knowledge. The learning outcomes (LOS) and educational goals of the university are in line with and support the vision and mission of the university. The LOS of courses must contribute to the development of students' cognitive, psychomotor and affective domains. These LOS are intended to ensure that the expected competencies and attributes of graduates as described in the following programme outcomes are attained: Nowledge in the discipline Social skills and responsibility Professionalism, values, attitudes and ethics Lifelong learning and information management Managerial and entrepreneurial skills Leadership skills. 			Supporting Document
Strategic Goals and Vision & Mission The vision of UPM is to become a university of international repute and its mission is to make meaningful contributions towards wealth creation, nation building and universal human advancement through the exploration and dissemination of knowledge. The learning outcomes (LOs) and educational goals of the university are in line with and support the vision and mission of the university. The LOs of courses must contribute to the development of students' cognitive, psychomotor and affective domains. These LOs are intended to ensure that the expected competencies and attributes of graduates as described in the following programme outcomes are attained: a. Knowledge in the discipline b. Psychomotor/Practical/Technical skills c. Critical thinking and scientific approaches- d. Communication skills e. Social skills and responsibility f. Professionalism, values, attitudes and ethics g. Lifelong learning and information management h. Managerial and entrepreneurial skills	1.4 P	ROGRAMME OUTCOMES	
mission is to make meaningful contributions towards wealth creation, na- tion building and universal human advancement through the exploration and dissemination of knowledge. The learning outcomes (LOs) and educational goals of the university are in line with and support the vision and mission of the university. The LOs of courses must contribute to the development of students' cognitive, psychomotor and affective domains. These LOs are intended to ensure that the expected competencies and attributes of graduates as described in the following programme outcomes are attained:			
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 b. Psychomotor/Practical/Technical skills c. Critical thinking and scientific approaches- d. Communication skills e. Social skills and responsibility f. Professionalism, values, attitudes and ethics g. Lifelong learning and information management h. Managerial and entrepreneurial skills 	in line of cou psych that th	with and support the vision and mission of the university. The LOs urses must contribute to the development of students' cognitive, omotor and affective domains. These LOs are intended to ensure he expected competencies and attributes of graduates as described	
	b. c. d. e. f. g. h.	Psychomotor/Practical/Technical skills Critical thinking and scientific approaches- Communication skills Social skills and responsibility Professionalism, values, attitudes and ethics Lifelong learning and information management Managerial and entrepreneurial skills	
	1.	Leadership skills.	

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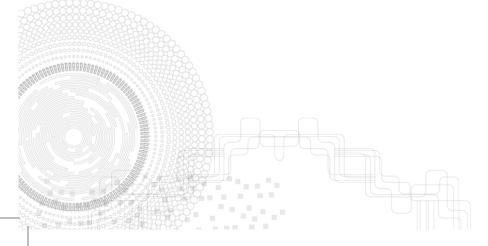
	Supporting Document
1.4.2 Expected Competencies and Attributes of Graduates	
The competencies and attributes expected of students upon completion of their academic programmes are depicted in the programme outcomes as described in the previous section. The development of these compe- tencies and attributes is brought about through the incorporation of LOs in all academic courses. The LOs encompass the domains of learning and soft skills.	
Each learning domain comprises categories that are hierarchically organ- ised in increasing levels of difficulty or complexity according to the fol- lowing domains:	
 a. Cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation b. Psychomotor domain: perception, set, guided response, mechanism, overt complex response, adaptation, and origination. c. Affective domain: receiving, responding, valuing, organising, and internalising. 	
In addition to these domains, the university also emphasises the follow- ing soft skills:	
 a Communication skills b Critical thinking and problem solving c Lifelong learning and information management d Teamwork skills e Entrepreneurship skills f Morals and professional ethics g Leadership skills 	
All the above competencies and attributes acquired by the graduates are consistent with the expectations of the Malaysian Qualifications Frame- work (MQF).	



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SELF-REVIEW PORTFOLIO for Institutional Maintenance Audit of Self-Accreditation Status

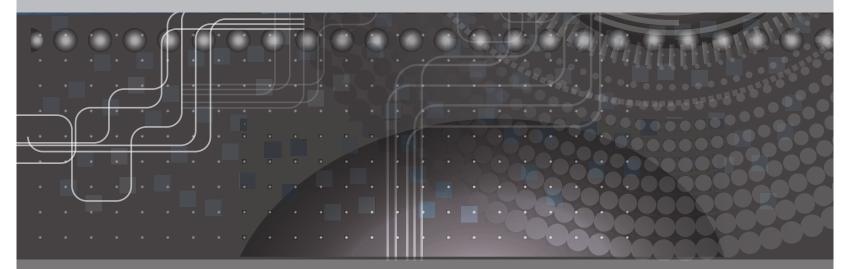
	Supporting Document
1.4.3 Relationships between Competencies and Attributes with Needs of Professions, Disciplines and Society	
Universiti Putra Malaysia is cognizant of universal needs that university education should not only provide academic knowledge and technical skills to the students but must also stress the importance of graduates possessing appropriate work values and are inculcated with the necessary work ethics. These competencies and attributes, developed through LOs, are also required by various professions, disciplines, and stakeholders. The acquisition of these competencies and attributes will produce knowledgeable and skilled graduates capable of critical thinking, problem solving and decision making. These graduates will also demonstrate effective communication and social skills, as well as sensitivity to the social, cultural, psychological and ethical aspects of their workplace. The inculcation of good values, attitudes and ethics will contribute to their professionalism and good citizenship.	
1.4.4 Relationship between Competencies and Potential Needs of Graduates	
The competencies developed in UPM graduates will ensure that they have sufficient breadth and depth of knowledge as well as skills to pursue further education, appropriate technical skills to be productive at the workplace, social skills to adapt to different environments and the required attributes to become good citizens. These competencies are developed through the programme outcomes as mentioned in 1.4.2.	

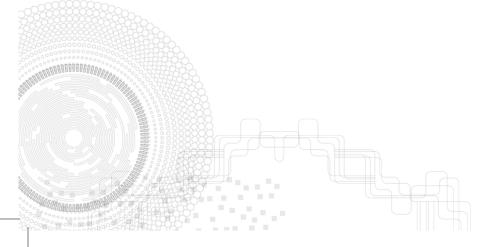






2. CURRICULUM DESIGN AND DELIVERY





AREA 2: CURRICULUM DESIGN AND DELIVERY

2.1 CURRICULUM DESIGN AND TEACHING-LEARNING METHODS	Supporting Document
2.1.1 Curriculum Development and Involvement of Main	
Constituents	
The processes, procedures and mechanisms involved in curriculum development and approval are described in detail in the university's QMS procedures. Details of the procedures can be found in Prosedur Pembentukan Program Baharu dan Penstrukturan/Semakan Semula Program Pra-siswazah (UPM/PU/PS/P001), Prosedur Pembentukan Program Baharu Pengajian Siswazah (UPM/PU/S/ P001), Prosedur Semakan Semula Kurikulum Program Pengajian Siswazah (UPM/PU/PS/P003), Prosedur Akreditasi Sementara Program Pengajian (UPM/	Program Baharu dan Penstrukturan/Semakan Semula Program Pra- siswazah (UPM/PU/PS/P0 Prosedur Pembentukan Program Baharu Pengajio
PNC-BPK/P003) and Prosedur Akreditasi Penuh Program Pengajian (UPM/PNC- 3PK/P004).	Siswazah (UPM/PU/S/ P001), Prosedur Semakan Semula Kurikulum Progra
Based on input provided by departments, the curriculum committee at faculty level deliberates on a proposed curriculum. When the committee is satisfied with the proposed curriculum, it is then presented at the faculty meeting for further discussion and subsequent approval. The proposed curriculum is subsequently forwarded to the University Curriculum Sub-committee which checks the alignment of the learning objectives with delivery and assessment.	PU/PS/P003). Prosedur Akreditasi Sementara Program
After that, for undergraduate programmes, the curriculum is forwarded to the University Curriculum Committee which reviews the proposed curriculum and decides on whether it can be presented to the Senate for further consideration. For postgraduate programmes, the curriculum is forwarded to the University Postgraduate Studies Committee for review before it is endorsed and presented to the Senate. A curriculum that has been passed at this stage is sent to the Self- Accreditation Committee for approval before being endorsed by the Senate. Once the curriculum is endorsed by the Senate, the Ministry of Education is then notified.	P004)
2.1.2 Consideration of Market and Societal Demand for Programme and Adequacy of Resources	
In each curriculum proposal, there is a section that presents results of a market survey conducted to gauge the market and societal demand for the programme in question. An example of a survey instrument is provided in Appendix 2.1.2. The proposal also states the faculty's capacity related to adequacy of financial and human resources and facilities to run the programme.	Faculty of Agriculture

2.1.2 Alignment of Decayons Alignment Objective with	Supporting Document	
2.1.3 Alignment of Programme Aims and Objectives with		
Vision and Mission		
In line with the university's mission, each programme has specific aims and		
objectives that encompass cognitive, psychomotor and affective development		
to produce knowledgeable and well-balanced graduates who can make		
meaningful contributions towards wealth creation, nation building and		
universal human advancement. Every programme also contributes to the		
discovery of knowledge by offering courses that are oriented towards a culture		
of research. The importance of research at the postgraduate level is apparent		
in the emphasis on programmes by research. Even in non-thesis programmes		
students are required to complete a Research Project. Undergraduates are		
also required to engage in research in their Final Year Project. This culture o		
research and knowledge advancement helps the university to realise its vision	1	
of achieving international repute.		
2.1.4 Currier burg Desire Drie sinds and Dreams and Outstands Attainment		
2.1.4 Curriculum Design Principles and Programme Outcomes Attainment		
Academic programmes must adhere to other guiding principles such as:		
Malaysian Qualifications Framework by the Malaysian Qualifications	5	
Agency		
 guidelines stipulated by professional bodies of respective programmes 	5	
(e.g. EAC for Engineering, MVC for Veterinary Medicine, and MIA fo	r	
Accountancy)		
To an even that the summary summary (DOs) of a coloria summary summary (DOs)		
To ensure that the programme outcomes (POs) of academic programmes are		
attained, the design of these programmes is based on the alignment of course outcomes (COs) with delivery and assessment. Delivery and assessment are		
appropriately reflected in student learning time that enables students to attain		
the COs.		
the COs.		
In addition, each course in a programme must be mapped against POs based	1	
on course requirements, and the POs must be appropriately distributed across	5	
the curriculum.		

2.1.5 Teaching-Learning Methods, Learning Outcomes and	
2.1.5 reaching Learning Methods, Learning Outcomes and	
Student Responsibility for Learning	
Universiti Putra Malaysia offers programmes via two modes of delivery: on-	
campus and distance learning. In either mode, both teacher-centred and	
student-centred learning (SCL) approaches are utilised to achieve learning	
outcomes. Teacher-centred delivery is in the form of face-to-face or video-	
based lectures which encourage students to interact with instructors, while SCL	
methods focus on individual or group task-based learning. Both approaches	
encourage students to take ownership of the learning process and outcomes.	
All the methods used incorporate formative assessment that provides ongoing	
feedback to ensure that students continuously take active responsibility for	
their learning.	
2.1.6 Instructional Methods and Active Student Participation	
in Learning	
To ensure students' active participation in learning, UPM encourages SCL	
which provides the space and opportunity for students to participate and	
engage actively in their learning. The students' active participation is achieved	
through their involvement, feedback and interaction during classes, tutorials,	
laboratories, group discussions, projects, problem-solving exercises, fieldwork,	
presentations and seminars. Their active participation is supported by the	
learning management system. Specific SCL methods like Problem-Based	
Learning (PBL), Project-Oriented PBL, Case Study, and Modular Approach are	
introduced and encouraged mainly in professional courses.	
Active student participation in learning is further guaranteed through the	
assessment system. The majority of courses in many programmes require	
assessment in the proportion of 60 per cent course work and 40 per cent final	
examination. The larger percentage apportioned to course work entails greater	
student participation in their learning.	
To further encourage active participation, UPM has made co-curricular courses	
compulsory whereby the courses are credited into the curriculum. At the	
same time, these courses take care of the development of soft skills. Another	
component in the curriculum that involves students' participation is industrial	
training.	
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	Supporting Document	
2.1.7 Preparation of Students for Learning		
The curriculum takes into account learner readiness. Courses are sequenced according to subject matter complexity, that is, the basic courses are introduced before the more advanced courses. A variety of instructional methods is used to provide guided learning and promote independent learning at appropriate stages of their programmes of study. Student learning time for each course is also carefully determined to ensure that students have sufficient preparation time for learning and assessment.		
Undergraduates are provided with English language support for handling academic tasks from the first semester onwards via the English Language Experience (ELEx) package. Students coming in with lower levels of English proficiency are given additional instruction and guidance. Postgraduate students are provided with guidance in getting through the postgraduate process successfully via the Putra Sarjana programme.		
2.1.8 Policies and Practices Ensuring Consistency of Curriculum with Teaching and Learning		
Universiti Putra Malaysia provides guidelines in the <i>Buku Panduan Penyediaan</i> <i>Dokumen Program Pengajian</i> (2014) to ensure that teaching and learning are consistent with the curriculum. Teaching plans of undergraduate and postgraduate courses are submitted to Heads of Department for endorsement before the start of each semester so that Heads of Department check for consistency between the curriculum and instructional plans. Inconsistencies have to be rectified before the teaching plans are approved. In addition, the faculty moderates examination questions to ensure that they reflect the course syllabus and outcomes. Inconsistencies are subsequently rectified.		
For undergraduate courses, the SMP provides a platform for instructors to plan their teaching and assessment based on approved course outcomes and course syllabi.		
2.1.10 Utilisation of External Sources in Programme Needs Analysis		
To establish new programmes or review existing ones, a Faculty conducts market surveys, consults external assessors, and sets up an academic programme committee. Market surveys identify the potential of the programme to meet current market needs and contribute to national capacity building. Feedback from external assessors is used to improve specific aspects of programmes. An academic programme committee, the majority of which comprises representatives from related industries, alumni, government agencies and academics who are experts in the fields in question, provides input that is used to improve the curricular content, methods of assessment and relevance of the programme.		

	Supporting Document
2.1.11 Co-curricular Activities and Student Learning Enrichment	
Student learning experience is enriched through activities such as drama and play production, sports, debates and dance presentations, while personal development encompasses the <i>Pengakap Kelana Siswa</i> , Student Police Voluntary Corp (<i>SUKSIS</i>), the Reserve Officers Training Unit (<i>PALAPES</i>) as well as the UPM <i>Rakan Muda</i> programme co-organised with the Ministry of Youth and Sports. The main purpose of co-curricular activities is to develop soft skills. Thus, they are not a requirement for postgraduate students as they are already mature and self-motivated learners.	
2.2 CURRICULUM CONTENT AND STRUCTURE	
2.2.1 Incorporation of Disciplinary Core Content into Academic Programmes	
The core content of the disciplinary input comprises 55–65% of the curriculum. The rest is made up of University courses (15–20%) and elective courses (25–30%). Understanding of the concepts, principles and methods that support the programme outcomes includes knowledge of the various concepts and components which take up about 40–60% of the curriculum. The remaining components relate to skills (15–45%) and knowledge of humanities (25–30%). All this is consistent with the requirements stipulated by the Ministry of Education (MoE) and <i>Majlis Pendidikan Tinggi Negara (MPTN</i> or the National Higher Education Council).	
The balanced distribution of content, technical skills and soft skills within the curriculum supports the programme outcomes.	
There are no University courses in the post-graduate curriculum as the curriculum is focused on disciplinary core content.	
2.2.2 Fulfilment of Disciplinary Requirement and Standard of Practice	
Academic programmes fulfil the requirements of the discipline by allotting a higher proportion of technical content as well as taking into account the requirements of professional bodies that govern the particular programme. In each course outline the references listed have to be current, and topics are relevant to present needs. Programme benchmarking is conducted to adopt international best practices and make necessary changes to the programme.	

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		Supporting Document
	3 Inclusion of Topic of Local, National and International ortance	
-	cs of local, national and international importance are continually rporated into the curriculum through several means:	
(i)	Undergraduate students are required by MoE to enrol in University courses that address national unity and tolerance (Malaysian Nationhood SKP2101 and Ethnic Relations SKP2204); awareness of world history (Islamic and Asian Civilisation SKP2004).	
(ii)	Undergraduate students are also required by UPM to take courses that focus on the university's niche area (Agriculture and Man PRT2008) and entrepreneurship-related courses.	
(iii)	Topics of local, national and international importance are incorporated into the post-graduate curriculum through the curriculum review process during which courses are updated.	
(iv)	Post-graduate Special Topic courses are made available at faculty level to keep abreast of current international and national developments in specific fields.	
(v)	Post-graduate theses require students to relate their research to current local, national and international issues.	
2.2.	4 Mechanisms to Access Latest Developments in Fields of Study	
the mec and ents asse deve	versiti Putra Malaysia institutes an accommodative mechanism that enables university to access the latest developments in particular fields of study. The chanism includes international benchmarking, collaborative networking academic programme committees for in specific fields of study. The appointment of external programme ssors from reputable institutions is also a means of access to the latest elopments in specific fields. Feedback from examiners of postgraduate ses is an additional means of access to current developments.	

	Supporting Document
2.3 MANAGEMENT OF PROGRAMMES	
2.3.1 Student Study Guide, Student Handbook and Student	Appendix 2.3.1 (a)
Project Handbook	Buku Panduan Pengajian
	(versi Bahasa Melayu dan
UPM provides each student with relevant documents as references, where applicable. Refer Appendices 2.3.1 (a) and (b)	Bahasa Inggeris)
	Appendix 2.3.1 (b)
	UPM Rules (Academic) 2003
	Amendment 2005
	UPM Rules (Graduate
	Studies) 2003 (Revision
	2009–2010) www.
	sgs.upm.edu.my/
	PUBLICATION&FORM
2.3.2 Designation, Responsibility and Authority of Academic	
Officer and Committees	
To ensure that programmes at UPM are implemented effectively, UPM has	5
instituted committees that assess, review, and endorse the curriculum a	
various levels. The responsibility and authority in managing programme	5
begins with the Head of Department, followed by the Faculty Dean and the	2
curriculum committees at the University. The highest level of responsibility	/
and authority lies with the Senate which is chaired by the Vice Chancellor	
The Senate is responsible for the general direction of instruction, research	1
and examination, and the conferral of degrees, diplomas and other academic	
distinctions. Resources utilised are described in Area 6 of this document.	
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		Supporting Document
2.3.3	Terms of Reference of Curriculum Committees	
-		
	ndergraduate programmes, the terms of reference (TOR) of the University	
Curri	culum Committee are as follows:	
, Т	o provide the curriculum a system of teaching and learning that centres	
	round the students	
. т	o study the curriculum objectives, structures and methods of delivery at	
	fixed interval	
. т	o provide curricula that are appropriate based on demand	
	o gather and coordinate current academic programmes	
	o market academic programmes to the public and private sectors	
	o study and identify the demand for new academic programmes.	
The g	eneral TOR of the Faculty Curriculum Committee are as follows:	
• T	o prepare the curriculum based on students centred learning system	
	p review the curriculum periodically towards the objectives, structure,	
	nd course delivery method	
	o coordinate the existing academic programmes	
	o conduct surveys and identify the demand for new academic programmes.	
\+ +b/	e postgraduate level, the University Postgraduate Studies Committee acts	
	enate Standing Committee and is under the purview of the Deputy Vice	
	cellor (Academic and International). The Committee oversees the overall	
	gement of the postgraduate education with other responsibilities as	
ollov		
-	a recommend policies portaining to rectanducte studies for Courts	
	o recommend policies pertaining to postgraduate studies for Senate	
	pproval	
	o recommend new programmes and courses or restructuring of rogrammes or courses for Senate approval	
	o approve applications for admission	
	o approve applications for transfer of programme/field of study	
	o approve appointments and re-constitution of supervisory committees	
	o approve appointments of thesis examination committees	
	o approve conversion to PhD programme or reversal to Master programme	
	p recommend students for graduation to the Senate	
	o act on any other matters as delegated by the Senate	
	a secondary other matters as delegated by the senate	

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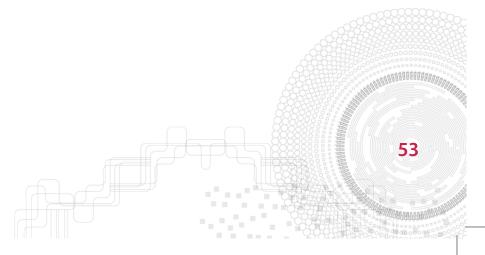
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	Supporting Document
2.3.4 Authority of the University Curriculum Committee in	
Resolving Conflicts	
Conflicts may arise when the content of a programme is not in line with	
educational goals and principles. In cases of such conflicts, the University	
Curriculum Committee has the authority to recommend measures to the	
Senate for resolving the conflicts. This authority is based on Section 20 (5) of	
the UPM Constitution which stipulates that "the Senate may delegate any of	
its duties, functions and responsibilities to any of its members or a committee	
consisting of its members or any other Authority."	
2.3.5 Resources for Programme Implementation and Evaluation	
When programmes are approved by the university, the faculty concerned	
allocates the necessary resources for teaching-learning activities and subsequent	
programme evaluation. The resources comprise teaching expertise, support	
personnel, internal and external assessors and infrastructural provisions.	
The faculty is given financial resources for these purposes. For a new academic	
programme, a one-off allocation and a <i>Dasar Baharu</i> allocation are provided.	
For existing programmes, a <i>Dasar Sedia Ada</i> allocation is given.	
2.3.6 Review of Programme and Utilisation of Results	
Programme review and evaluation involves internal and external stakeholders.	
The process involves evaluation of teaching-learning activities and facilities.	
Programme assessment is conducted by academic programme committees,	
external assessors, and other stakeholders, and through exit surveys and tracer	
studies. Input from this process is used in improving the curriculum, courses	
and/or facilities for the programme.	
and, of identities for the programme.	

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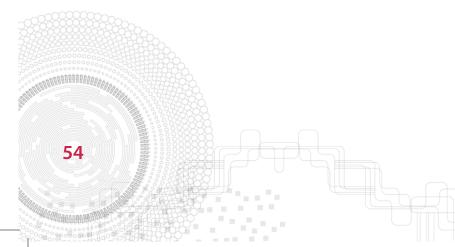
	Supporting Document
2.3.7 Nurturing Scholarly and Creative Achievement	
The provision of a learning environment to nurture scholarly and creative	
achievements has been a priority at UPM. Scholarship is nurtured through a	
conducive learning environment that encompasses a well-designed curriculum	
emphasising learning outcomes and soft skills through SCL-based activities.	
Scholarly achievements of undergraduates are acknowledged through	
awards and other forms of recognition such as Dean's Honour List and the	
Vice Chancellor's Honour List. Creativity is encouraged through co-curricular	
activities such as debates, drama, cultural shows, and portfolio exhibitions.	
activities such as debates, drama, cultural shows, and portiolio exhibitions.	
Scholarship of postgraduate students is nurtured through learning support	
programmes such as the <i>Putra Sarjana</i> programme which offer seminars and	
workshops on relevant topics including thesis writing, presentation skills, and	
academic integrity. Creativity is encouraged through activities such as the 3MT	
(Three-Minute Thesis) competition and the annual Research Invention and	
nnovation Exhibition (Pameran Rekacipta Penyelidikan dan Innovasi).	
The university also offers facilities such as an Experimental Theatre for creative	
arts performances and <i>Galeri Serdang</i> at the Faculty of Design and Architecture	
for exhibiting creative ways of turning scientific elements into artistic artefacts.	
2.3.8 Structure and Processes For Awarding Degree Qualification	
2.5.0 Structure and Processes for Awarding Degree Quanteation	
Students are briefed on the requirements for graduation upon registration.	
During their final semester, the students and the Academic Division and	
School of Graduate Studies confirm that all requirements are satisfied. Upon	
completion of the programme, the Academic Division and the School of	
Graduate Studies issue a list of graduands that the faculties and schools verify	
before graduation.	
Jerole graduation.	

	Supporting Document
2.3.9 Mechanism and Resources for Introducing and Evaluating Innovations	
The university has established CADe as a structure to introduce and monitor innovations in teaching-learning and evaluation methods. This Centre, with the cooperation of faculties, the Registrar's office and/or other agencies, organises courses, workshops and training programmes which are well attended by academic staff (Table 2.3.9).	
These programmes focus on LO and soft skills initiatives. Other innovations in teaching-learning and evaluation methods are as follows: teaching evaluation by students, laboratory services evaluation, online lectures (<i>e-kuliah</i>), learning management system (LMS), R&D in teaching and learning, the Vice-Chancellor Fellowship and annual awards for innovation in teaching and learning such as the <i>Anugerah Pengajaran Putra</i> .	
The academic staff of UPM have regularly attended the relevant courses as well as workshops that are organised by the Higher Education Leadership Academy of MoE to enrich knowledge in innovative teaching and learning.	
Innovations in teaching and learning that are submitted for consideration for the <i>Anugerah Felo Naib Canselor</i> (Vice Chancellor Fellow Award) and the <i>Pameran Rekacipta, Penyelidikan dan Inovasi</i> (Invention, Research and Innovation Exhibition) are evaluated by panels of assessors.	



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Table 2.3.9: Participation of Academic Staff in Learning Outcomes Workshops and Other CDevelopment Training (2012- 2014)	ontinuous P	Professio	onal
	No. of	f Partic	ipants
Year	2012	2013	2014
Pengajaran dan Penyeliaan		,	
Kursus Asas Pengajaran	71	152	98
Kursus Supervising Graduate Research (SGR)	61	55	26
Kursus Learning Outcome For Teaching Assistant / Non Academic Officer / Support Staff	136	110	52
Kursus Mind Mapping In Teaching and Learning	42	51	37
Kursus Teaching Portfolio Development	62	49	46
Kursus Pendekatan SCL: Kuliah Interaktif	40	31	_
Bengkel Pembinaan Item Soalan	22	51	_
Kursus Scholarship Of Teaching And Learning (SoTL)	33	59	-
Kursus Academic Communication Techniques	13	17	-
Kursus PBL & PoPBL In Teaching And Learning	50	-	17
Kursus Case Study In Teaching And Learning	11	-	23
Kursus SCL & Engagement: Inculcating Meaningful Learning	30	-	-
Kursus Pendekatan SCL: Pendekatan Modular	31	-	-
Kursus Pembudayaan Integriti dalam Akademik	35	-	-
Kursus Persediaan Pengajian Siswazah (KPPS)	39	-	-
Kursus Service Learning	12	-	-
Kursus Eagle Research Design Framework (Eagle Table)	44	-	-
Kursus Student Diversity Vs Teaching Approaches	-	27	59
Bengkel Pembangunan Pembelajaran Berpusatkan Pelajar	-	74	-
Kursus Outcome Based Education	-	-	63
Kursus Capstone Project	-	-	40
Kursus CQI & PutraOBE	-	-	35
Kursus Asas Pengajaran Khas (KAPK)	-	-	54



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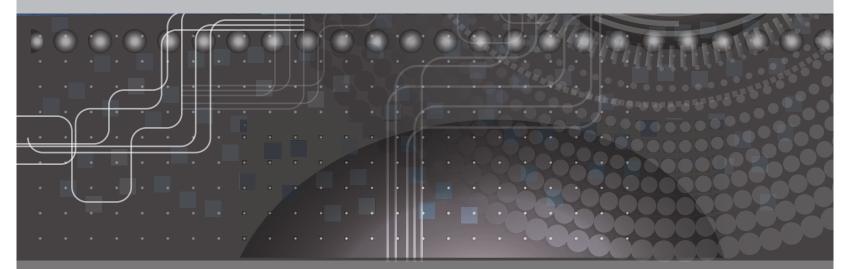
Supporting Docume				
Epembelajaran Inovatif				
Kursus Make Learning Fun: Teaching With PutraLMS	203	42	77	
Kursus Make Learning Fun: Mobile E-Learning	34	23	-	
Kursus Make Learning Fun: Web 2.0	45	27	-	
Bengkel Make Learning Fun: Tools for E-Learning	50	-	-	
Kursus Pembangunan E-Kandungan: CAMTASIA	12	-	-	
Kursus Pembangunan E-Kandungan: LectureMAKER	18	-	-	
Kursus Pembangunan E-Kandungan: Raptivity	13	-	-	
Kursus Make Learning Fun: Introduction To E-Learning Assessment	-	25	-	
Kursus Make Learning Fun: Flipped Classroom	-	-	31	
Kursus Make Learning Fun: Blended Learning	-	-	15	
Kursus Pentadbir LMS	-	-	27	
Kursus Massive Open Online Course (MOOC)	-	-	55	
Kursus Innovative Teaching With Technology For Supporting Staff	-	-	36	
Kursus OpenCourseWare (OCW)	-	-	16	
Kursus Innovative Teaching With Technology: An Introduction To What, Why And How	-	-	63	
Penyelidikan, Perundingan dan Penerbitan				
	47	40	32	
Kursus Plagiarism Prevention Using Turnitin	47 18	40 10	32	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation			32 - -	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy	18	10	32 - - 31	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal	18 28	10	-	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis	18 28 61	10	31	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method	18 28 61 18	10 17 -	- - 31 14	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method	18 28 61 18 45	10 17 -	- 31 14 25	
Penyelidikan, Perundingan dan Penerbitan Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method Kursus Right Way To Use Statistics Kursus Preparation And Application Of Research Grants	18 28 61 18 45	10 17 - - - -	- 31 14 25 9	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method Kursus Right Way To Use Statistics	18 28 61 18 45	10 17 - - - 22	- 31 14 25 9 38	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method Kursus Right Way To Use Statistics Kursus Preparation And Application Of Research Grants Kursus From Research To Commercialisation: How To Make It Real?	18 28 61 18 45 38 - -	10 17 - - - 22 53	- 31 14 25 9 38 51	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method Kursus Right Way To Use Statistics Kursus Preparation And Application Of Research Grants Kursus From Research To Commercialisation: How To Make It Real? Kursus Descriptive Survey	18 28 61 18 45 38 - - - -	10 17 - - 22 53 28	- 31 14 25 9 38 51 20	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method Kursus Right Way To Use Statistics Kursus Preparation And Application Of Research Grants Kursus From Research To Commercialisation: How To Make It Real? Kursus Descriptive Survey Kursus From Research Paper To Popular Writing	18 28 61 18 45 38 - - - - - -	10 17 - - 22 53 28 14	- 31 14 25 9 38 51 20 28	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method Kursus Right Way To Use Statistics Kursus Preparation And Application Of Research Grants	18 28 61 18 45 38 - - - - - - - - -	10 17 - - 22 53 28 14 33	- 31 14 25 9 38 51 20 28 23	
Kursus Plagiarism Prevention Using Turnitin Kursus Persuasive Professional Presentation Kursus Effective Consultancy Kursus Publication In High Impact Journal Kursus Log Frame Analysis Kursus Qualitative Research Method Kursus Quantitative Research Method Kursus Right Way To Use Statistics Kursus Preparation And Application Of Research Grants Kursus From Research To Commercialisation: How To Make It Real? Kursus Descriptive Survey Kursus From Research Paper To Popular Writing Kursus Rasch Model In Practice	18 28 61 18 45 38 - - - - - - - - -	10 17 - - 22 53 28 14 33 11	- 31 14 25 9 38 51 20 28 23	

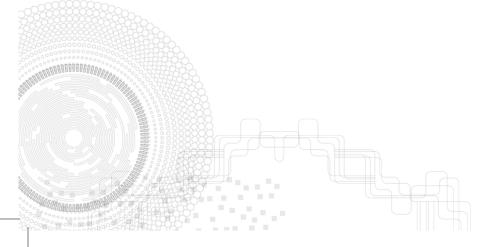
SELF-REVIEW PORTFOLIO for Institutional Maintenance Audit of Self-Accreditation Status

 2.4.2 Mechanism to Obtain and Utilise Feedback for Curriculum Improvement, Training and Workshop Exposure The mechanism used to obtain feedback for curriculum improvement, training and workplace exposure is the Employer Survey conducted by the Office of the Deputy Vice Chancellor for Industry Relations and Community (JInM). Feedback from the survey is acted on by faculties to improve existing curricula. Feedback from the industrial training component of academic programmes is used to provide input about future training and workplace needs. 2.4.3 Opportunities for Student Linkages with External
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2.4.3 Opportunities for Student Linkages with External
Stakeholder
Opportunities that are available to students include sponsorship by external
stakeholders, internship programmes, practicum and other forms of practical
work such as industrial training. Other opportunities include exchange
programmes, educational visits, collaborative programme, joint research and
seminar activities, corporate talks, interviews on campus, alumni activities and
teaching practice in schools.



3. ASSESSMENT OF STUDENTS





for Institutional Maintenance Audit of Self-Accreditation Status

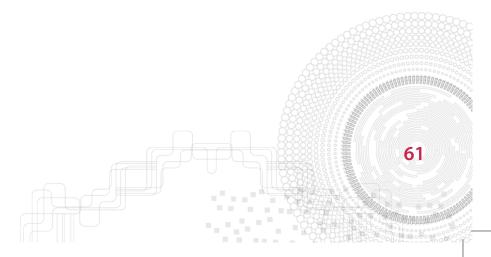
AREA 3: ASSESSMENT OF STUDENTS

		Supporting Docume
ELATIONSHIP BETWEEN	ASSESSMENT AND LEARNING	
Alignment of Assessment v	vith Learning Outcomes	
. Within each course, consing outcomes, teaching and	bed on to appropriate programme outcomes tructive alignment is used to align intended learning practices, and assessment methods. d assessment is shown in Table 3.1.1.	
Table 3.1.	1: Alignment of Assessment with Programme Outc	omes
Programme Outcomes	Assessment Methods	
Knowledge	Oral and written examination, viva, assignment, qu	uiz, report, portfolio
Psychomotor/ practical/ technical skills	Practical report, project report, observation, exam design and development, portfolio	ination, visit, product
Critical thinking and scientific approach	Final examination, written examination, project, te industrial training/practical training/clinical trainir thesis, comprehensive examination, portfolio, scen critiques	ng, final year project,
Communication skills	Seminar, viva, presentation, group work, class part training, final year project, scenario based case stu	•
Social skills and responsibility	Report, observation, log book, portfolio, scenario-	based case study
Professionalism, values, attitudes and ethics	Report, observation, log book, peer review, superv clinical examination, portfolio, scenario-based cas training, assignments	
Lifelong learning and information management	Assignment, industrial training/practical training/o project, portfolio scenario-based case study	clinical training, final year
Managerial and entrepreneurial skills	Seminar, thesis, comprehensive exam, presentatio participation, industrial training performance and scenario-based case study	÷ .
Leadership skills	Report, observation, log book, peer review, supervexamination, portfolio, scenario-based case study,	

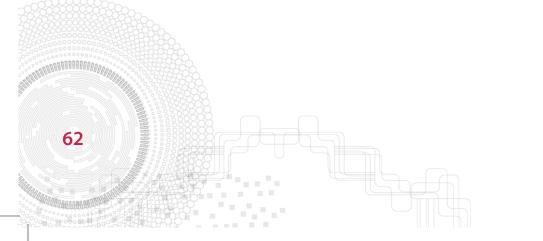
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	Supporting Document
3.1.2 Consistency of Student Assessment with Educational Levels and Domains of Learning	
Student assessment at UPM is consistent with the educational levels and domains of learning defined by MQF, in terms of taxonomy level of knowledge, skill and affective domains.	
To be consistent with the educational level, the assessment of course work and examination questions are designed to reflect the appropriate level to be achieved.	
3.1.3 Student Assessment to Reduce Curriculum Overload and Encourage Integrated Learning	
To reduce curriculum overload, assessment is conducted in stages over 14 weeks of the semester. Results of the first evaluation must be made known to the students by the 7 th week and results of the second by the 12 th week. Final assessment is conducted after the 14 th week.	
The university encourages integrated learning by addressing multiple POs in one assessment method. For example, an assignment that requires students to produce and present a report can address knowledge (PO1), critical thinking (PO3) and communication skills (PO4). Other examples are indicated in Table 3.1.1.	
3.1.4 Assessment and Inculcation of Appropriate Attitudes	
Positive attitudes and soft skills are assessed and inculcated through academic and co-curricular activities which involve team work, leadership, communication skills, critical thinking and problem-solving skills, moral and professional ethics, and lifelong learning. These attitudes are also conveyed through the content of various courses that all UPM undergraduate students are required to take, such as SKP 2101 (Malaysian Nationhood) and PRT 2008 (Agriculture and Man).	
To inculcate positive attitudes, each student is also required to take at least two credits of co-curriculum courses. The Co-curriculum Centre of UPM conducts the Starting School and Finishing School programmes as well as credited co-curriculum courses for undergraduate students.	
The Second Quarter 2014 report from the Co-curriculum Centre (Appendix 3.1.4) shows the findings of a survey on Generic Student Attribute (GSA) attainment.	Appendix 3.1.4: Second Quarter 2014 report on Generic Student Attribute (GSA) attainment.

	Supporting Document
3.1.5 Review of Relationship between Assessment and Learning Outcomes	
Periodic review of the effectiveness of the relationship between assessment	
and learning outcomes is currently conducted in Engineering programmes in	
which OBE has long been established. At the end of each semester, attainment	
of programme outcomes is evaluated to ascertain whether there is a need	
to change assessment methods. All other programmes are in the process of formalising this mechanism through Putra OBE.	
3.2 ASSESSMENT METHODS	
3.2.1 Student Assessment Methods and Achievement of Learning Outcomes Various methods are used to assess student achievement. These methods	
are listed earlier in Table 3.1.1 which outlines how each learning outcome is assessed using various assessment methods.	
3.2.2 Summative and Formative Assessment Methods	
3.2.2 Summative and Formative Assessment Methods Universiti Putra Malaysia defines formative assessment as continuous	
Universiti Putra Malaysia defines formative assessment as continuous assessment which normally comprises tests, assignments, laboratory reports, portfolios and group and individual presentations. Summative assessment	
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	Supporting Document
3.2.3 Mechanisms to Ensure Validity, Reliability and Fairness of the Student	
Assessment System	
The validity and reliability of the examination system and fairness of student assessment are assured as follows:	
 The University Academic Division issues the Final Examination Notice (<i>Notis Peperiksaan Akhir</i>) to students through the Faculty. This notice describes the conduct of the examination. Each faculty follows this standardised set of procedures related to the conduct of examination questions and review of examination questions by external examiners also address issues of validity and reliability. To ensure fairness to students, evaluation criteria for other assessment methods are clearly conveyed to them. For professional programmes, the relevant professional accreditation bodies periodically audit the programmes to benchmark them against specified requirements. 	
3.2.4 Monitoring of Assessment Reliability and Validity over Time and Across Sites	
Universiti Putra Malaysia monitors the reliability and validity of assessment over time in both Serdang and Bintulu campuses using its QMS procedures and guidelines related to the conduct and implementation of examinations and other types of assessment.	
3.2.5 Validation of Internal Assessment against External Standards	
Internal assessment for the majority of programmes is validated against external standards through the use of external assessors.	



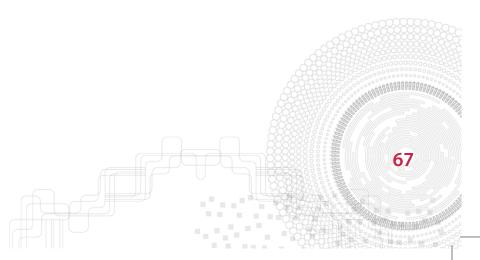
		Supporting Document
3.2.6 Feedback Mechanisms to Ensure Va	lidity,	
Reliability, Consistency, Currency and Fai	rness of Assessment Methods	
Analysis of student performance is used as a	mochanism to ovaluato the validity	
eliability, consistency, currency and fairne	-	
addition, the external assessor of a particu		
on the validity, currency and fairness of t		
programmes, an independent evaluator fror		
oodies helps validate an earlier assessment		
·		
Table: 3.2.	5: Professional Accreditation Bodies	
Field of Study	Accreditation Body	
Engineering	Engineering Accreditation Cour	ncil Malaysia
Guidance and Counselling	Board of Counsellors	
Veterinary Medicine	Malaysian Veterinary Council	
Architecture	Board of Architects Malaysia	
Landscape Architecture	Institute of Landscape Architect	ts Malaysia (ILAM)
Medicine	Malaysian Medical Council	
Accountancy	Malaysian Institute of Accounta	nts
Nursing	Malaysian Nursing Board	
The academic procedure requires that the fill be conducted within the fifth or sixth wee eleased not later than the 7 th week. Studer hat indicate satisfactory performance as s assessment have to be given guidance by academic advisor. To ensure that evaluation assessment is given to students, the facult guidelines in its QMS.	ek of the semester, and the results nts who obtain less than the marks pecified by the faculty in this first the course instructor/coordinator/ n is carried out and feedback from	
3.2.8 Review of Assessment Methods to E	nsure Currency	
There is no formal periodic review conduct methods. However, CADe and/or Faculti current assessment approaches and metho ndividual instructors are encouraged to	es update course instructors on ods through courses and seminars.	

	Supporting Document
3.2.9 Documentation of Assessment Methods and Communication to Students	
Student assessment methods for each course are stipulated in course outlines and the teaching plan that are kept in a teaching file in accordance with QMS procedures. Copies of these outlines and teaching plans are distributed to students on the first day of class.	
3.2.10 Examination Regulations	
The Examination Regulations at UPM are stipulated in the AUKU 1971 and Perlembagaan Universiti Putra Malaysia Kaedah Universiti Putra Malaysia (Perkara Akademik) 2003 (Pindaan 2005) and UPM Rules (Graduate Studies) 2003 (Revision 2012-2013). Details of the examination regulations for undergraduate can be found in Garis Panduan Peperiksaan (PU/PS/GP007) while for postgraduate in Prosedur Pengurusan Peperiksaan Akhir Kursus Pengajian Siswazah UPM/PU/S/P013).	Skop: Pengajian Prasiswazah Garis Panduan Peperiksaan (PU/PS/GP007) http://www.reg.upm.edu.my/ eISO/ Skop: Pengajian Siswazah Prosedur Pengurusan Peperiksaan Akhir Kursus Pengajian Siswazah (UPM/ PU/S/P013) http://www.reg.upm.edu. my/eISO
3.2.11 Comparability of Internal Assessments to External Best Practices	
Most of UPM's external examiners are from reputable universities abroad. Their reports on student assessment at UPM show that internal assessments at UPM are comparable to external best practices.	
3.2.12 Mechanisms to Review and Implement New Assessment Methods	
There is no formal mechanism for reviewing assessment methods. However, lecturers are able to accommodate new methods of assessment, when necessary, within the coursework component of their course. In programmes that have long implemented outcome-based learning (e.g. engineering), the review mechanism has been incorporated in the system.	

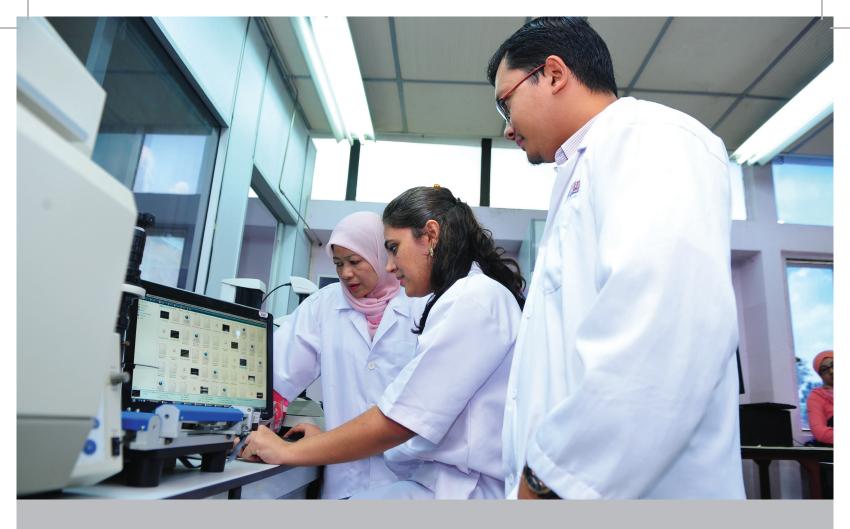
	Supporting Document
3.2.13 Incorporation of Global Developments and Disciplinary Best	
Practices into Assessment Review	
n reviewing their own assessment practices, individual lecturers make use	
of information on global developments and best practices from courses on	
assessment provided by entities such as CADe and AKEPT (Akademi Kepimpinan	
Pengajian Tinggi), and from comments in reports by external assessors.	
3.2.14 Consultation with External Expertise for Assessment System Review	
External assessors of programmes are consulted on the appropriateness of the	
assessment system.	
3.3 MANAGEMENT OF STUDENT ASSESSMENT	
3.3.1 Autonomy of Departments	
The rules and regulations concerning final examinations are centrally	
determined by the UPM Academic Division. However, total autonomy is	
accorded to the department/faculty in the implementation of these rules and	
regulations.	
Other forms of assessment such as mid-semester test, practical work, practicum	
and project are determined and managed by the departments, from the	
mplementation of these methods of assessment to the awarding of grades.	
3.3.2 Verification and Moderation of Assessments	
/erification and moderation of assessment content occurs at department level.	
The appointed individuals or committees function autonomously to ensure that assessment outcomes are commensurate with academic standards.	
Benchmarking of assessments against academic standards is done by external	
assessors when	
3.3.3 Ensuring Standards	
Moderators of examination questions ensure that final assessment questions	
are in line with course outcomes and taxonomy levels, based on a checklist	
Senarai Semak Penyediaan Kertas Soalan Peperiksaan Akhir PU/PS/SS01/PEP) as	
per the QMS procedure (Prosedur Penyediaan Kertas Soalan Peperiksaan Akhir	
JPM/PU/PS/P008). The onus is on the formulators of examination questions	
to take necessary actions in response to the written comments made by the moderators that are endorsed by heads of department.	

	Supporting Document
.3.4 Availability of Assessment Performance and Results to Students	
Assessment results pertaining to course work (e.g. quizzes, mid-semester ests, assignments and projects) and final examinations are made available to tudents within a period of two weeks after the examination or submission of course work. The results are posted in the online student portal (SMP) and/or on notice boards at the faculty.	
3.3.5 Authorities Responsible for Assessment Policies	
The University Senate is responsible for assessment policies. The terms of eference related to assessment methods are stated in Section 20 (4) of the JPM Constitution.	
There are several committees which assist the Senate in carrying out these particular duties related to assessment. One of these committees is the University Curriculum Committee, consisting of the Deputy Vice Chancellor Academic and International), Deans and three Senate members. Another committee is the University Graduate Studies Committee which comprises the following members:	
Deputy Vice Chancellor (Academic and International) – Chair Four Senate Members Deans of Faculties Dean of School of Graduate Studies Directors of Institutes Director of the University Agricultural Park	
The TOR for both these committees can be found in Section 2.3.3 of this document.	

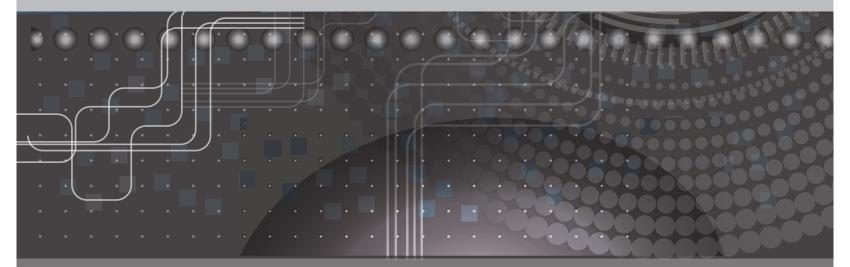
	Supporting Document
The Senate Review Committee also assists the Senate in the assessment of students. The TOR of this Committee include deliberating requests for grade review, making a final decision on grade review, reporting to the Senate any decision made on grade review, and requesting an academic officer to be	
present to assist the Committee in making its decision. This Committee consists of:	
 The Chair – Deputy Vice Chancellor (Academic and International) or any other Deputy Vice Chancellor identified by the Senate The Dean of the Faculty in which the applicant is enrolled Two members of the Senate 	
Secretary – The Registrar or his representative	
Finally, the Postgraduate Review Committee assists the Senate in reviewing the appeal of a student whose candidature has been terminated due to poor academic performance or who disagrees with the thesis examination result. This Committee is composed of:	
 The Deputy Vice Chancellor (Academic and International) Two Members of the Senate 	
The Dean of the School of Graduate Studies	
The dean of the relevant faculty or director of institute is invited to provide input.	
3.3.6 Changes to Student Assessment	
At the beginning of the semester, lecturers and their students may deliberate on the various components of the course work and the percentage of assessment for each component as long as any changes made do not contradict the allocation of marks specified in course outlines. Other stakeholders are involved in changing the student assessment system only via the curriculum review process.	

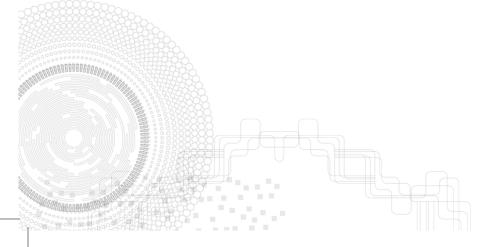


	Supporting Document	
3.3.7 Information on the Appeal Policy		
All records of evaluation are made available for review by students at their faculty. For purposes of appeal, students' answer scripts from all examinations and assignments are kept for a minimum period of one year.		
Students have the right to appeal. For undergraduates, the appeal policy is as stated in Universiti Putra Malaysia Rules (Academic) 2003 (Pindaan 2005) and the <i>Garis Panduan Peperiksaan</i> (<i>PU/PS/GP007</i>).		
Postgraduate students may file a review of grade not later than two weeks after the announcement of results as stipulated in Section 36, UPM Rules (Graduate Studies) 2003 (Revision 2012-2013). A postgraduate student whose candidature is terminated may apply for a review against termination as stipulated in Section 4, UPM Rules (Graduate Studies) 2003 (Revision 2012-2013).		
3.3.8 Confidentiality and Security of Assessment Processes		
In accordance with the QMS, final examination questions are sealed and kept in a strong room or secure cabinet at each faculty. Only authorised personnel have access to the room or secure cabinet. Only chief invigilators (course lecturers or coordinators) are allowed to collect the examination papers no earlier than one hour before the examination.		
After the papers have been examined, the results of each course can only be keyed in by the course lecturer/coordinator. The academic records of undergraduates are managed by the university's Academic Division while those of postgraduates are managed by the School of Graduate Studies. UPMET, which is also subject to QMS procedures and guidelines, manages the assessment records of the undergraduate and postgraduate courses they offer.		
Students' academic records are available online; however, they are password- protected. Only authorised personnel can access and manage these records.		
3.3.9 Independent External Scrutiny of Student Assessment		
In improving the system of assessment, external assessors and external stakeholders represented in the academic programme committee are invited to give suggestions and feedback on the assessment system.		
Students provide feedback through surveys, including exit surveys, and also through evaluation of teaching as well as laboratory services and facilities. Students are also given an avenue for making suggestions or comments by using complaint forms provided at each faculty as required by the QMS.		
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4. STUDENT SELECTION AND SUPPORT SERVICES





AREA 4: STUDENT SELECTION AND SUPPORT SERVICES

	Supporting Docume
4.1 ADMISSION AND SELECTION	
4.1.1 Responsibility for Student Selection, Admission Mechanisms a Academic Requirements	and
The Senate, in accordance with Section 22 of the UPM Constitution, shall have power to determine the qualifications required for admission into any course study provided in, by, or from the university. Admission policies are based on requirements of the programme as determined by the Faculty, or by the regulat body of the profession. For instance, the Doctor of Medicine programme, require least 5As in SPM science stream subject as determined by its regulatory body.	e of the tory
Generally, consideration of admission is based on academic merit. However, so programmes have additional criteria such as interview, physical test, aptit test, and drawing, to ensure only those who are qualified are admitted into th programmes. For instance, apart from academic qualification, applicants for Bachelor of Education programmes must pass the Malaysia Educators Select Inventory (MedSI) and interview, while for Bachelor of Education (Physical Educati applicants are required to pass a physical test. Applicants for programmes offe by the Faculty of Landscape and Design must pass a drawing exercise and interview whereas applicants for Bachelor of Music (Music Presentation) must pass interview and audition. Listings of student qualifications for admission can be for in the Student Information System (eSMP) for undergraduate students and i-G for postgraduate students.	ude nese r all tion ion) ered iew, an und
Universiti Putra Malaysia introduced a fast track admission into the Foundat Studies for Agricultural Science programme in 2011. The duration for the fast tr programme is for two semesters over a period of eight months commencing January. The initiative aims at capturing excellent candidates based on their SPM results, for eventual entry into all Bachelor programmes offered by UPM exc for Doctor of Medicine as the Malaysian Medical Council requires potential stude fulfill at least one year of foundation programme.	rack g in trial cept
In response to the directives of the Ministry of Education (MOE), UPM r provides at least 100 places (70 for Bachelor and 30 for Diploma programmes) candidates from the bottom 40 percent in terms of household income, who h met the minimum requirements of Bachelor and Diploma programmes, except Pharmacy, Medicine, and Dentistry programmes (Refer JPT. S(BPKP)2000/100/04) for have t for

	Supporting Docum
Additionally, UPM offers the community-based Preparatory Diploma in Science Programme at UPM Kampus Bintulu (UPMKB) to provide students from rural areas who possess an SPM or equivalent qualifications the opportunity to further their studies, even if they do not meet the entry requirements for the diploma programmes offered at UPMKB. Those who successfully complete the preparatory programme can apply for diploma programmes at UPM, such as Agriculture, Fisheries, Forestry, Food Estate Management, Animal Health and Production, Agricultural Engineering,	
and Agribusiness. International candidates who meet the academic requirements are offered admission provided they have passed Level 107 at English Language Services (ELS) Centre. In addition, the students are required to pass Level 109 within two semesters	
to graduate. The centre, which collaborates with UPM and operates on UPM campus, provides a range of English proficiency courses from Level 101 to 109.	
4.1.2 Evidence of Student Fulfilment of Admission Policy	
Evidence of qualifications of students who are admitted can be found in the Student Information System (eSMP) for undergraduate students and i-GIMS for postgraduate students.	
4.1.3 Admission Mechanisms and Criteria for Other Equivalent Qualifications Application for admission by students with 'other equivalent qualifications' (e.g. those with A levels qualification) is first screened by the Admission Division of the university to shortlist those that meet the admission criteria. The list is then forwarded to the faculty concerned for final selection.	http://www.reg. upm.edu.my/eISO/ action.staf?do=sen_ ptj&sid=39 Main services (Graduate Study)
At the postgraduate level, the programme that allows admission of students with 'other equivalent qualifications' is the Industrial PhD programme where a candidate may be admitted without a Masters degree. Instead, he may be admitted based on his Bachelor degree qualification and working experience in the relevant industry of at least 10 years.	
4.1.4 Characteristics of Students Admitted and Technical Standards for Students with Special Needs	
Universiti Putra Malaysia currently has no technical standards for admission of students with special needs. However, the universiti provides, for students with physical disabilities, support facilities which include parking space, toilets, ramps at certain locations, classes on the ground floor, and a van to ferry these students within the campus ground.	

	Supporting Document
4.1.5 Publication and Dissemination of Criteria and Mechanisms for Admission	
Details of the admission criteria, conditions and procedures for all programmes are described in specific brochures and the following websites: UPM Student Admissions (www.esmp.upm.edu.my/promosi), MoE (www.moe.gov.my), UPM School of Graduate Studies (www.sgs.upm.edu.my), UPM Education and Training (UPMET) (www.upmet.upm.edu.my), Centre of Foundation Studies for Agricultural Science (www.asasi.upm.edu.my), and Preparatory Diploma Science Programme (www.btu.upm.edu.my). These details include the admission criteria for Foundation Studies for Agricultural Science, Diploma, Bachelor and graduate programmes.	
Information on admission into UPM is also disseminated through the mass media and promotional activities.	
For the Foundation Studies for Agricultural Science (Fast Track) programme, the promotion is done through the Centre of Foundation Studies for Agricultural Science website, as well as through notices and forms disseminated to selected schools. Entry requirements and other related information can be accessed via www.esmp. upm.edu.my/promosi.	
4.1.6 Prerequisite Knowledge and Skills for Student Entry	
The prerequisite knowledge and skills for student entry are as stipulated in the documents listed in Section 4.1.5.	



for Institutional Maintenance Audit of Self-Accreditation Status

Supporting Document

4.1.7 Selection Interview

Besides meeting academic entry requirements as specified for each programme, interviews for selection of undergraduate students for selected programmes are also conducted by the respective faculties. These selection interviews are carried out for several programmes, i.e., Bachelor of Education, Bachelor of Architecture, Bachelor of Science (Architecture), Bachelor of Design (Industrial Design), Bachelor of Landscape Architecture, and Bachelor of Music (Music Performance). Commencing from 2015/16, candidates applying for placement for Doctor of Medicine, Bachelor of Science (Dietetic), Bachelor of Nursing and Bachelor of Agricultural Science will be interviewed. Results of the interviews are endorsed by the Deans. Applicants are notified of the final decision of the Selection Committee via letters of offer.

The following is a brief description of the interview process that will be adopted for the Doctor of Medicine programme:

- i. Candidates will be split into small groups;
- The panel of interviewers will consist of two (2) lecturers who will interview each candidate for 15-20 minutes based on the interview guidelines of the Medical Studies Unit, Faculty of Medicine and Health Sciences; and

The candidate will then answer question DASS-21, as part of the test for the particular application round, to help determine their ability to complete the Doctor of Medicine programme.

Interviews for Bachelor of Education programmes are conducted using the Malaysian Educators Selection Inventory (MEdSI). Interviews for Master of Science (Guidance and Counselling) make use of the Guidance and Counselling Admissions Interview Criteria.

4.1.8 Transparency of Admission Policy and Mechanisms

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The university adheres to the UPU meritocracy policy for the purpose of ensuring transparency regarding admission at the undergraduate level. In addition, interview criteria (specific guidelines and scoring sheets) are established by the respective faculties based on needs of the programmes.

At the postgraduate level, admission criteria are determined by the faculty/institute, endorsed by the University Graduate Studies Committee and approved by the Senate. Applicants are able to track their application status via the Internet-based Graduate Information Management System (iGIMS).

To ensure transparency, any change in admission policy will have to be endorsed by the Senate, and the change will then be made public via the University web site and through the mass media.

	Supporting Document
4.1.9 Appeal Policy and Mechanism	
Applicants who fail to secure a place in an undergraduate programme at UPM may appear through the MOE e-appeal application system within 10 days after the announcement of results. In their appeal, applicants can submit two choices of programme of study Deliberation on all appeals is made at the Public HEP-MOE Co-Selection Meeting using the Co-Selection System. The appeal process for unsuccessful admission application s outlined in Prosedur Pengambilan Pelajar Baharu Program Pengajian Prasiswazal (UPM/PU/PS/P003) and Arahan Kerja Urusan Pengambilan Pelajar (UPM/PU/PS/AK005)	t upm.edu.my/eISO/ action.staf?do=sen_ ptj&sid=39 • Main services (Graduate study)
For postgraduate programmes, applicants who fail to gain admission may appeal to b reconsidered for admission by writing to the Dean of the School of Graduate Studies who will then consult with the respective faculty for a decision.	
4.1.10 Remedial Assistance	
Universiti Putra Malaysia provides programmes for students who need additionate remedial assistance. For example, the university offers remedial courses to students to help them improve their language competency in English. Generally, these students de not meet the minimum requirement for English competency (MUET Band 3). In this case these students must enrol in English proficiency courses as specified in the Universit Putra Malaysia Rules (Academic) 2003 Amendment 2005.)) ,
Currently, international undergraduate and postgraduate applicants who obtain a TOEF score between 500-549 or its equivalent, or Band 5.5 in IELTS, may be given provisiona admission. However, once registered as students, they must enrol in and pass a specia remedial programme called the Certified Intensive English Programme (CIEP) with pass at level 107. The students are required to continue the programme until they hav passed Level 109 (the highest level, which is equivalent to a TOEFL Score of 550) of CIEI	l l a e
The English Language Experience (ELEx) package for undergraduates was implemented n 2013 to address the English language needs of students with varying proficience evels. It is managed by the Centre for the Advancement of Language Competence (CALC). The package consists of three components: structured and credited basis proficiency courses, certificate courses additional support, and non-credited EL activities that encourage incidental English language learning. Specific combinations of thes components, or schemes, have been designed to cater to three groups of student admitted into academic programmes: those with MUET Bands 1 and 2, Bands 3 and 4 and Bands 5 and 6. The ELEx schemes for the lower MUET bands offer more intensiv- engagement with English language and a stronger focus on basic proficiency courses n addition, remedial English language clinics are offered each semester for student who need more help. Students need to follow the ELEx package throughout the duration of their study in UPM so that they are engaged with English language learning every semester, thus receiving continuous support and remediation. More information of this programme can be accessed at http://www.calc.upm.edu.my/dokumen/11204, ELEX_2014_Upload.pdf.	y e c s s s s s s s s s s s s s s s s s s

	Supporting Documen
4.1.11 Orientation Methods and Early Warning Systems for Academic Difficulty	
Newly registered students are required to undergo an orientation programme conducted at the university. Undergraduates go through a one-week programme, that is, a week before the beginning of the new academic semester, while postgraduates are introduced to the university system by SGS, the International Division, and the respective faculties. Orientation activities include motivational talks and familiarisation with academic regulations, the financial support system, the campus, the faculty and related facilities, curriculum structure and content, the academic advisory system, and course registration.	
The university has implemented the International Student Assimilation programme under the Starting School programme for international undergraduate students and is conducted during the first few weeks of the semester. The programme is organised by the Co-curriculum and Student Development Centre and the aim is to assist these students to adapt to the learning culture and environment at UPM. The programme was first implemented in Semester 1 2014/2015 and attended by 74 students. Assessment data indicated that at least 60% of the students were able to communicate in basic Bahasa Melayu while all were sufficiently conversant in English at the end of the programme.	
Following their registration at UPM, each and every student is assigned an academic advisor. The roles of the academic advisor are as follows:	
 Monitoring students' performance and giving them appropriate advice to overcome their academic problems; Advising students to register for courses according to the curriculum of the programme of study pursued; Advising students on matters related to course registration before the students register for courses through the eSMP or i-GIMS; Assisting students in understanding the curriculum, semester system, registration system, examination system and course exemption; and Assisting students in resolving non-academic problems where possible, and if necessary, referring the matter to other relevant parties such as student counsellors. Assisting their postgraduate students in the appointment of their Supervisory Committee. 	
Besides academic advisors, residential colleges also play a role in helping students with academic problems by organising remedial sessions involving discussion, tutorials and/or consultations.	

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	Supporting Document
4.1.12 Student Intake, Projection and Capacity	
The size of student intake for undergraduate programmes is determined by recommended ratios as specified in the policy on Human Resource Planning	
(Academic) of PHEIs 2008-2015, feedback from tracer studies on student	
employability, government directives, current capacity of the university, and	
other regulatory requirements. With strong justification, a faculty can propose an	
adjustment to the size of the intake to the Student Admission Committee of the	
university. The proposal is subsequently brought to the Senate for endorsement.	
Table 4.1.12 shows the total student intake at the undergraduate level based on	
level of study for three years between 2011/2012 and 2014/2015 academic sessions.	

 Table 4.1.12
 Total Intake of Undergraduate Students between 2011/2012 and 2014/2015 Academic Sessions

Semester	mester Prog. Level of Study		Total
	Code		
2011/2012-1	03	Diploma	1133
2011/2012-1	04	Degree	14303
2011/2012-1	07	Foundation Studies For Agricultural Science	339
2011/2012-1	11	Foundation Studies For Agricultural Science Fast Track	128
2011/2012-1	12	Diploma Preparatory	14
2011/2012-2	03	Diploma	879
2011/2012-2	04	Degree	13714
2011/2012-2	07	Foundation Studies For Agricultural Science	331
2011/2012-2	11	Foundation Studies For Agricultural Science Fast Track	122
2011/2012-2	12	Diploma Preparatory	14
2011/2012-3	04	Degree	356
2011/2012-3	07	Foundation Studies For Agricultural Science	331
2012/2013-1	03	Diploma	977
2012/2013-1	04	Degree	15082
2012/2013-1	07	Foundation Studies For Agricultural Science	701
2012/2013-1	11	Foundation Studies For Agricultural Science Fast Track	198
2012/2013-1	12	Diploma Preparatory	40
2012/2013-2	03	Diploma	944
2012/2013-2	04	Degree	14329
2012/2013-2	07	Foundation Studies For Agricultural Science	641
2012/2013-2	11	Foundation Studies For Agricultural Science Fast Track	145
2012/2013-2	12	Diploma Preparatory	38
2012/2013-3	04	Degree	373
2012/2013-3	07	Foundation Studies For Agricultural Science	639
2012/2013-3	11	Foundation Studies For Agricultural Science Fast Track	24
2013/2014-1	03	Diploma	1170
2013/2014-1	04	Degree	14898

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Supporting Document Level of Study Semester Prog. Total Code 2013/2014-1 07 Foundation Studies For Agricultural Science 646 2013/2014-1 11 Foundation Studies For Agricultural Science Fast Track 218 2013/2014-1 Diploma Preparatory 56 12 2013/2014-2 03 Diploma 1136 2014/2015-1 04 Degree 15322 2014/2015-1 Foundation Studies For Agricultural Science 740 07 Preparatory Programme for Science Diploma 100 2014/2015-1 12

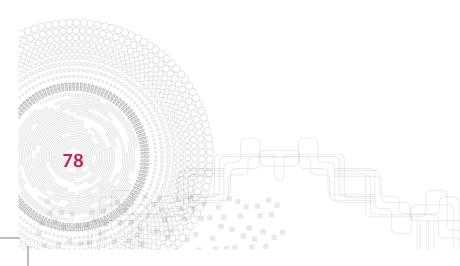
The enrolment for postgraduate students increased from 10,905, in 2011/2012 academic session to 11,213 in Semester one 2014/2015. The enrolment of postgraduate students is projected to reach 13,000 by 2018, with a postgraduate-undergraduate ratio of 1:1, as shown in Figure 4.1.12. In Semester one 2014/2015, the percentage of PhD students is 35.2% of the total postgraduate students, while the percentage for Masters with thesis programmes is 38.2%. This is consistent with the status of UPM as a Research University. Currently the ratio of undergraduate to postgraduate students is 1.25:1.

To ensure adequate and quality supervision, the recommended ratios of supervisor to postgraduate students in programmes with thesis are as follows:

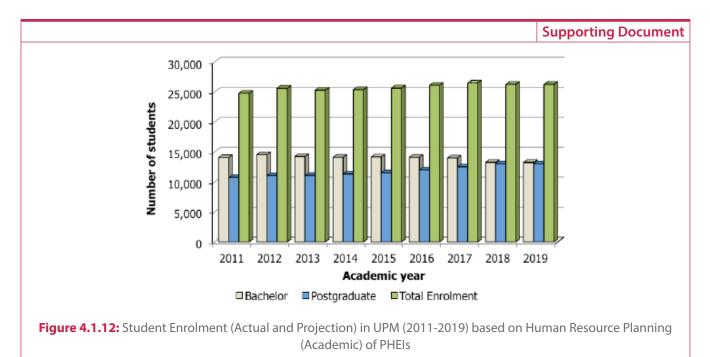
- Professor 1:10
- Associate Professor 1:7
- Lecturer 1:5

Supervisors with good supervision record are allowed to supervise more than the recommended ratio. The maximum numbers allowed are as follows:

- Professor 1:15
- Associate Professor 1:12
- Lecturer 1:10



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4.1.13 Monitoring and Reviewing of Selection Process

The university monitors and annually reviews the student selection process based on the current requirements of particular programmes. If a change in the selection process of any programme is required, the faculty concerned must obtain the consent of the Senate before making the change. Once approved, the university then informs the MOE of the change. For example, from 2015/2016 academic session, the Faculty of Medicine and Health Sciences will conduct an interview session with applicants shortlisted by the faculty in order to assess their aptitude and interest, so as to ensure only those with academic distinction and suitable personalities will be admitted into Doctor of Medicine programme.



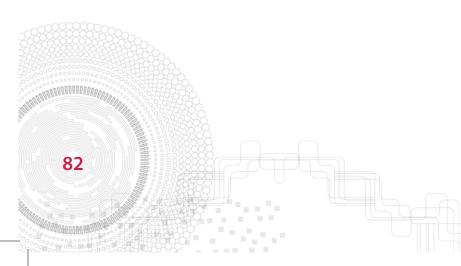
	Supporting Document
4.1.14 Review of Selection Methods	
Universiti Putra Malaysia reviews its selection methods in accordance with its social responsibilities (e.g. no age limit for lifelong learning), human resources requirements to be in line with national human capital needs, and entry qualifications (e.g. candidates without the minimum admission requirement but with relevant working experience in the field of study). The university reviews its selection methods based on:	
 Graduate employability data Employers' feedback Requirement of professional bodies Compliance towards accreditation of programmes Needs for better English language competence Government's recommendation Since the 2013/2014 academic session, UPM has allocated at least 100 places for undergraduate students from low income families (bottom 40 percent living within a 40 km radius, as decreed by MOE) who meet the minimum admission of the academic programme that they applied. In the 2014/2015 academic session, as many as 170 applicants were admitted into various Diploma programmes while 86 others were admitted into Bachelor programmes.	
4.1.15 Monitoring of Student Performance to Improve Student Selection Universiti Putra Malaysia monitors student performance and, therefore, takes this into consideration, among others, when reviewing the entry requirements of all academic programmes annually. The information is then provided to MOE for future student selection. For the 2014/2015 academic session, six faculties and the Centre of Foundation Studies for Agricultural Science have amended the admission requirements for its programme [Senate Minute No. 585] to include an interview in the selection process of more study programmes to ensure students most suited are selected. Examples of these programmes are Doctor of Medicine, Bachelor of Nursing, Bachelor of Dietetics, and Bachelor of Agricultural Science. In the case of postgraduate studies, data on student performance (e.g. thesis quality, graduate-on-time) serve as input for review of the admission requirements such as entry point CGPA and English language proficiency level.	

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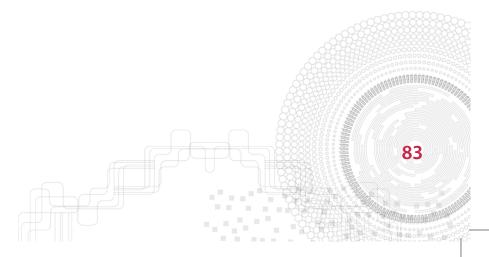
	Supporting Documen
4.1.16 Engagement of Stakeholders in Admissions Policy and Process Review	
The main stakeholder engaged in the admission policy for undergraduate students is the MOE which largely determines the policy. The views of other stakeholders (e.g. alumni, Programme Studies Committee, current students, etc.) on student admission policy are obtained during their meetings with representatives from the faculty.	
As for postgraduate admission, views of relevant internal stakeholders (consisting of the academic and non-academic members of faculties, schools, research institutes, administration and management staff) on the admission policy and process are obtained during the curriculum review, which is conducted for all programmes after each programme has undergone at least one cycle implementation.	
4.1.17 Social Responsibility in Student Intake through Consideration for Special Needs	
Universiti Putra Malaysia incorporates social responsibility by giving due consideration to intake of students with special needs for programmes that are within the university's purview. As noted earlier, UPM admitted 256 applicants from low income families residing within a 40 km radius of the university under the CSR.	-
4.1.18 Relationship between Student Selection, Programmes and Learning Outcomes	
Since students are selected based on whether they possess the entry qualifications deemed necessary for them to successfully complete their programme of study, they are, therefore, better able to fulfil the stipulated learning outcomes of the programme. For example, an engineering programme takes into account the students' performance in the requisite science subjects, while a language programme emphasises a good grade in the relevant language at pre-university level.	



	Supporting Document
4.2 ARTICULATION REGULATIONS, CREDIT TRANSFER AND CREDIT EXEMPTION	
4.2.1 Policies, Regulations and Processes of Credit Transfer, Credit Exemption and Articulation Practices, and their Dissemination	
The policies, regulations and processes of credit transfer and credit exemption are articulated in Universiti Putra Malaysia Rules (Academic) 2003 Amendment 2005 and Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013).	
At the undergraduate level, exemption of courses/credits from the Diploma to Bachelor Programme and Bachelor to Bachelor Programme is only considered for similar or equivalent courses with a minimum grade of C+. The maximum total credit exemption allowed for Diploma to Bachelor is 30 percent of the total credits of the new programme, whereas for transfer within the same degree level (e.g. Bachelor to Bachelor), it is 50%. Course exemption is done on a course-by-course basis and not on the overall programme. An application for course exemption may be made only once throughout the duration of the student's programme of study [First Schedule (Paragraph 6, Course Registration Guidelines); Second Schedule (Paragraphs 24 and 25, Credit Hours and Student Classification), Universiti Putra Malaysia Rules (Academic) 2003] Amendment 2005.	
At the postgraduate level, a student who changes his/her study programme or field of study may apply for course exemption. The provisions of Rule 11 of Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) that the student must adhere to are as follows:	
 Courses are relevant to the programme of study; Credits to be exempted shall be for courses that are equivalent to those courses offered at the university and shall be of a minimum of 'B' grade or 65 percent and above; Courses were undertaken within five years from the date of his/her registration at the university; 	
 Total number of credits exempted shall not exceed 30 percent of the total credit requirement for a full-time programme; and Exemption of courses shall be approved by the Dean of the School of Graduate Studies. 	



	Supporting Document
4.2.2 Keeping Abreast of Latest Developments in Articulation, Credit Transfer and Credit Exemption, and Cross-Border Provisions	
Universiti Putra Malaysia keeps abreast of the latest developments in articulation, credit transfer and credit exemption, and cross-border provisions by engaging with other HEPs that have established MOUs and MOAs with the University. These MOUs and MOAs may contain new academic provisions related to credit transfer and exemptions. In addition, UPM being a member of consortiums such as Asian University Network (AUN) and ASEAN International Mobility Student programme (AIMS), is well-informed about aware cross border provisions. Thus, cross border provisions are taken into consideration when articulating programmes such as jointly-awarded PhD and dual degree programmes.	
4.3 TRANSFER OF STUDENTS	
4.3.1 Policy, Criteria and Mechanisms for Transfer to Another Programme Undergraduate students The transfer of undergraduate students to another programme is based on the rules in Section F, Programme of Study, Rule 66, Universiti Putra Malaysia Rules (Academic) 2003 Amendment 2005. Students are allowed to apply for programme transfer after completing the first two semesters of study. Application for transfer must be made using a specific online form available in eSMP. The application form must be submitted within two weeks after the examination results of the first year are released. The final decision is made by the dean of the faculty (for programmes within the same faculty) or deans of the relevant faculties (inter faculty transfer). The Academic Division informs the applicant of the outcome within the first week of the following semester.	
In addition, the students must be in good standing and have obtained a CGPA of at least 2.0. Students on 'Warning' or 'Probation' status are allowed to apply for a transfer of programme without any course exemptions and are regarded as new students insofar as the new programme is concerned. The number of undergraduate students who have been approved for transfer to another programme in each academic session from the First Semester of 2010/2011 to the Third Semester of 2014/2015 is shown in Table 4.3.1(a).	



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Session- semester	Students approved for programme transfer within UPM	Students approved for transfer from other universities
2010/2011-1	42	-
2010/2011-2	243	-
2010/2011-3	1	-
2011/2012-1	81	4
2011/2012-2	552	2
2011/2012-3	1	-
2012/2013-1	275	8
2012/2013-2	752	2
2012/2013-3	3	-
2013/2014-1	185	6
2013/2014-2	247	2
2013/2014-3	1	-

Table 4.3.1 (a): Number of Undergraduate Students Approved for Programme Transfer

Postgraduate students

The transfer of postgraduate students to another programme or field of study is based on the rules in Rule 27 of Universiti Putra Malaysia Rules (Graduate Studies) 2003 (Revision 2012-2013). Students are allowed to apply for transfer in the first two semesters of their study. Application for transfer can be done online form the student portal (iGIMS).

Newly registered postgraduate students may apply for a transfer of programme or field of study not later than the second week of the first semester. A continuing student may apply for a transfer from a programme or field of study not later than the tenth week of the second semester. If approved, the transfer takes effect the following semester. An application for a transfer that is made within the first two semesters is subject to the approval of the Dean the School of Graduate Studies. Any application for transfer made after two semesters of study is not generally accepted unless with the approval of the University Graduate Studies Committee. The transfer of programme or field of study is allowed only once. Students whose applications for transfer are approved may apply for course exemption, if relevant. Statistics for transfer of programme or field of study for postgraduate since 2010 is as shown in Table 4.3.1 (b).

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Academic year	Masters	PhD	Total	Total by year
2010/2011-1	129	35	164	336
2010/2011-2	121	51	172	
2011/2012-1	157	68	225	416
2011/2012-2	118	73	191	
2012/2013-1	99	47	146	277
2012/2013-2	81	50	131	
2013/2014-1	97	58	155	291
2013/2014-2	94	42	136	
2014/2015-1	47	30	77	77

Table 4.3.1 (b): Number of Postgraduate Students Approved for Transfer of Programme and/or Field of Study

4.3.2 Mechanisms for Giving Course Exemptions to Transfer Students

The university ensures that transfer students are given course exemptions by taking into account their previous experience, qualifications obtained from another programme and credits accumulated. These conditions are embodied in the rules and regulations concerning course exemptions for transfer students specified in the Universities and University Colleges Act 1971, Universiti Putra Malaysia Constitution, First Schedule (Paragraph 6, Course Registration Guidelines) the Universiti Putra Malaysia Rules (Academic) 2003 Amendment 2005 and (Rule 11, Universiti Putra Malaysia (Graduate Studies) Rule 2003 (Revision 2012-2013)).

The faculty to which the student is transferred assigns an academic advisor who assists the student in all academic matters including applications for course exemption. The faculty reviews and deliberates on applications for course exemption by the third week of the first semester of study. Table 4.3.2(a) shows the number of undergraduate students who have been given course exemptions in each academic session for the Second Semester of 2010/2011 to the First Semester of 2014/2015. The figures for postgraduate students are given in Table 4.3.2(b).



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Supporting Document

Table 4.3.2 (a); Number of Undergraduate Students Approved for Course Exemptions

Session-semester	Transfer students within UPM given exemptions	Students transferred from other universities given exemption
2010/2011-2	44	-
2011/2012-1	1969	4
2011/2012-2	5	1
2012/2013-1	2387	6
2012/2013-2	2	2
2013/2014-1	2052	3
2013/2014-2	23	1
2014/2015-1	1874	-

 Table 4.3.2 (b): Number of Postgraduate Students Approved for Course Exemptions

Academic year	Masters	PhD	Total	Total by year
2010/2011-1	13	185	198	414
2010/2011-2	57	159	216	
2011/2012-1	25	262	287	529
2011/2012-2	31	211	242	
2012/2013-1	44	157	201	382
2012/2013-2	80	101	181	
2013/2014-1	59	95	154	284
2013/2014-2	55	75	130	
2014/2015-1	7	61	68	68

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3.3 Comparable achievements of students accepted for transfer	Supporting Document
 When students from other institutions apply for transfer and course exemption, the aculty examines the syllabi and assessment grades from the students' institutions o ensure that the students' achievements meet UPM minimum standards. For indergraduate students, the Second Schedule (Paragraph 4, Credit Transfers and Course Exemption), Universiti Putra Malaysia Rules (Academic) 2003 (Amendment 1005), applies whereas for postgraduate students, comparable achievement is based on Rule 11, Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 012-2013). The Academic Equivalency Evaluation Committee, which is a Senate Standing Committee (Senate Minute No. 540), was formed to deliberate and evaluate pplication for credit exemptions. The terms of reference of the committee are as ollows:- To deliberate and consider the equivalency of course/industrial training/internship of UPM programme with other institution in Malaysia or abroad; To determine the equivalency of Grade for a course offered by UPM with other course grade of other institution either in Malaysia or abroad; and To evaluate the equivalency of Certificate/Diploma/Degree offered by other institution with programme offered by UPM The records for postgraduate students can be found in the Internet-based Graduate formation System (i-GIMS) and for undergraduate students' applications for ransfer and evaluation of the application by the faculty are as in Appendix 4.3.3. 	Appendix 4.3.3 Record of Undergraduate Student Application for Transfer and Evaluation

Supporting Document

4.3.4 Policies and Mechanisms to Facilitate Student Mobility, Exchange and Transfer

Universiti Putra Malaysia encourages students to gain international experience via mobility or exchange programmes, as well as study visit and/or industrial training. Other forms of student mobility include clinical trainings, practicum or placement programmes, internship programmes, short-term courses and language programmes. Postgraduate students are also encouraged to participate in seminars/ conferences/workshops. Student mobility programmes have also become one of the important agendas for UPM, particularly in improving UPM ranking in QS Asia. These activities are mainly undertaken with universities with which UPM has MOUs. These exchanges and transfers are coordinated by the University's International Division (also known as Putra International).

In encouraging student mobility, UPM recognises course credits obtained at host institutions, provided the course taken have an equivalent credit value, and must be at least 70 percent similar to the course given exemption at UPM, in terms of course outcome. The university also allows students to have a short (third) semester, so that they are able to complete their studies within the duration of sponsorship, and do not have to extend their semester.

The university allocates approximately RM 180,000 to RM 200,000 per year to facilitate cross-border student mobility via student exchange programmes. The fund is used for expenses such as airfare and pocket money, and is made available through various channels such as the Student Mobility Committee, the School of Graduate Studies, and the Student Affair Department. For certain special credit transfer exchange programmes such as the ASEAN International Mobility Students (AIMS) programme and the Erasmus Mundus project, a participating student will be provided with full sponsorship. The funding for these activities are obtained through a bidding process from sponsors such as the AIMS programme, the Malaysia-Thailand Postgraduate Seminar Programme, and the Erasmus Mundus Programme. Universiti Putra Malaysia also believes that the presence of international students will provide a 'global atmosphere' at the University. Therefore, apart from collaboration in reciprocal student exchange programmes, The university also facilitates its own outbound or inbound student programmes. For inbound students, UPM has collaborated with international agencies/counterparts, such as Asia Exchange, that bring inbound students from Europe to enrol as non-graduating students at UPM. The results so far have been promising: 27 students from Europe enrolled at UPM for the 1st Semester 2014/2015, compared to just one student in 1st Semester 2013/14, and three students in 2nd Semester 2013/14 under the Asia Exchange initiative.

	Supporting Document
4.4 STUDENT SUPPORT SERVICES AND CO-CURRICULAR ACTIVITIES	
4.4.1 Support Services and Programmes Accessible by Students Universiti Putra Malaysia provides a broad range of support services to students. These services include those that are provided by internal service units as well as by external agencies. Students can access all these services through the Student Affairs Division. Non-academic support services are also provided to international students through the International Office in association with the Student Affairs Division.	Appendix 4.4.1 (a) Qualifications of Permanent and Contract Medical and Dental Officers in UPM
Support services provided by internal units include student accommodation, cafes, student centres, counselling services, transportation (buses, airport pick up for nternational students), bicycle lanes, Wi-Fi, bicycle purchase scheme (with rebate), ibrary facilities, facilities for religious practices, health care, sports, cultural activities and recreational services. The recruitment of those who provide these student support services such as doctors, nurses, and counsellors follows the Service Scheme of the Malaysian Public Services Department (see Service Scheme Book), which ensures that these personnel are qualified professionals. The qualifications of major service providers (doctors and counsellors) are provided in Appendices 4.4.1 (a) and (b)	<u>Appendix 4.4.1 (b)</u> List of Psychology Officers Student Counselling Section (2014/2015)
Support programmes provided by external organisations that are accessible to tudents include Bakti Siswa, Student Volunteer Corps (SUKSIS, provided by the Royal Malaysian Police), the Reserved Officers Training Unit (PALAPES, provided by he Malaysian Armed Forces), Pengakap Kelanasiswa, and the UPM Rakan Muda programme initiated with assistance from the Ministry of Youth and Sports. Year 1 tudents are provided with information on SUKSIS during their orientation. SUKSIS has its own building that is located near the residential colleges, where SUKSIS tudents are located.	
Services extended by external agencies are the banking and postal services which are located on campus. The main services are shown in Table 4.4.1.	
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	89

Table 4 4 1. External Services		Supporting Docum
	Available within Universiti Putra Malay	rsia
External Agency	Services	
Banking Facilities A local bank, CIMB, and a Bank Rakyat ATM are available on the Serdang campus.	Students on the Serdang campus access bank servic during normal bank operation hours, and utilise the 2 hour ATMs. At the Bintulu Sarawak Campus, a 24-ho ATM machine is available at the Student's Centre next the main Security Office.	
Postal Services A Post Office is located on the Serdang campus. At the Bintulu campus the post office is located in a nearby town.	Students can access postal service office operating hours.	es during normal po
Similar support services for students as describe the Bintulu campus.	ed in Section 4.4.1 are provided at	
A survey conducted among UPM students indic with the support services provided by the u respondent satisfaction ratings for a broad range	university. Appendix 4.4.3 shows	Appendix 4.4.3 (a) Maklum Balas
rating is 3.54 on a 5-point scale and it pertains a campus (which is limited). The safety of these services is audited by Administration (OSHA). Additionally, a survey fo and a customer satisfaction index are conduc inspections, including inspections of fire protecti all UPM buildings and laboratory facilities. See Tal health inspections at all 80 buildings in UPM.	to availability of parking space on Occupational Safety and Health r maintenance of ISO 9001 status, cted annually. Safety and health on systems, are also carried out for	Penambahbaikan Perkhidmatan UPM Berdasarkan Hasil Kajian Exit Survey Pelajar Tahun Akhir 2013/2014 Appendix 4.4.3 (b) Table 4.4.3: Status of safety and health inspections a
rating is 3.54 on a 5-point scale and it pertains campus (which is limited). The safety of these services is audited by Administration (OSHA). Additionally, a survey fo and a customer satisfaction index are conduc inspections, including inspections of fire protecti all UPM buildings and laboratory facilities. See Tal	to availability of parking space on Occupational Safety and Health r maintenance of ISO 9001 status, cted annually. Safety and health on systems, are also carried out for ole 4.4.3 for the status of safety and	Perkhidmatan UPM Berdasarkan Hasil Kajian Exit Survey Pelajar Tahun Akhir 2013/2014 Appendix 4.4.3 (b)

	Supporting Document
4.4.5 Roles and Responsibilities of Providers of Student Co-curriculum Activities	1
Activities	
The Deputy Vice Chancellor's Office (Student Affairs and Alumni) has eight entities	5
that are responsible for student co-curricular activities, as shown in Figure 4.4.5. The	2
roles and functions of the various entities are as follows:	
Student Affairs Division	
This entity conducts co-curricular activities and programmes to develop students	<i>I</i>
capabilities and personalities. It manages the administration of and provides	5
financial support for these activities.	
Co-Curriculum and Student Development Centre	
The Co-Curriculum and Student Development Centre assists UPM in producing	
quality graduates who are competitive and resilient, and enhances students	
knowledge and soft skills. This entity plans, develops and conducts the Starting)
School and Finishing School programmes, and credited co-curricular activities.	
Alumni Centre	
The Alumni Centre (AC) strengthens networks with UPM alumni and creates	
gateways for strategic alliances between UPM and alumni in Malaysia and overseas The AC also acts as the liaison office for the UPM Alumni Association, and works	
closely with the Association to organise various co-curricular activities on and off	
campus, such as Career Day and informational talks by corporate figures.	
Sports Centre	
The UPM Sports Centre provides sports facilities for UPM students. It organises sports tournaments and competitions not only at university level but also at nationa	
and international levels. The UPM Sports Centre also assists UPM students in their	
participation in sports competitions and activities at national and internationa	
levels. It also caters to the daily fitness needs of staff and students.	
PALAPES UPM	
The Reserve Officer Training Unit (Pasukan Latihan Pegawai Simpanan, PALAPES)	
of UPM is a co-curricular unit that provides an opportunity for interested students	
to acquire military training, discipline, leadership qualities, as well as mental and	
physical resilience. The PALAPES is a credited co-curriculum uniform activity, and is provided by the Malaysian Armed Forces.	

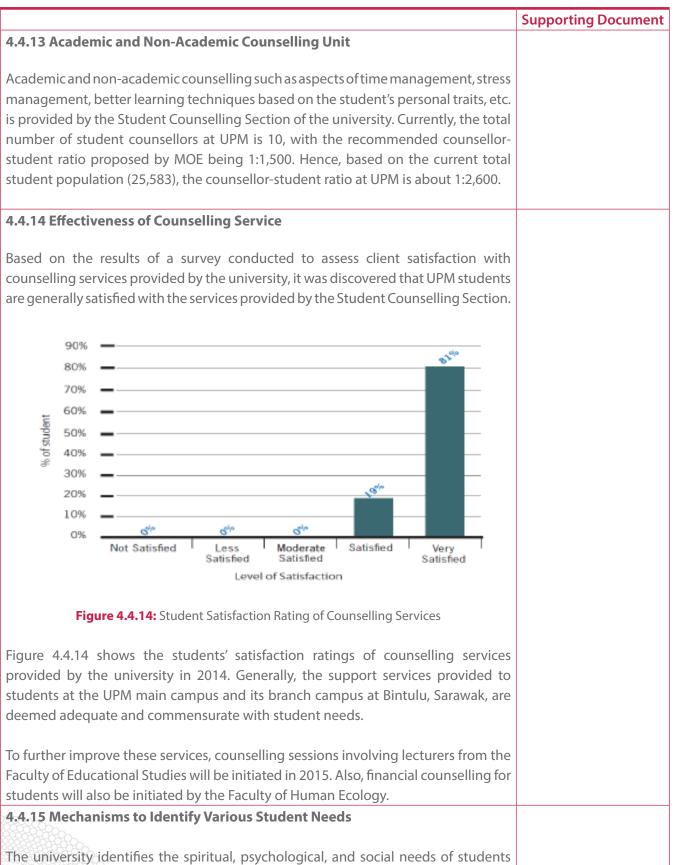
	Supporting Document	
SUKSIS UPM		
A voluntary student police force (Sukarelawan Polis Siswa Siswi, SUKSIS) is anothe credited co-curricular uniform activity that provides interested students with basi		
skills of policing. Teaching personnel, curriculum and some logistics such as uniform		
students' allowance and transportation are provided by the Royal Malaysian Police	2.	
The activity is managed by the Co-curriculum and Student Development Centre.		
Entrepreneurial and Graduate Marketability Development Centre (CEM) CEM plans, executes, and monitors programmes and activities related t entrepreneurship and marketability, through entrepreneurial and marketabilit training, business space and opportunity on campus, and career networks wit industry partners.	у	
Residential Colleges		
Residential colleges in UPM organise various sporting, cultural, spiritua	l,	
entrepreneurship, and other activities to build and enhance the holistic developmer		
of students. These include leadership modules, personal development module academic development modules, and community policing modules.	S,	
academic development modules, and community policing modules.		
(Student Aff	dministration jirs and Alumni)	
(Student Affairs & Alumni) Quality Assurance Committee		
(Student Affairs & Aumni) Quality Assurance Committee Job Quality Assurance Committee PALAP ES Alumni Center Co-Curricular Center Con	Residential Colleges Principal Chiet/	
(Student Affairs & Aumni) Quality Assurance Committee Job Quality Assurance Committee Job Quality Assurance Committee PALAPES Alumni Center Co-Curricular Center Center Center Director Director Director Eigure 4.4.5 Organisational Chart of the Office Deputy Vice Ch	Residential Colleges Principal Chie t/ Headman	
(Student Affairs & Alumni) Quality Assurance Committee Job Quality Assurance Committee PALAPES Alumni Center Co-Curricular Center Center Center Center Center Center Director Director Director Director Center Cen	Residential Colleges Principal Chie t/ Headman	
(Student Affairs & Alumni) Quality Assurance Committee Job Quality Assurance Committee PALAPES Alumni Center Co-Curricular Center Center Center Center Director Director Center Center Director Director Center Cen	Residential Colleges Principal Chie t/ Headman	
(Student Athirs & Alumni) Guality Assurance Committee Job Quality Assurance Committee PALAPES Alumni Center Co-Curricular Center Center Director Director Director Director Egure 4.4.5 Organisational Chart of the Office Deputy Vice Ch (Student Affairs and Alumni)	Residential Colleges Principal Chie t/ Headman	
(Student Arbitrs & Aumni) Quality Assurance Committee Job Quality Assurance Committee Job Quality Assurance Committee PALAPES Alumni Center Co-Curricular Center Center Center Center Director Director Center Center Director Center Cen	Residential Colleges Principal Chie t/ Headman	
(Student Affairs & Aumni) Quality Assurance Committee Job Quality Assurance Committee Job Quality Assurance Committee PALAPES Alumni Center Co-Curricular Center Center Center Director Director Director Eigure 4.4.5 Organisational Chart of the Office Deputy Vice Ch	Residential Colleges Principal Chie t/ Headman	

	Supporting Document
4.4.6 Managment of Activities and Maintenance of Students' Records	
Co-curricular activities at UPM are centrally managed and coordinated by the Co- Curriculum and Student Development Centre, which organises and maintains students' records on Starting School and Finishing School, and credited co- curriculum programmes. To graduate, each undergraduate student is required to complete two credited co-curriculum programmes, where each programme has a one-credit load. Grades obtained are included in the student's transcript.	
Some of the more notable programmes include the Siswa@Kampung 2014 programme (organised in collaboration with the Ministry of Domestic Trade, Cooperatives, and Consumerism Malaysia), Putra@My Kampung My Future 2014 (organised in collaboration with the Ministry of Agriculture and Agro-based Industry Malaysia), and the compilation of the International Student Assimilation Programme Guidebook.	
4.4.7 Accessibility, Confidentiality and Effectiveness of Counselling and	
Support Services	
Services such counselling and psychological testing are provided on-site at the Student Counselling Section at both the Serdang and Bintulu Sarawak campuses. A student requiring counselling may be given guided counselling either individually, or in group. Students are also provided with services such as on-campus interviews, career carnivals and career guidance talks organised by CEM. Other than these, the students have access to the following programmes:	
 Outreach programmes Goal-setting workshops 'Let's Be Friends' workshop Effective Study Techniques with NLP (Student Counselling Section) Get to Know Your Counsellor (MBK) 1 Basics of Counselling Course (BTOF) Counselling Mini Carnival 2014 Expressive Art Therapy Workshop An Evening with a Counsellor 1 Finals of UPM Next Junior Motivator 2014 Talks and in-course training for students Putra Leadership Camp Series 1 Well-being with UPM Counsellor Slot (for new students) Invitational talks at colleges, faculties, clubs, and associations on stress 	
management and relaxation, and managing conflict in the organisation.	

	Supporting Document	1
Accessibility to other student support services at UPM is detailed in Appendix 4.4.7. The confidentiality of services, including student records (e.g., health, immigration status, financial status, and security) is safeguarded through the rules and guidelines governing the office file procedures set by the Registrar as well as the respective service providers. Additionally, the information related to any form of counselling provided to students is subject to the Malaysian Counselling Act (580) which	Student Support Services	
demands secrecy for each counselling session conducted		
4.4.8 Availability of Early Warning Systems for Detecting Student Academic Difficulties		
Warning systems for early detection of students' academic difficulties once they are on campus consist of information management system (eSMP) as well as Academic Advisory System (SPA) instituted at the faculty/school level. The QMS procedures that govern these systems stipulate that every lecturer must identify students who	5	
perform poorly in their courses. These students are then referred to appropriate parties who can take the necessary corrective action.		
From the outset, each undergraduate student is assigned an advisor under the Academic Advisory System. The advisor monitors the student's academic performance, provides advice on academic matters, and assists in resolving non- academic problems. If necessary, the advisor refers the student to other relevant services.	-	
The academic performance of postgraduate students is also monitored from the beginning of their study programmes i-GIMS. The students' respective advisors/ supervisors/programme coordinators also monitor their progress and proffer advice and guidance as necessary.	/	
4.4.9 Qualifications of Service Providers		
The recruitment of those who provide student support services, such as doctors, nurses, and counsellors, follows the Schemes of Service of the Malaysian Public Services Department (see Service Scheme Book). This scheme ensures that these personnel are qualified professionals. The qualifications of service providers are provided in Appendices 4.4.1 (a) and 4.4.1(b).		
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	Supporting Document
4.4.10 Student Orientation into Academic Programmes	
During the Orientation Programme, sessions are organised for undergraduate students to meet with their respective Deans of Faculties, Heads of Departments, and Programme Coordinators, as well as their Academic Advisors, to obtain details about their academic programmes, the registration process, and advice on the learning culture at the university.	
The SPA system provides continuous monitoring and support for the student regarding their academic progress.	
4.4.11 Support Programmes Provided by Other Organisations	
The university invites other organisations to participate in providing support programmes on campus for students. These organisations include:	
 Students' Representative Council The Royal Malaysian Police, which supports the Student Police Volunteer Corps (SUKSIS) 	
• The Malaysian Armed Forces, which supports the Reserved Officers Training Unit (PALAPES)	
 Pengakap Kelanasiswa Religious associations Al-Biruni 	
Golden KeyAIESEC	
 Khawarizmi The Ministry of Youth and Sports, which supports the UPM Rakan Muda programmes 	
Other external organisations that provide support activities include government agencies, foreign embassies (relating to immigration issues), research institutes, non-governmental organisations and the private sector.	
4.4.12 Importance of Support Services in UPM Structure	
The Deputy Vice Chancellor's Office (Student Affairs and Alumni) was established to provide student support services (Figure 4.4.5), as evidenced by the provision of services, such as student accommodation, Student Centre, counselling services, transportation (buses, airport pick up for international students), bicycle lanes, Wi-	
Fi, bicycle purchase scheme (with rebate), library facilities, facilities for religious practices, and healthcare, as well as sporting, cultural activities, and recreational services. The University employs a large number of officers and support staff members to administer the various services.	

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through various mechanisms such as meetings with academic advisors, forums with the Student Council, and exit surveys.

			Supporting Document
4.4.16 Institution of Superv	visory System		
students are assigned acade respective academic prog performance in the acade encounter academic difficult	PM requires that both undergraduate emic advisors as soon as they are r rammes. The continuous assessn emic programmes alerts advisors t ies. Appropriate action is taken to ens age. The Academic Advisory System e QMS procedures.	registered in their nent of student to students who sure that problems	
4.4.17 Remediation Progra	mmes		
through their GPAs, CGPAs a year. As embedded in the QM the minimum specified by th	is continuously monitored in terms o and continuous assessment through MS requirement, students who obtain eir Faculties are counselled by the aca oving their future performance.	out the academic n GPAs lower than	
organised, such as counselli	or performance, special remediation ing and tutorials. For postgraduate s offered under the ambit of Putra Sarja	students, relevant	
clinical training are also evalu	of students, reports from industrial tra lated and, where relevant, used as inp and student support services.		
4.4.18 Training and Deve Counsellors	elopment Plan for Academic and	d Non-Academic	
The Student Affairs Division postgraduate programmes i counselling competency. Th expand their knowledge and workshops and other traini expertise and disseminate th	n of the university sends counsellor in counselling and/or related fields be university also provides avenues d skills through participation in confe ing activities. Counsellors further de beir knowledge through in-house train go attachment programmes at forei ience.	to upgrade their for counsellors to erences, seminars, evelop their own ning programmes.	Appendix 4.4.18 Training and Development Activities Conducted In 2013 And 2014
year round, with the aim of p and expertise among its cour	/or sponsors these training programm providing ongoing support and enha nsellors. Details on training and deve are provided in Appendix 4.4.18.	ancement of skills	

	Supporting Document
4.5 STUDENT REPRESENTATION AND PARTICIPATION	
4.5.1 Policies on Student Participation in the Teaching-Learning Process	
The university emphasises student participation in teaching and learning processes	
through a policy that focuses on the Student Centred-Learning (SCL) approach.	
Students contribute to the development of the above policy by providing feedback	
via evaluation exercises conducted every semester for every course offered during the semester. Student feedback covers the implementation and effectiveness of	
the SCL approach and related assessment methods. Results of such surveys are	
presented to the University Teaching-Learning Committee to allow the Deans to	
take appropriate action for the improvement of teaching-learning approaches	
adopted by their staff.	
Another policy to enhance student participation in the teaching-learning process	
is the provision of campus-wide wireless and wired networks. This provision also	
facilitates the introduction of the Putra Learning Management System (PutraLMS),	
which is a mechanism to provide a one-stop teaching and learning resource centre for students and lecturers.	
A policy is also in place to engage postgraduate students in the teaching-learning	
process via the Graduate Research Assistantship (GRA), Special Graduate Research	
Allowance (S-GRA) or Graduate Research Fellowship (GRF, iGRF). These students are required to assist in the teaching and/or tutoring of undergraduate students,	
the supervision of final-year undergraduate projects, and/or serve as laboratory	
demonstrators, including at the graduate level. Recipients are provided with a	
monthly allowance during the period of the assistantship and a teaching load as	
stipulated in Tables 4.5.1(a) and 4.5.1(b).	

Table 4.5.1(a): Monthly Allowance and Teaching Load for GRA and S-GRA Recipients

Monthly allowance (RM)	Total time allocated for assisting in teaching-learning per week
1,125.00	3 teaching hours
1,300.00	4 teaching hours
1,500.00	6 teaching hours

Table 4.5.1(b): Teaching Load for GRF Recipients

Study programme	Total time allocated for assisting in teaching-learning per week including semester breaks
Master	4 teaching hours
PhD	6 teaching hours

	Supporting Document
4.5.2 Measures to Encourage Student Self-Governance	
It is in the interests of the university to encourage student self-governance and	
participation in the activities of the governing bodies of the university. This is	
implemented through the Students' Representative Council. Among others, the	
Council provides feedback on the university's policies pertaining to students'	
academic performance and welfare, adequacy of infrastructure and services, and	
efficiency of services provided.	
Students are represented in the Student Welfare Committee as required in the	
Universities and University Colleges Act 1971 (Amendment 2009), Subsection 21(1),	
which states that:	
"(1) It is hereby said that a Student Welfare Committee must be formed and members	
shall include:	
The Vice Chancellor as the Chair;	
• Two other members chosen by the Students' Representative Council; and	
• Any other member appointed by the University Board of Directors."	
The university's Student Affairs Division encourages students to be involved in the	
organisation of various activities at the university, residential colleges and faculties.	
Students are also represented in the college management meetings, which are	
attended by the top office-bearers of the College Students' Supreme Council.	
4.5.3 Evidence of Statement of Student Rights and Responsibilities	
The statement of student rights and responsibilities is found in the Universities and	
University Colleges Act (1971) (Amendment 2009). This information is also present	
in the Handbook of the Student Affairs Division UPM (Buku Panduan Bahagian Hal	
Ehwal Pelajar UPM) and the Guide to Implementation of Student Activity (Panduan	
Pelaksanaan Aktiviti Pelajar).	
4.5.4 Jurisdiction of Judicial Bodies, Disciplinary Responsibilities and	
Procedures	
Student discipline is handled by a Student Disciplinary Committee which is chaired	
by the Student's Disciplinary Authority. Student discipline matters are subject	
to Section 16B of the Universities and University Colleges Act 1971 (Amendment	
2009), and Section V of the Universiti Putra Malaysia Rules (Discipline of Students)	
2005. Other pertinent regulations include the Teaching and Learning Policy of	~~~~~
the university, and the Postgraduate Rules (Revision 2012-2013) of the School of	~002223
Graduate Studies.	

	Supporting Document
4.5.5 Policy on Students' Active Participation in Curriculum Development	7
Teaching-Learning Process and Other Areas	
The policy regarding SCL and student evaluation on teaching has had impact on the	e
teaching-learning processes. As to students' welfare, their participation is ensured	
through the various student bodies and associations. Students' participation	
in curriculum development is secured through the Exit Survey that addresse	
curriculum concerns among other aspects.	
4.5.6 Facilitation of Student Managerial and Leadership Development	
Elements of student managerial and leadership development are found in a	I
academic programmes. These elements are further facilitated through both	
credited and non-credited co-curricular activities. The student's participation in	
non-academic activities is recorded, and is given appropriate merit points which ar	
used in part to determine winners of student awards.	
Students can participate in student bodies, and other clubs and associations	
including those related to sports and uniform bodies. The activities organised b	y
these associations are designed to aid students' personal development, and inculcat	2
a sense of solidarity and responsibility, as well as to develop a spirit of nationhood	l.
These activities include leadership camps, community service programmes, and th	e
UPM Rakan Muda Volunteer Exploration 2014, and are carried out through studen	t
bodies, such as the Rakan Muda Secretariat, Putra Leadership Club, PALAPES, SUKSIS	
Kelanasiswa UPM, etc.	
Another key avenue for student managerial and leadership development is through	
the Industrial Network programme. This programme encompasses industria	
training, student mobility activities, and corporate social responsibility projects	
Undergoing industrial training at external organisations enables students to gain	
real and valuable exposure on managerial and leadership experience. Students ar	
expected to apply knowledge learned in the campus, gain hands-on training and	
get a better view on the career path. At the same time, they will know more abou	t
demands of the industry, skill sets required and work ethics.	
One example of this is the Experience Works programme by Yayasan Sime Darby	<i>ı</i> ,
where selected students are elected as Young Executives, and are placed in differen	
locations around UPM to gain work experience during the course of their study. The	
Cyberjaya Graduate Employability Enabler programme by Setia Haruman Sdn Bho	
meanwhile, places a number of UPM graduates in multinational industries around	
Cyberjaya, either through direct employment or intensive structured training. Som	
of the multinational industries that have received UPM graduates through thi	
	5
programme include AIA, Shell, Tech Mahindra, IBM, HSBC, and Emerio.	

		Supporting Document
ak ar fli O [.] sp	niversiti Putra Malaysia also supports students to undergo industrial training broad to gain international exposure. Realising that such mobility programmes re costly, UPM provides special financial assistance that covers monthly allowance, ight tickets, and travel insurance to encourage more participation. Thus far, the office of the Deputy Vice Chancellor (Industry and Community Relations) has bonsored 450 students to undergo industrial training overseas, that is 44 students a 2011, 197 students in 2012, 169 students in 2013, and 40 students in 2014.	
4.	.5.7 Policy on Student Publication	
in po	he university encourages student publications provided these are not sensitive nature and pertain to students' activities. Students (both undergraduate and ostgraduate) are involved in many forms of publication which can be categorised s follows:	
ch	cademic materials including journal articles, proceeding papers, patents, book hapters, books; and on-academic materials such as brochures and newsletters.	
of ar	ublications by undergraduate students are subject to approval from the Office f the Deputy Vice Chancellor (Student Affairs and Alumni), faculty management, nd residential college management. etc. Procedures that apply for obtaining this pproval are stipulated in the QMS of this division of the university.	
re 20 m cc Ui	a so far as postgraduate student publications are concerned, clear policies and egulations endorsed by UPM's Senate are already in place. As of the First Semester 008/2009, all students in programmes with thesis (i.e., PhD and Master's degrees) nust show proof of having published or submitted journal articles based on research onducted during their candidature prior to graduation, as stipulated by Rule 57, niversiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013). Table 5.7 (a) shows the minimum publication requirement for postgraduate students.	
cc fil	otwithstanding the above, a book chapter by students in the social sciences is onsidered as being equivalent to one journal article. Moreover, a student who has led for a patent based on research conducted during candidature may apply in rriting to the Dean of the School of Graduate Studies for exemption.	
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Table 4.5.7 (a): Minimum Publication Requirement for All Postgraduate Students

Programme	Minimum Publication Requirement
PhD	One journal article published or accepted, and one journal article submitted
Masters	One journal article submitted

 Table 4.5.7 (b): Minimum Publication Requirement for Recipients of Graduate Research Fellowship

Programme	Minimum Publication Requirement
PhD	Two journal articles published or accepted
Masters	One journal article published or accepted

4.5.8 Channels to Allow Student Participation in Curriculum Development, Management and Evaluation, and Other Academic Matters

The various channels that allow active student participation in the key areas of curriculum development, management and evaluation, as well as other academic matters are as follows:

- Student evaluation of teaching to improve teaching-learning processes
- Exit survey for final year students
- Exit Viva (where applicable)

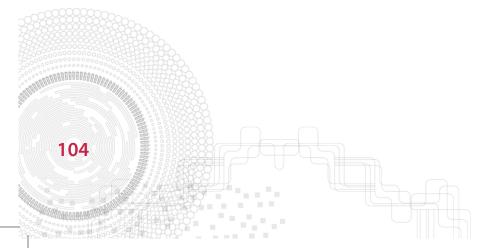
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4.5.9 Facilities to Encourage Student Publication

Universiti Putra Malaysia facilitates student involvement in publication by providing the requisite materials, equipment, financial assistance and advisory support. Students are also able to access both internal as well as external expertise and infrastructural facilities within UPM and beyond with the assistance of the university's administrative officers.

	Supporting Document
4.6.1 Encouragement of Active and Continuous Linkages with Alumni	
Universiti Putra Malaysia maintains active and continuous linkages with its alumni, which is sustained through its Alumni Centre. The Alumni Centre has a large and	
updated alumni database that is easily retrievable and which facilitates the university	
in communicating with its alumni effectively. As a liaison office, the centre works closely with the UPM Alumni Association Faculty Chapters to obtain expertise in	
relevant areas of teaching and research programmes. The faculties have undertaken various initiatives to include alumni participation in the form of guest lecturers to tap their expertise in line with efforts to fulfil the learning outcomes of undergraduate	
and postgraduate programmes.	
The university communicates with its alumni chiefly through the UPM Alumni Centre website (www.alumni.upm.edu.my), and its Facebook page. The UPM alumni have established the Pak Rashid Foundation, through which they contribute financial support to needy but high-achieving students. Both the Alumni Centre and UPM alumni associations work in tandem to nurture the tradition of giving back to the	
university and to maintain close ties with their alma mater through various activities organised on and off campus.	
Among these activities is the Alumni Mentorship Programme which is one of several programmes that provide the platform for alumni to assist students in strengthening their soft skills and to guide them along their career pathways even before they leave the campus. The Alumni Centre is also involved in the organisation of a number	
of programmes, including the annual UPM Alumni Day on 21 May, a UPM Alumni Lecture Series, Alumni Mentorship, Putra Ambassador, Reunion Chapters, Meet and Greet Alumni, as well as friendly sporting events.	
Lecture Series, Alumni Mentorship, Putra Ambassador, Reunion Chapters, Meet and Greet Alumni, as well as friendly sporting events. 4.6 ALUMNI	
Lecture Series, Alumni Mentorship, Putra Ambassador, Reunion Chapters, Meet and Greet Alumni, as well as friendly sporting events.	
Lecture Series, Alumni Mentorship, Putra Ambassador, Reunion Chapters, Meet and Greet Alumni, as well as friendly sporting events. 4.6 ALUMNI 4.6.2 Role of Alumni in Curriculum Development, Achievement of Learning Dutcomes, and The Future Direction of UPM Alumni assist in charting the future direction of UPM by providing feedback on the quality of the programmes, curriculum development and the accreditation of specific	
Lecture Series, Alumni Mentorship, Putra Ambassador, Reunion Chapters, Meet and Greet Alumni, as well as friendly sporting events. 4.6 ALUMNI 4.6.2 Role of Alumni in Curriculum Development, Achievement of Learning Outcomes, and The Future Direction of UPM Alumni assist in charting the future direction of UPM by providing feedback on the	
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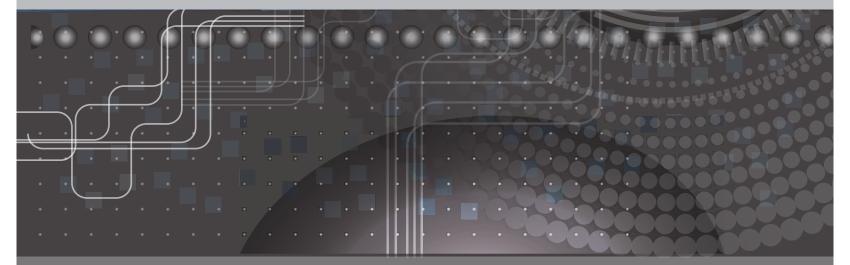
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4.6.3 Alumni Assistance to Prepare Students for their Profession	
As stakeholders, alumni also assist in outreaching to other stakeholders, namely industries, friends of the university, and local or international organisations. These stakeholders may have an interest in collaborating with their alma mater for academic, research and commercialisation purposes in line with the university's strategic plans.	Appendix 4.6.3: Activities organised by UPM Alumni Centre in student career preparation
The UPM Alumni Centre acts as secretariat for Yayasan Pak Rashid to manage and assist in student scholarly development, and awards medal and prizes, such as YPR Gold Medal Award, to outstanding students. PAUPM also awards outstanding students, such as with the Alumni Gold Medal Award. These initiatives have indirectly assisted and encouraged student career awareness, graduate job readiness as well as job placement. A list of alumni-related activities is presented in Appendix 4.6.3	

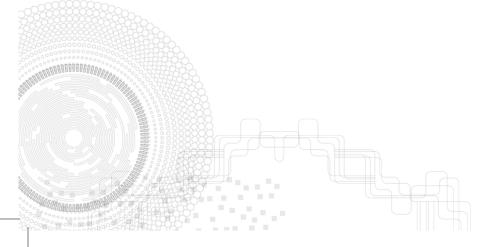






5. ACADEMIC STAFF





SELF-REVIEW PORTFOLIO for Institutional Maintenance Audit of Self-Accreditation Status

AREA 5: ACADEMIC STAFF

	Supporting Document
5.1 RECRUITMENT AND MANAGEMENT	
5.1.1 Staff Recruitment Policies and Requirements	
All appointments to the university's service are based on the Service Scheme as specified by the Government, according to the Regulations on Public Officers (Appointment, Promotion and Termination of Service) 2005, Service Circular No. 8/2002 (List of Qualifications Recognised by the Government for Appointments into the Civil Service), the Service Circular from UPM's Registrar's Office (Registrar Circular No. 1/2007, 22 May 2007, and Registrar Circular No. 1/2008, 15 September 2008).	Appendix 5.1.1(a) Minutes of UPM Management Committee meetings 21 September, 25 September and 2 October 2001)
In addition, UPM imposes special requirements for the appointment of academic staff. Lecturers must have a PhD qualification or its equivalent, except for those in the fields of architecture and medicine. These special requirements are detailed in Appendix 5.1.1 (a). Since 2006, when UPM was conferred Research University (RU) status, the Government's staff recruitment policy has been reviewed twice as documented in the Registrar Circular No. 1/2007 (22 May 2007) and Registrar Circular No. 1/2008 (15 September 2008).	
Tenaga Akademik Muda (TAM) is an internal scheme created at the university level that serves to replace the Tutor Scheme that was abolished by the Public Service Department (JPA) through the JPA letter JPA.BPO(S) 253/23/31 Jld.19(42) dated 25 August 2011. This new scheme, which was implemented on 1January 2013, is to ensure continuity of the succession of academic staff and the recruitment of new staff.	
TAMs receive monthly financial assistance from UPM for the approved duration of study leave. They are paid accordingly based on the grades they are placed on. Grade UT1 are for those undertaking Masters programmes and are paid RM 2,500 monthly, and grade UT2 are for those undertaking PhD programmes and are paid RM 3,000 a month.	

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Supporting Document
Appendix 5.1.2 (a) Data of staff by faculty and institute and according to specialisations
Appendix 5.1.2 (b) List of TAM's approved for study programmes in 2013 and 2014
<u>Appendix 5.1.3</u> Number of Academic Staff

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5.1.5 Policy	for Ec	luita	ble D	istrib	ution	of Re	spons	ibiliti	es						
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three and 10 In addition, publish pap (SKT) allows different ben for academic performance a third of tho	acade ers er deter chma staff indic ose in	mic s mana rmina rks ar in sc ator (scien	staff ting t ation re use ience (KPI) o ce di	are rea from t of we d in de and s of rese sciplin	quirec hem. ightin eterm ocial arch g es. Th	l to ca The g acc ining scienc grant f ne wei	arry o flexib ordin resear ce disc or tho ghting	ut res le Sas g to a chanc cipline ose in s g alloc	earch <i>aran k</i> caden I publio s. For social s ation i	activit <i>(erja 1</i> nic ran cation exam cience s dete	ahunan hks and targets ple, key e is only ermined				
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by individua managemen	t. In t	erms			n gran	t proc	ureme	ents, t	ne follo	owing	are the				
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The university academic staff members are also required to be involved in extension services. These include professional services (clinical services, administration and leadership) and community development projects. The	
latter involve transfer of knowledge from research and development for	
community upliftment and comprise four categories. The following are the categories with information on the minimum or baseline used for yearly	
appraisal of academic staff:	
 linkage (DS45-52 - 1 linkage; DS53-54 - 2 linkages; VK 7 and above - 3 linkages) 	
 projects/activities (DS45-52 -1 grant or 2 engagements ; DS53-54 - 1 grant or 3 engagements; VK 7 and above - 1 grant or 4 engagements) 	
 income generation, where the baseline used for yearly appraisal is RM40,000.00. 	
5.1.6 Policy on Recognition and Reward for Academic Staff The performance and contributions of academic staff are assessed through the Skim Saraan Malaysia (SSM) or Malaysian Remuneration Scheme and the	
The performance and contributions of academic staff are assessed through the Skim Saraan Malaysia (SSM) or Malaysian Remuneration Scheme and the Annual Performance Appraisal Report (Laporan Penilaian Prestasi Tahunan). These two mechanisms take into account the performance and contributions of academic staff in terms of teaching, research, administration and extension (professional and community) services. Recognition of excellence is given in the form of Excellent Service Awards, promotions to positions of senior lecturer, associate professor, and professor, and the Vice Chancellor's Fellowship Awards and other fellowship awards for	
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5.1.9 Nature and Extent of National and International Linkages for Enhancing Scholarly Activities	I
To enhance scholarly activities, UPM has established national and international linkages through the appointment of experts as lecturers, assessors and researchers. Memoranda of Understanding (MoUs) have been drawn up with local, regional and international HEPs to establish such collaborations. As of Dec 2014, there are 185 MoUs/MoAs involving universities in 39 countries, some of which are shown in Appendix 5.1.9 (a).	List of UPM's MoUs/ MoAs
In addition, there are collaborative research and publication efforts, joint supervisions and staff and student exchange. As of today, the total number of universities tha have agreements with UPM offering dual/joint degree is 11. The universities are:	
University of Sheffield - Jointly Awarded PhD Programme	
Ajou University, South Korea - Dual Master of Science in Computer Science	
 University of Nottingham (Malaysia Campus) - Dual PhD Degree 	
University of Newcastle, Australia - Jointly Awarded PhD Degree	
 Kyushu Institute of Technology, Japan - Dual PhD Degree 	
Pierre and Marie Curie University, Paris, France - Dual PhD Degree (Cotutelle)	
University of Southern Queensland, Australia - Dual PhD Degree	
Université Montpellier 2, France - Dual PhD Degree (Cotutelle)	
Naresuan University, Thailand - Dual Master of Science and PhD Dual Degree	
University of Glasgow, UK - Dual Master of Science	
M. Auezov South Kazakhstan State University, Kazakhstan - Dual Master o Science and PhD Dual Degree	f
Since 2009, there have been a total of 14 students enrolled on the UPM-ICF programme. In 2014, the programme produced its first graduate. She was enrolled on the UPM-Pierre and Marie Curie University Dual PhD programme and successfully graduated on 1November 2014.	ł
To enhance its linkages with external agencies, UPM has also been conducting joint seminars. In January to September 2014, 193 seminars at university, nationa and international levels had been conducted. Out of these, 38 are seminars were conducted in collaboration with external agencies. Appendix 5.1.9 (b) shows the listing of seminars conducted in 2014.	List of Seminars Conducted by UPM in

	Supporting Document
5.2 SERVICE AND DEVELOPMENT	
5.2.1 Mechanisms and Procedures for Professional Development and Career	
Advancement of the Academic Staff	
Continuous Professional Development (CPD) for academic staff is made available	
through various programmes organised by the Centre for Academic Development (CADe), the Research Management Centre (RMC) and the Human Resource	
Development (HRD) Division on a regular basis. However, faculties do conduct	
training for their staff as part of professional development as deemed necessary. In	
general, each staff member is required to attend a minimum of seven days of training per year. The focal areas of training are as documented in <i>Program Pembangunan</i>	
Staf UPM 2008-2010.	
In addition to the structured programme described above, academic staff can	
participate in other CPD programmes such as seminars, conferences and workshops	
conducted locally or internationally. For local seminars and conferences, they may apply for funding from their faculties or use their research grants. For international	
participation, they can use their research grants or apply from the Academic Division	
of the university for financial assistance.	
In the case of professional attachment, sabbatical leave, sub-specialty training, and	
postdoctoral attachment, academic staff can apply from the registrar through their faculties after they have secured a position in a selected institution. In addition, staff	
members can also apply for programmes such as the Fullbright Malaysian Scholor	
Programme and the Erasmus Mundus Scholarship Programme.	
In preparing new academics to undertake the different functions in the university,	
they have to undergo an induction course. Since 2013, the induction course for new academic staff has been improved and renamed as <i>Program Transformasi Minda</i>	
(PTM). The UPM Registrar Office is the secretariat of Program Transformasi Minda	
(PTM) while CADe is responsible for the KAP component. The Table 5.2.1 presents the entities responsible for the specific components of PTM:	
the entities responsible for the specific components of PTM.	

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No	Program Transformasi Minda (PTM) Module	Secretariat	Course Period			
1	General	Registrar's Office	5 days (30 hours)			
2	The Teaching Foundation Course (KAP)	CADe	6 days (36 hours)			
3	Research Course	RMC	2 days (12 hours)			
4	Professional Services Course	UCTC	½ day (4 hours)			
Total	number of days		13½ days (82 hours)			

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CADe has also organized the Teaching Foundation Course (KAP) since 2008. However, during that time the content of the course was too basic and the participation of new lecturers was not made compulsory. To ensure that new lecturers have the competency to teach, the implementation of the KAP was revised. The Sub Panel for Induction Course Evaluation (Academic Staff) through its meeting on June 29, 2010 has been agreed that commencing from 2011, the KAP must be included as a special module in the UPM Academic Staff Induction Course.

Academic staff members who have been appointed for less than three years and are yet to be confirmed are required to attend the KAP, and exemption is only granted to those who have attended the KAP or an equivalent course in another higher education institution.

The KAP evaluation period covers one semester or five months. The evaluation comprises teaching observation and the preparation of a teaching portfolio. Teaching observation must be held during class sessions, while the teaching portfolio must be submitted to a mentor at the end of the semester for evaluation. As of 2014, a total of 367 new academic staff members have successfully attended the KAP.

Apart from the KAP, there are several CPD courses conducted by CADe for staff
professional development. The CPD programme covers training in three key areas
which are teaching and learning, technology in teaching and learning, and research
methodology and statistics in teaching and learning. Staff participation in CPD
programmes conducted in 2010 - 2014 is listed in Appendix 5.2.1.Appendix 5.2.1
Participation of staff in
CPD programmes 2010
- 2014

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5.2.2 Institutions, Centres or Activities that Support Academic Staff Development	
The university has established CADe, RMC, the HRD Division and Putra Science Park (PSP) to support academic staff development. Through these centres and division, the university provides the following mechanisms and activities to staff members in support of their professional development:	
 Membership in professional bodies Development towards entrepreneurship and commercialization (PSP) Participation in international conferences and workshops (Academic Division and RMC) 	
 Industrial attachment for lecturers in professional fields Sabbatical and post-doctoral attachment Adjunct Professorship Supervisory committee outside UPM 	
 Membership in editorial boards CADe was established in 2004 with the aim to support development in teaching and learning. Academic staff participation in courses organised by CADe from 2010- 2014 to enhance their professional development is shown in Appendix 5.2.1. 	
The university's RMC was officially established in May 2000 to replace the former University Research Unit that was formed in 1992. The role and function of RMC is to enhance and strengthen the current research management system by intensifying Research and Development (R&D) efforts in order to improve productivity and efficiency so as to produce quality research findings and outputs. In addition, the role of RMC is to increase collaborative R&D efforts between public R&D agencies and the private sector including international bodies through collaborative research linkages. The functions of the RMC also include managing and coordinating research activities to facilitate the research performance and efficiency of academic staff.	
The HRD Division regularly conducts staff development programmes such as preparatory and induction courses and competency level assessment courses. Some of these courses can be found in the UPM Staff Professional Development Programme 2008/2010 (<i>Program Pembangunan Profesional Staf UPM 2008/2010</i>) produced by the UPM Registrar.	
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is, it labou inno comi prom such confe over expo resea SRI Ir Acad Value	aids ratori vation merci notes as p erenc 38 tra sure f nrchen terna emy: e of H	the transmission of pote es to the marketplace. It a ns through intellectual prop falisation strategies for the and markets potential tech periodical publications, ex- ces and business matching pr aining sessions. The main se- to entrepreneurship, innova- rs. Among the training sess ational: 5 Disciplines of Inno- centellectual Property and Te- IR (Implementing ROI in Org	in technology transfer activities in UPM, the ential technologies and inventions from the also assists in securing and protecting now perty (IP) processes and identifying applicab created intellectual property. In addition, nnologies through print and electronic med hibitions and road shows, showcases, pre- rogrammes. In 2013, PSP trained 399 researche cope of these training sessions was to provice ation, and commercialisation among universi- ions held is Commercialisation Readiness with ovations (5DOI) Training Programme, Licensin echnology Commercialization, and Proving the ganisations).	ee el it ia ss ss ss ss ss ss ss ss ss ss ss ss ss
the r mana MOE	ole ir aging to er amor	n linking the community to and coordinating commun nhance the staff's ability in	aringan Industri dan Masyarakat (JINM), play the university. Functions of the UCTC includ ity development activities through funds from the extension and transfer of technology. Th TC through the 37 projects awarded for 2012 2.2)	/s List of Grants Received by UCTC 2012 - 2014 m
2014				
5.2.3 Partio of incoregis enco	ipati cipati centiv tratio urage	ion in staff development proves and financial assistance i on fees and study leave ben e staff participation in speci 5.2.3 Incentives to Encourage	Staff Development Programmes ogrammes is encouraged through the provision in the form of travelling and lodging allowance efits. Table 5.2.3 shows the incentives given to fic programmes. e Staff Participation in Continuous Professional ment Programmes	S,
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Acquisition of additional work-related skills is strongly encouraged, and participation is taken into consideration in job promotions and annual staff performance assessments, as stipulated in the <i>Sistem Saraan Malaysia</i> (SSM) using the KPIs of the university. For example academics at the Faculty of Engineering and the Faculty of Design and Architecture are given reduced teaching loads to encourage them to obtain professional qualifications (e.g., Ir. and Ar.).	
Involvement of staff in relevant bodies is given weight in the Annual Performance Appraisal Report. Financial support is also provided for membership in local and international professional bodies.	
Academic staff members are encouraged to contribute their services to the community. Some of the major activities include participation in NGOs such as the Red Crescent Society, WWF and MERCY. Staff contribute by being members or office bearers of such organisations. Such participation is given a weighting of up to 5% in the Annual Performance Appraisal, and this is also taken into consideration for promotion.	
In 2013, UPM established a set of criteria and methodology to monitor and evaluate industry-community engagement to maintain continuous monitoring and evaluation. The criteria and methodology were established to measure and identify the industry and community relations performance (project), in particular to capture impactful engagement and income generation from the industry. The 5-star rating instrument consists of:	
(i) <u>Industry rating system</u> : The 5-star industry rating system consists of five dimensions, i.e., network relations, support and involvement, collaboration impact, sustainable strategic partnership, and financial contribution.	
 (ii) <u>Community rating system</u>: The 5-star rating system for community engagement is based on five dimensions that are able to evaluate project/programme status. It consists of five levels, i.e., Level 1 (Engagement), Level 2 (Involvement and Support), Level 3 (Kasa Change), Level 4 (Change in Practices), and Level 5 (Empowering) 	
The university is in the process of including academicians' works and contributions in industry and community linkages in their yearly performance appraisal and	

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5.2.4 Policy on Service, Development and Appraisal of Academic Staff	
The policies of the university on service and promotion have been described in Sections 5.1.1 and 5.1.7, respectively. The procedures on appointment and promotions are provided in Appendices 5.1.7.1 and 5.1.7.2, respectively. The policy on staff development is described in Section 5.2.3.	
The policy on staff appraisal is based on <i>Pekeliling Perkhidmatan Bilangan 4 Tahun</i> 2002 Pelaksanaan Sistem Saraan Malaysia bagi Anggota Perkhidmatan Awam Persekutuan. In line with the requirements of RU, the criteria for evaluation are as follows:	
 teaching load teaching evaluation supervision (quantity of students) supervision (quality of supervision) research (input) - quantity of projects supervised research (output) - quantity and quality of publications professional services (involvement in consultancy, extension activities, thesis examination, journal reviewing, conferences, professional bodies, relevant committees, programme evaluation and accreditation, and student development activities) personal qualities (commitment, discipline, networking skills and cooperation) leadership skills contribution to society and nation. 	
The details of the criteria can be found in <i>Sistem Laporan Penilaian Prestasi Tahunan Pegawai Akademik (eLPPT)</i> . The KPIs for staff are outlined in the minutes of the 54 th Senior Officers meeting on 4 May 2006 (Appendix 5.2.4.1). In order to retain its staff, UPM has drawn up clear guidelines for promotion to various categories of academic positions. These guidelines are made available to the academic staff in the <i>Garis Panduan dan Kriteria Kenaikan Pangkat (Edisi 3)</i> . Staff who meet the criteria may apply for promotion to a higher position at any time throughout the year. The university has successfully retained most of its academic staff with only a few staff leaving from 2009 to 2014. Data on academic staff leaving the university (2009-2014) are given in Table 5.2.4.	



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Position	2009	2010	2011	2012	2013	2014
Lecturer	14	5	5	5	9	6
Medical Lecturer	3	6	5	10	7	8
Trainee Medical Lecturer	-	-	-	-	-	2
Professor	2	-	4	3	1	-
Assoc. Professor	3	2	2	6	3	-
Assoc. Professor (Medicine)	1	4	1	4	1	-
Total	23	17	17	28	21	16

 Table 5.2.4
 Data on Academic Staff Leaving UPM (2009-2014)

5.2.5 Policy on Consultancy and Private Practice

Universiti Putra Malaysia has established procedures for obtaining approval and implementing consultancy projects at the university. Details of the procedures are listed in the *UPM Consultancy Guidelines* monitored by RMC.

For private medical practices, UPM adopts the terms and guidelines in *Surat Pekeliling Ketua Setiausaha Bilangan 5 Tahun 2006: Tatacara Pelaksanaan Pegawai Perubatan dan Pergigian Berdaftar Melakukan Pekerjaan Luar (Lokum)* and *Surat Pekeliling Registrar.*

Veterinary practitioners follow the Regulations for Public Officers (Conduct and Discipline) 1993 P.U(A)395. Under Rule 5, honorariums accepted by public officers, as determined by Bursar (PP Bil 2/1993 and Bil.5/1995), for their own personal gain, or that of their families or for profit organisations, are allowed with the permission of the Head of Department. The terms of acceptance are subject to Rule 4, which ensures that all external work is conducted:

a) outside of official working/ office hours;

b) without impediment to the officers' duties as public servants; and

c) without going against the interests of the Public Service.

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5.2.6 Criteria and Administrative Procedures for Initial Appointment, Promotion and Tenure	
The criteria for initial appointment of academic staff are described in Section 5.1.1, while the criteria used for the promotion to various categories of academic appointments are described in detail in Garis Panduan dan Kriteria Kenaikan Pangkat Pegawai Akademik Edisi 3. The university does not practise multiple tracks for promotion. However, there is flexibility in determining the criteria for the promotion exercise of the different clusters, that is, science, clinical and social science.	
Requirements for tenure are as specified in the Buku Panduan Perkhidmatan UPM and these are as follows:	
 Serve a minimum of one year in UPM Pass the Induction Course Obtain recommendation by the Head of Department and Dean. 	
The administrative procedures for initial appointment and promotion are described in detail in Appendices 5.1.7 (a) and 5.1.7 (b), respectively.	<u>Appendix 5.2.6</u> Administrative Procedure For
The flow chart in Appendix 5.2.6 shows the administrative procedure for approving tenure of a position.	Approving Tenureship.
5.2.7 Processes and Procedures in Handling Disciplinary Cases Involving Academic Staff	
For pre-disciplinary cases, UPM has standard operating procedures which are consistent with the rules of natural justice. Upon receiving a complaint, it will be scrutinised, and if upon such examination there appears to be a basic or <i>prima facie</i> case pertaining to the complaint, the Legal Division will advise the University Management Committee (UMC) to form an independent inquiry committee. Before this committee convenes its first meeting, the Legal Division will brief the committee guided by the rules of natural justice. The inquiry committee shall submit its findings to the UMC, and the UMC will generally seek legal advice pertaining to the findings of the committee. The Legal Division will review the report and if the findings reveal any element of fault, negligence or any other misconduct, the division will recommend specific options, including disciplinary action, to be considered by the UMC. Should the UMC decide on disciplinary action, the entire provisions of the Statutory Bodies (Discipline and Surcharge) Act 2000/Act 605 will apply.	

	Supporting Document
5.2.8 Mentoring and Guidance System for New Academic Staff	
In order for new lecturers to be confirmed in the service, it is mandatory that they complete the Teaching Foundation Course (KAP). Upon completion of the six-day teaching foundation course, the new academic staff are assigned to a teaching mentor for at least a semester. The mentor who is selected from among senior lecturers in the same field is nominated by the Dean. The mentor's role includes giving guidance on the teaching and assessment of courses. At the end of the semester, the mentor is to evaluate the new staff and the score given is accrued to the earlier score that they had received in the KAP. To be awarded a 'certificate' to teach, the academic staff must attain the minimum passing mark of 50 percent.	
To guide and support new academic staff in research, UPM has a culture of mentoring by senior researchers/academics. The mentoring system is particularly enforced in the Putra Grants scheme under a special initiative for new lecturers referred to as <i>Skim Geran</i> <i>Putra Inisiatif Pensyarah Muda</i> (GP-IPM). In addition, junior academic staff are involved in group research and/or paired teaching as understudy.	
Junior staff are also instituted into supervisory committees of postgraduate students in which senior academics serve as Chairs of Supervisory Committees. This practice is to ensure that new academic staff acquire experience in supervising postgraduate research projects. Data on recent appointment of new academic staff is shown in Appendix 5.2.8.	<u>Appendix 5.2.8.</u> Appointment of New Academic Staff
5.2.9 Support Available to Assist New Academic Staff to Develop Teaching Skills	
The Centre of Academic Development (CADe) provides training in teaching methodology and techniques to improve teaching skills of new academic staff through courses such as Teaching Foundation, Implementation of Learning Outcomes and Soft Skills in Teaching and Learning, and Student-Centred Learning Approaches.	
As highlighted in Section 5.2.8, CADe awards certification for new staff as evidence that they have the knowledge and competency to conduct courses based on requirements of UPM. In the six-day training programme, they are introduced to topics such as Philosophy of Teaching in Higher Education, Professionalism of Academics, Outcome- Based Education, Student Centred Learning Practices, Formulating Learning Outcomes, Assessment Principles and Practices, Supervision, and systems used to support teaching and learning in UPM such as Learning Management System (LMS), Student Information System and Outcome Based Education System.	
Apart from the mandatory Teaching Foundation Course (KAP), lecturers can undergo various courses to further enhance their teaching skills. For example, they can further enhance their competency in conducting student-centred learning approaches by enrolling in the case study or problem based learning course. In these courses, they learn to write cases or problems and learn to implement what they have learnt in their own courses.	

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5.2.10 Training, Tools and Technology for Academic Staf		
Since 2009, CADe has provided training for academic staff in teaching and learning. The CPD programme covers training in five key areas which are (i) teaching and supervision, (ii) e-learning innovation, (iii) research and publication, (iv) leadership development, talent and academic professionalism and (v) professional services. The number of CPD programmes conducted in 2014 is listed in Appendix 5.2.10.	<u>Appendix 5.2.10</u> Continuing Professional Development (CPD) Courses	
To further facilitate teaching and learning activities, CADe manages the Putra Learning Management System (<u>www.lms.upm.edu.my</u>) which is the main LMS used by lecturers of UPM. Upon their own initiatives, there are individuals who are using other LMS. However, the PutraLMS remains as the most widely used LMS in UPM. It enables the delivery, management and administration of university-wide courses. It allows the course administrator to manage contents, and to monitor and report on their use in one convenient interface and technology package.		
In line with the current development in global knowledge, CADe is leading the development of Massive Open Online Courses. For a start, three pilot courses have been deployed, under the initiative branded as Putra Massive Open Online Course (PutraMOOC). In fact, UPM was the first Malaysian public university to launch the MOOC. Apart from MOOC, staff members are introduced to other open education initiatives such as Open Courseware (OCW), under the brand name PutraOCW. To support MOOC and OCW initiatives, several courses on e-content development using different kinds of tools such as Web 2.0 and other commercial softwares are also offered by CADe, as part of strategic efforts towards nurturing skills among staff members in developing digital content.		
In 2011, during the Phase 2 of the <i>Pelan Strategik Pengajian Tinggi Negara</i> (PSPTN), the <i>Dasar e-Pembelajaran Negara</i> (DePAN) was launched. In DePAN, five main points serve as a roadmap for the development of e-learning in Malaysia. These are infrastructure, organisational structure, curriculum and e-content, as well as professional development and culture. In line with the policy, the development of e-learning in UPM is no longer solely focused on platforms, but is carried out comprehensively in line with the DePAN roadmap.		
To increase the effectiveness of the academic management system, in 2011, the PutraLMS was integrated with two major academic management systems, the <i>Sistem</i> <i>Maklumat Pelajar</i> (SMP) and Putra Outcome Based Education System (PutraOBE). The integration has managed to overcome the problem of multiple data entry and allows synchronisation of resource data (SMP) with PutraLMS and PutraOBE. In line with the strategy on the integration of ICT in course delivery, there has been continuous efforts in the enhancement of the university's ICT infrastructures and the development of e-learning environment that supports academia in maintaining a balance between conducting effective teaching and performing excellent research.		

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5.2.11 Student Appraisal of Academic Staff	
Students' evaluation of every course is conducted through the online survey, commonly referred to as the <i>Penilaian Pengajaran</i> Online (PPO). Students access the PPO through PutraLMS from the 10 th week till the end of the semester and the evaluation covers all courses offered at the Diploma, Bachelor and postgraduate levels.	
The development of the evaluation questionnaire was a collaborative effort between CADe and faculty representatives. Once finalized after several rounds of revision, it was tabled to the Teaching and Learning Committee, chaired by the Deputy Vice Chancellor (Academic and International). The perception of students towards the course they had enrolled on is captured by the survey. The students provide feedback on the lecturer's competencies in various aspects of teaching, including planning, delivery, assessment, and professionalism, as shown in Appendix 5.2.11.	Online Teaching
The evaluation report for all courses is available online (<u>http://lms.upm.edu.my/isus/</u>) and can be accessed by the system administrator of each faculty. The evaluation report of each course is released through the Faculty's Deputy Dean's office and is given to the respective lecturers. The overall teaching performance in UPM is reported by CADe every semester and tabled at the Teaching and Learning Committee meeting.	
A score of 3.50 on a scale of 5.00 is considered as the minimum acceptable score. The Deputy Dean monitors lecturers' performance via the PPO scores of courses offered for every semester. Lecturers who obtain mean score of less than 3.50 for two consecutive semesters must undergo further training as recommended by CADe. However, the teaching quality as reflected by the PPO scores has been commendable. More than 90% of lecturers achieve mean score of more than 3.50 every semester for undergraduate (diploma and bachelor) courses and 75% to 98% for the postgraduate courses from 2010 to 2014.	
A summary of teaching evaluation achievement with a mean score of more than 3.50 for the period 2010-2014, is shown in Table 5.2.11	

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Academic Session	Semester	Courses achieve mean >3.50 (% Diploma and Bachelor		%)
				Postgraduate
2010/2011	Semester 1	99.26		98.55
	Semester 2	94.60		75.00
2011/2012	Semester 1	92.50		87.50
	Semester 2	99.51		98.70
2012/2013	Semester 1	96.60		82.60
	Semester 2	98.47		98.31
Academic Session	Semester	Diploma	Bachelor	Postgraduate
2013/2014	Semester 1	100.0	99.40	98.47
	Semester 2	100.0	99.53	99.77

Table 5.2.11 Summary of Teaching Evaluation Achievement 2010-2014 (mean >3.50)

5.2.12 Major Conferences Organised by UPM

UPM organises international conferences on various academic disciplines. Appendix 5.2.12 lists several of the conferences organised over the last three years.

5.2.13 Major Conferences Attended and Actively Participated in by Academic Staff

UPM provides financial assistance for its academic staff and non-academic staff to present papers at international seminars, conferences and workshops. The financial assistance will not only facilitate staff to present papers, gain new knowledge and experience, and impart their research findings, but also to establish networks with new partners at the international level.

Academic staff members participate in conferences and other professional and academic activities at national and international levels by identifying those that they are interested in and submitting a request to attend these events. Additionally, the staff may also be asked to attend specific conferences to fulfil specific needs of the university. Funding for participation is made available through research grants or management allocation by Academic Division and RMC.

Following their participation in these events, staff are required to submit a report to the management for appraisal. In the case of participation at international conferences, they are required to present their papers to their colleagues in the university. Students benefit from the participation of academic staff in these events when the knowledge and skills acquired are disseminated in their teaching and supervision activities.

<u>Appendix 5.2.12</u>

Lists of International Conferences 2012 -2014.

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	Supporting Document
The latest policy implemented by the university top management in 2014 was	
that the conference attended must be organised by a professional body/society or	
university and limited to oral presentation. The allocation available for 2014 was RM	
810,000 for Vot 13001 is parked under the purview of the Deputy Vice Chancellor	
(Academic and International), whereas Vot 9001105 has been assigned to RMC since	
2011 to manage. The record of staff granted financial assistance under Vot 13001	
and Vot 9001105 in 2009 – 2014 is as follows:	

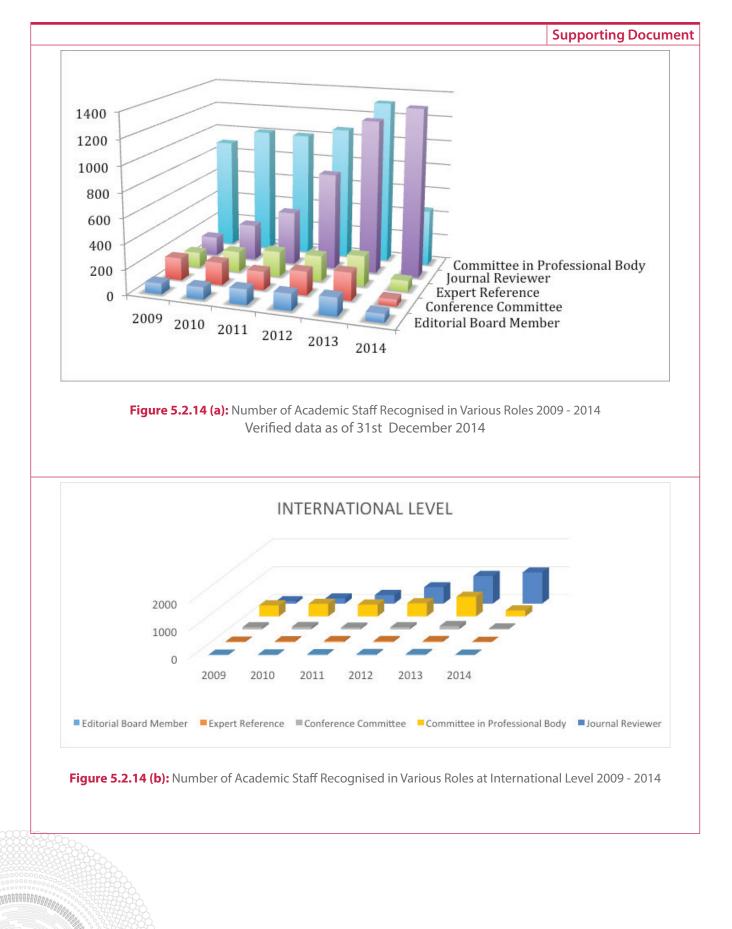
Year	Number of S	Number of Staff Granted Financial Assistance			
13001			9001105		
	No. of Staff	RM	No. of Staff	RM	
2009	141	1,488,358.91	-	-	1,488,358.91
2010	57	606,525.06	113	459,891.28	1,066,416.34
2011	80	835,720.36	179	425,502.00	1,261,222.36
2012	94	796,149.80	68	324,755.98	1,120,905.78
2013	78	737,237.83	173	1,182,626.00	1,919,863.83
2014	43	457,841.78	198	1,409,782.00	1,867,623.78
Total	493	4,921,833.74	731	3,802,557.26	8,724,391.00

A total of 731 applications were approved by the SKBL Committee GARIS (*SPK Panduan Perjalanan Ke Luar Negara Menghadiri Seminar /Konferensi/Bengkel/Lawatan PU/PY/GP13/SKBL*) from 2010 to 2014 with total expenditure of RM 3,802,557.26.

5.2.14 National and International Recognition of Staff Members

The staff of UPM are recognised locally and internationally for their professional services to UPM and other HEPs. Figure 5.2.14(a) shows the number of academic staff being recognised as journal editors, manuscript reviewers, editorial board members, conference committee members, etc, whilst Figure 5.2.14(b) and Figure 5.2.14(c) show the separate analyses for international and national levels respectively. Figure 5.2.14(d) shows the number of UPM staff recognized at national and international levels in the various roles stated above.

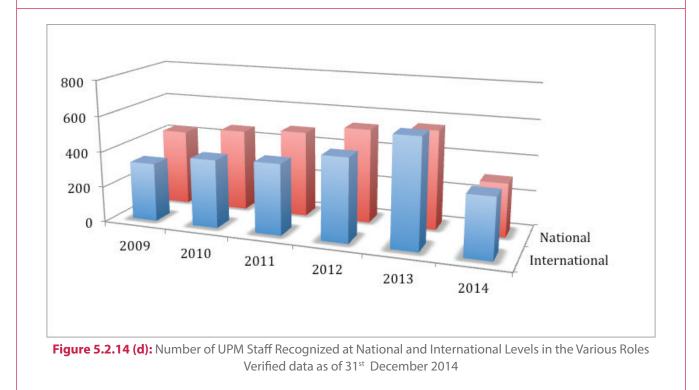
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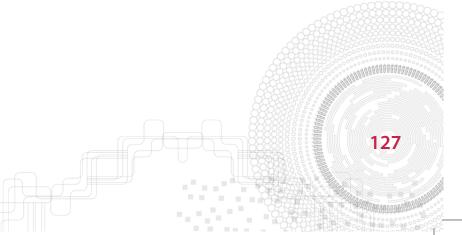


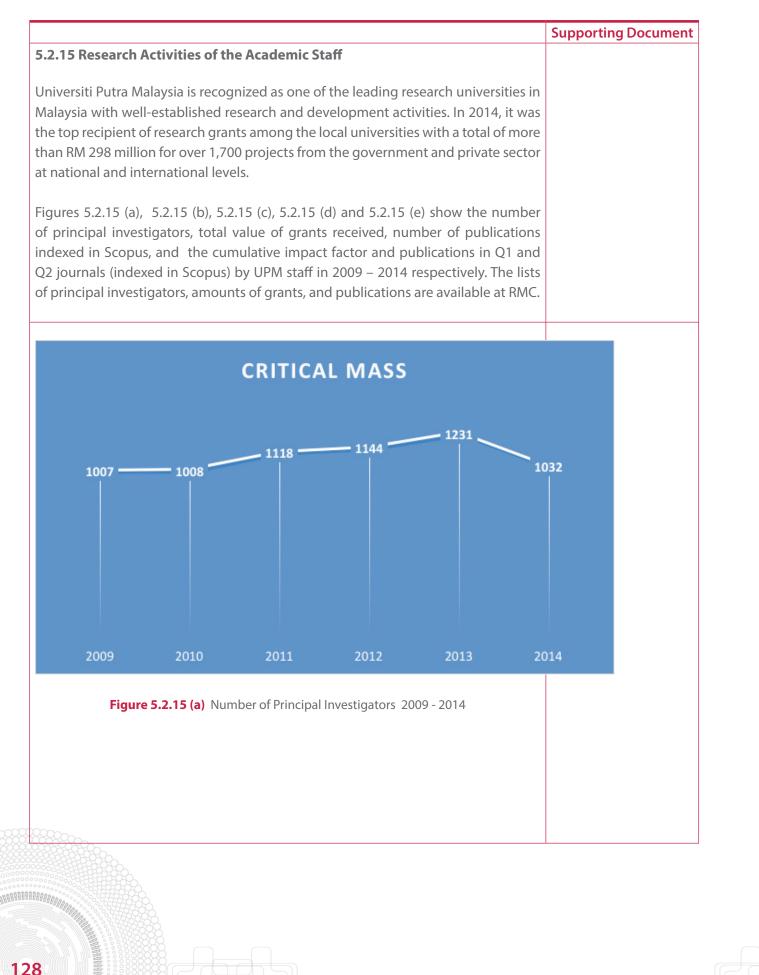


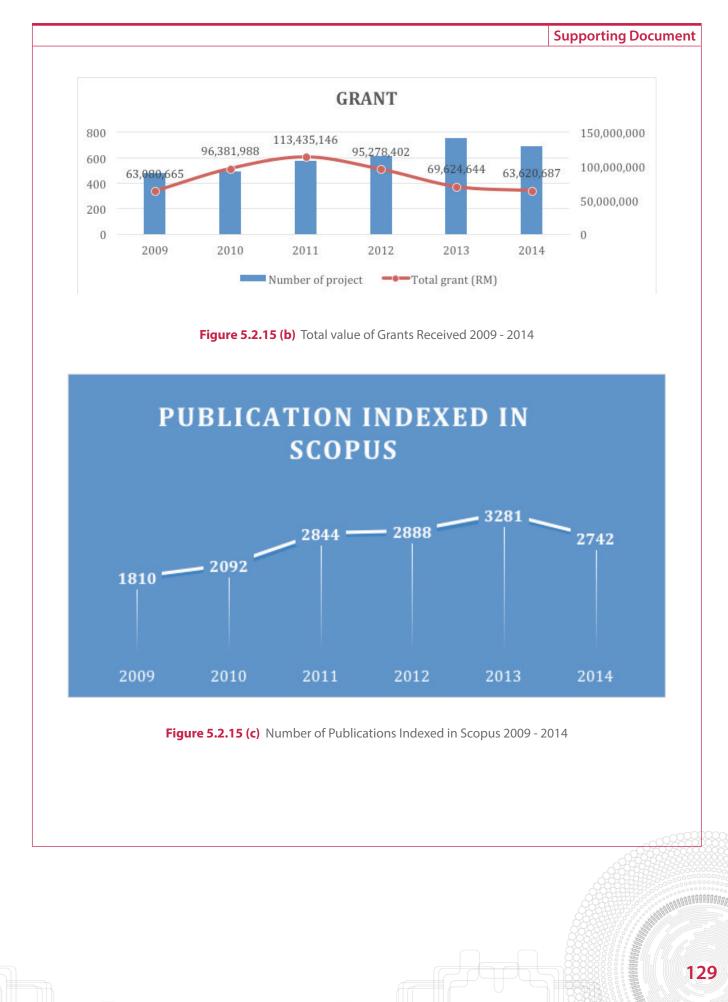


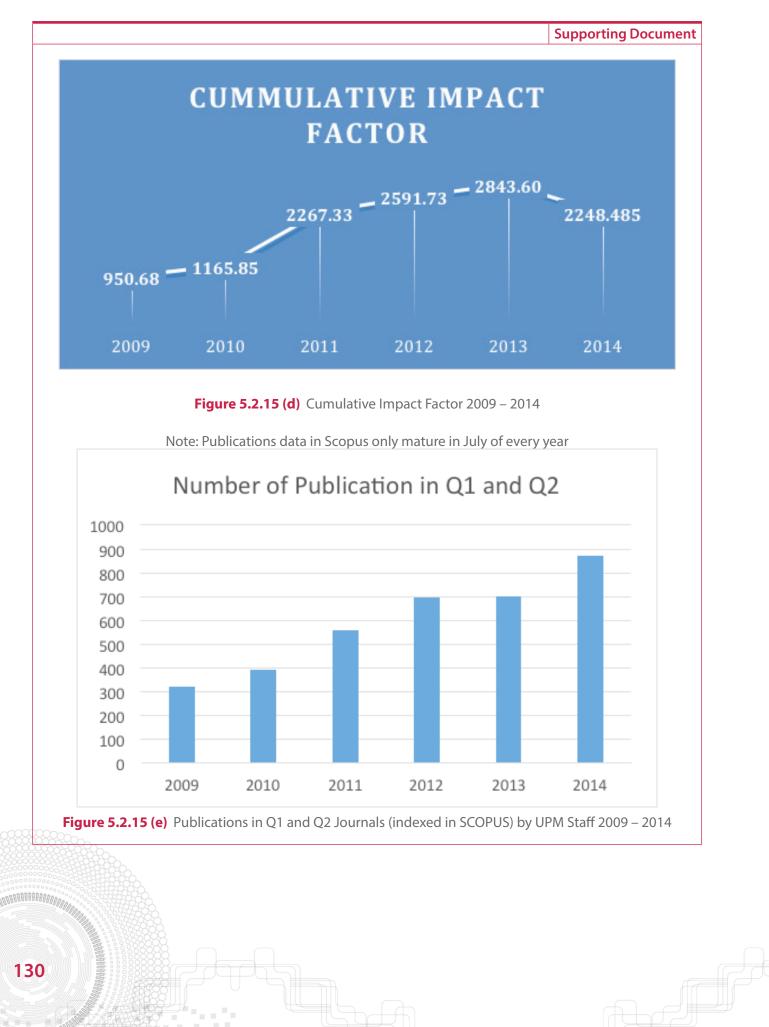




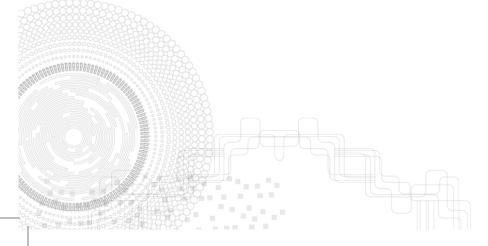








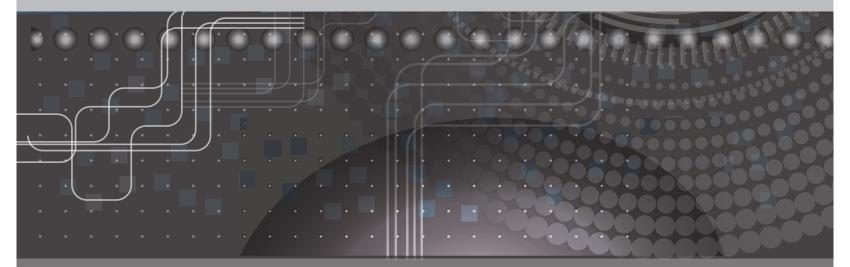
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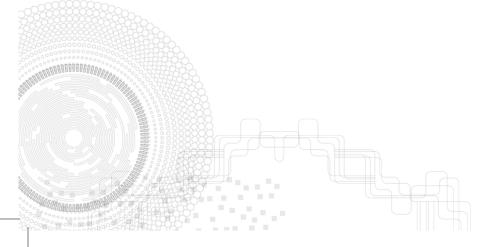






6. EDUCATIONAL RESOURCES





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AREA 6: EDUCATIONAL RESOURCES

	Supporting Document
6.1 PHYSICAL FACILITIES	
6.1.1 Physical Facilities for Educational Programmes	
Table 6.1.1 (a) shows the facilities available for educational programmes at UPM. These facilities are found at the main campus, Bintulu campus and various research stations as shown in Table 6.1.1 (b)	

Table 6.1.1 (a) Physical Facilities at Universiti Putra Malaysia

Facilities		Current Next Year		Projection – facilities to be added			
				Next Two Years			
		No.	Capacity	No.	Capacity	No.	Capacity
1.	Lecture Halls	103	7906	38	3720	40	3260
2.	Tutorial Rooms	141	2875	13	550	16	530
3.	Discussion Rooms	79	1221	25	456	32	330
4.	 Laboratories and Workshops IT Lab Science lab Engineering workshop Processing workshop Manufacturing workshop Studio Others 	98 243 43 - 12 15 -	1787 3047 1299 - 538 264 -	39 175 1 - - 3 10	983 4397 30 - - 110 222	20 80 1 - - 3 17	500 2400 30 - - 110 340
5.	Library and Information Centres Learning Support Centres	15	881	5	566	2	200
6.	Learning Resources Support	2	70	4	390	-	-
7.	Student Social Spaces	20	881	15	775	10	250
8.	Teaching Farm	1	n/a	-	-	-	-
9.	Other Facilities	53	4886	20	2000	10	1000

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Table 6.1.1 (b) Location and Size of UPM Campuses and Research Stations

No.	Location	Land area (Hectares)
1.	Main campus in Serdang, Selangor	1023.00
2.	Branch campus in Bintulu, Sarawak	715.00
3.	Research Station in Semenyih	20.23
4.	Research station in Batang Kali	1.96
5.	Research station in Bukit Fraser	0.50
6.	Research station in Cameron Highlands	4.35
7.	University Agriculture Park in Puchong	162.69
8.	Sultan Idris Shah Forestry Educational Centre	1248.00
9.	Marine research station in Port Dickson	6.52
10.	Hydroponics research station in Genting Highlands	4.25
	Total	3186.00

6.1.2 Adequacy of Physical Facilities and Equipment as well as Human Resources

Currently, UPM has sufficient equipment, facilities and human resources to support existing academic and research programmes and present needs. The university has a total land area of 3,186 hectares comprising its main campus, a branch campus as well as several research stations and an Educational Centre as shown in Table 6.1.1 (b).

The list of equipment that is available to support teaching and research activities can be found in the respective faculties and institutes and is recorded in the University Fixed Asset Management System (FAMS). Data on availability of human resources for workshops, studios and laboratories are provided in Appendix 6.1.2

Appendix 6.1.2

Data on availability of human resources for workshops, studios and laboratories

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	Supporting Document
6.1.3 Present Unmet Needs and Future Needs	
A large proportion of the UPM land area has been devoted to academic and research purposes including faculty buildings, laboratories, lecture halls, farms and forests, research areas, administrative buildings, students' residential colleges, libraries, medical centres, co-curricular activities and recreational areas (sport fields, gymnasiums, stadium), and religious buildings (mosque and church). However, there are also unmet needs, such as a teaching hospital that would enhance the postgraduate programmes at the Faculty of Medicine and Health Sciences. The anticipated available space and unmet needs are presented in Table 6.1.3 (a). The land area needs till 2020 will be met through re-prioritisation.	
The future development of physical facilities is based on the UPM Master Plan which specifies the land use area for teaching, research, administration and student support services. The current master plan for UPM land use is shown in Table 6.1.3 (b)	

Table 6.1.3 (a) Current and Projected Physical Facilities for Educational Purposes

Educational resources	Available 2014 (Hectares)	Anticipated needs by 2020 (Hectares)	Unmet needs by 2020 (Hectares)
Academic and research facilities	153.80	210.70	44.79
Farms and forest	1,587.20	1,256	
Facilities for student	193.10	467.40	249.00

Table 6.1.3 (b) UPM Master Plan for Land Use

Use	Percentage (%)
Teaching	29.06
Research	30.87
Administration	24.10
Student support services	15.97



	Supporting Document
6.1.4 Facilities for Programmes Requiring Workshop or Laboratory Support	
Universiti Putra Malaysia provides a wide range of teaching and research facilities to support programmes that require the use of workshops or laboratories by the staff and students. These workshops and laboratories are well-equipped and are adequate in terms of space per student requirement. Some of these facilities are:	
 Computer laboratories – Every faculty has computer laboratories to provide students with facilities such as Internet access, hardware and software. Currently, the overall computer-student ratio for all students on campus is 1:7. However, during laboratory sessions, this ratio is 1:1. The university also has ICT facilities available to the campus community, which include 20 kilometres of fibre optics throughout the campus, 20,000 internet nodes with 200MB bandwidth and 350 wireless access points. 	
 Language and mass communication laboratories and studios - Located at the Faculty of Modern Languages and Communication, these laboratories and studios are equipped to support language teaching and learning, mass communication activities including journalism, photography, public speaking, and television and radio broadcasting. 	
 Teaching hospitals – Students enrolled on the Medical and Health Science programmes (Nutrition and Dietetics and Biomedical Sciences) undergo clinical attachment in hospitals and community health centres. The laboratories used for preclinical 1st and 2nd year medical students are as follows: 	
 Eight multidisciplinary teaching laboratories (these laboratories are also used by the health sciences students) 	
 Anatomy dissection hall 	
 Clinical Skills Laboratory 	
– Anatomy Museum	
 Two computer laboratories 	
The laboratories are all located at the faculty premises.	

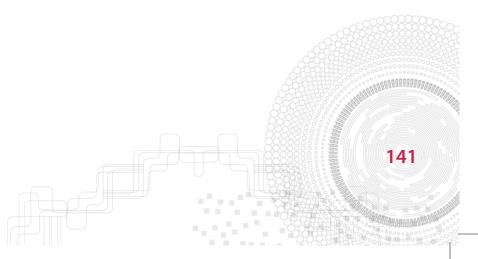


	Supporting Document
 The 3rd, 4th and 5th (clinical) year students are based in the affiliated Ministry of Health (MoH) hospitals. The main hospital is Hospital Serdang and the other two hospitals are Hospital Kuala Lumpur and Hospital Kajang. The students also spend six weeks in the Kuala Pilah/Jempol health clinics for their community programme. The educational experience is different for the students across the various teaching sites. The university lecturers are required to provide on-site guidance to the students. University Veterinary Hospital – The Faculty of Veterinary Medicine runs a fully equipped university veterinary hospital (UVH) complete with clinical and diagnostic facilities designed for students' professional training. The hospital is the only veterinary teaching hospital in Malaysia with its own Veterinary Laboratory Services Unit (VLSU) for clinical and research training of students enrolled on the DVM program and veterinarians enrolled in the MVM, MVSc and PhD programs. The facilities available at the UVH are listed in Appendix 6.1.4. 	<u>Appendix 6.1.4</u> List of facilities available at University Veterinary Hospital
Teaching farms and field laboratories – The university manages several teaching farms and field laboratories. These facilities support learning and research in agriculture and forestry. They are in various locations including at the Serdang and Bintulu Sarawak Campuses. These teaching farms and field laboratories include the Ayer Hitam Forest Reserve (Hutan Simpan Ayer Hitam) Puchong, Port Dickson Marine Research Station, Genting Highlands Hydroponics Station, Puchong Weather Station, arboretum, herb garden, hatcheries, fruit orchards, pasture lands, animal husbandries and the Equine Centre.	
Sultan Idris Shah Forestry Education Centre – The Sultan Idris Shah Forestry Education Centre (SISFEC) is located at Ayer Hitam Forest Reserve, Puchong and is an on-site class and laboratory of the Faculty of Forestry, UPM for students enrolled in the Forestry Science, Parks and Recreation Science, and Wood Science Technology Bachelor programmes. It is also being used by UPM academic staff for research and extension activities. The centre is managed systematically and professionally by experts in the various fields of forestry for the purpose of teaching, research and extension activities. The centre was built based on the concept of retaining a nature-friendly and beautiful surrounding.	

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	Supporting Document
Basic and specialised science laboratories – These laboratories are for the biological, physical and chemical science programmes such as chemistry, physics, microbiology, biochemistry and molecular biology. Specialised science laboratories such as the plant tissue culture, animal tissue culture, and Proteomics, Genetic Engineering and Enzyme technology laboratories cater to more specific science programmes.	
Applied science and technology laboratories – These laboratories include the Fermentation Technology Unit, Food Service Complex, electron microscopy units and analytical laboratories.	
Engineering laboratories and workshops - The laboratories and workshops located at Faculty of Engineering include a wind tunnel, flight simulator, aircraft models, as well as a strength-of-materials and engineering workshop.	
Home Science and Living Skills Laboratories – The Faculty of Educational Studies manages several laboratories which include the home science, woodwork, metal work, and small engine laboratories in order to provide its students with the necessary training in their teacher education programmes.	
Counselling laboratories – The Faculty of Educational Studies and the Faculty of Human Ecology have facilities for counselling practices. The facilities are dedicated for individual and group conselling practices.	
The Food Service Complex – This complex is managed by the Faculty of Food Science and Technology and it is equipped with a state of the art industrial kitchen for the purpose of teaching and learning. It also includes a fine dining restaurant that can cater for 80 guests, a delicatessen, a seminar room and a demonstration laboratory. These facilities allow students to explore culinary science and practices in the food service industry at par with industrial practice.	
Greenhouse – Several greenhouse facilities are available to provide climatic control environments in the learning of and research on crop sciences.	
Experimental Theatre – The university manages a fully-equipped experimental theatre that can be used for live musical and theatrical performances.	

		Supporting Document
•	Pre-school and child-care laboratories – The Family, Adolescent and Child Research Centre (FACE) houses the Nursery and Preschool Lab that are used to provide practical training for undergraduate students, and services to staff and students.	
٠	Sports Complex – The university operates and manages fully equipped sports facilities for learning and research in track-and- field and aquatic events. These facilities include a fully equipped gymnasium, stadium, jogging and mountain-bike tracks, an 18- hole golf course, an olympic-size swimming pool, team sports fields, tennis courts, archery corner and equestrian grounds.	
٠	Pilot plants – Several pilot plants are available to provide students with opportunities to handle scaled-down equipment which are normally used in the production industries. This includes the Biocompost/Biorefinery pilot plant which is managed by the Faculty of Biotechnology and Biomolecular Sciences.	
	.5 Distribution of Educational Resources and Scheduling cording to Educational Needs	
sta ed by Ma on M(the De	stribution of educational resources is made based on the number of ff, students and programmes offered by the cost centre. Allocation of ucational resources and scheduling is based on proposals prepared each cost centre when a need arises, for example, according to the alaysia Plan. The university management will make informed decisions educational resources and scheduling and solicit the approval from DE. In making decisions, the university relies on information such as e University Strategic Plan and the University Master Plan for Physical velopment. Upon approval by MOE, the funds will be released to the iversity and disbursed to the cost centres based on the plans.	



	Supporting Document
6.1.6 Compliance with Relevant Laws and Regulations	
The Occupational Safety and Health (OSH) Office of UPM ensures that physical facilities are regularly checked for compliance with the Occupational Safety and Health Act 1994 (OSHA), Uniform Building By- Laws 1984 (UBBL) for fire safety, and other health and safety regulations. Health and safety regulations are part of the QMS and EMS standard (ISO). Evidence of compliance is available in the form of audit reports.	
• Safety and health inspections conducted at all cost centres at UPM include laboratory facilities and fire protection systems in each building. Eighty safety and health inspections were conducted in 2013.	
 OSH programmes and activities include Schedule Waste Management-EQA1974, Certificate of Fitness for Autoclave/Boiler Monitoring Program-FMA1967, Radiation Protection Program- AELA1984, and Accident/Incident Management Program- NADOPOD2004. 	
• Emergency Response Team (ERT) – Each cost centre has an ERT headed by an Incident Commander. The university has 79 active ERTs. Emergency cases will be dealt with according to the Disaster Management Plan Manual.	
• Fire Fighting Team – The UPM fire fighting team known as <i>Unit Bantu Mula</i> , is composed of nine members who provide initial response to emergencies in UPM (fire and explosion, any accidents, natural disasters and animal threats).	
6.1.7 Collection Available in the Library and Resource Centre The collection available in the library is provided in Table 6.1.7 below. Besides the collection found in the library, students can also access material online via the Library Digitisation Project (UPMiR) resources such as online databases, e-books, e-newspapers, e-journals, and online patents and standards as shown in Appendix 6.1.7.	<u>Appendix 6.1.7</u> Library Digitisation Project (UPMiR) resources (online databases, e-books, e-newspapers, e-journals, and online patents and standards)

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	TResources Supporting Academic Programmes (Number of Titles)			
Field of Specialisation	Books (include theses and project papers)	Journals (printed and online)	Audio visuals	E-Books
Agriculture	40,415	2,427		
Auxiliary Sciences of History	619	655		
Bibliography and Library	2,712	636		
Education	13,446	1,957		
Fine Arts	6,551	458		
General Works	2,070	1,565		
Geography, Anthropology, Recreation	9,082	1,857		
History and Others	6,966	2,016		
Languages and Literature	24,881	2,029		
Law	664	1,517	52,217	2,547,852
Medicine	13,356	7,780		
Military Science and Naval Science	582	436		
Music	1,163	365		
Philosophy, Psychology, Religion	12,784	1,265		
Political Science	3,114	1,416		
Science	65,312	8,891		
Social Science	64,285	18,386		
Technology	49,619	18,774		

 Table 6.1.7
 Library Collection According to Field of Specialisation

6.1.8 Number and Qualifications of Library and Resource Centre Staff Members

The UPM library has a staff of 181 members as shown in Table 6.1.8. Professional librarians are graduates with specialisation in Library Science. Library assistants and other support staff have a minimum qualification of SRP/PMR. Staff members are also provided with on-the-job skills and in-house training when the need arises.

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		Supporting Document
	Table 6.1.8 Categories of Li	brary Staff
Category of Staff	Number of Staff	Minimum Qualification
Professional Librarians	57	Bachelor in Library Science
Assistant Library Officers	8	SPM
Library Assistants	92	SPM
Assistant Registrar	1	Bachelor Degree
Other Supporting Staff	23	SRP/PMR
Total	181	

6.1.9 Resource Sharing and Access Mechanisms to Extend Capabilities

In order to accomplish its mission to provide excellent resources, services and facilities to support teaching, learning, research and consultancy activities, the main library in UPM has, over the years, built collections in a multitude of subject areas, in print, non-print (e.g. microfiche) or electronic format. Advancement in ICT has enabled the library to improve extensively its resource sharing and access mechanisms. Supported by an efficient campus computer infrastructure, the library is equipped with about 200 Internet-linked computers for users to access information locally and worldwide. The computers are located in special electronic reference rooms. Access to these computers is monitored and limited to 9 hours per session daily for each user. The number of library users using this facility is very encouraging, with a total of 371,356 sessions recorded in 2013.

Situated in the heart of the university academic complex and surrounded by a number of faculties, the main library is easily accessible to students and lecturers. This library building comprises two blocks with a total floor area of 19,007 square metres with about 2,000 seating capacity. A new extension has been built to accommodate the needs of postgraduate students. Other than the main library, branch libraries have also been operating at the Faculty of Medicine and Health Sciences, Faculty of Veterinary Medicine, Faculty of Engineering, and Faculty of Agriculture and Food Science at the Bintulu Sarawak Campus in Sarawak to serve the needs of each of these faculties.

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	Supporting Document
Major library operations are supported by VIRTUA, an integrated library system incorporating all library functions such as acquisition, cataloguing, circulation, serials and Online Public Access Catalogue (OPAC). The computerised library system, which has been in operation for the last 26 years, has further enhanced the library's capabilities, by providing fast and easy access to the library records and resources. The web-based OPAC enables access to the library catalogue from outside the university, in addition to allowing library patrons to perform renewal and reservation transactions from remote areas. The self-check and book-drop machines that are integrated with the library system provide a quick and efficient circulation service. Borrowing and renewals can be done without having to queue at the counter, and books can be returned when the library is closed. Circulation statistics recorded for	
2013 indicate that 136,848 (88%) borrowing transactions were done at the self-check machine while 34,470 (25%) items borrowed were returned at the book-drop machine.	
The whole library building is also WiFi-enabled, thus allowing users to use their own laptops at anytime they are within the library buildings. The number of users who have registered to use the WiFi service has reached 30,060. The library can accommodate an unlimited number of WiFi users. To enable registered users to access the library from outside the campus, authentication is done using a proxy server programme called EZProxy.	
Along with the continuous effort to develop and enhance its collection and resources, the library conducts user education programmes to instruct and assist users on how to effectively utilise all the information sources, services and facilities provided. The user education programmes include library orientation sessions for new students at the commencement of their studies and scheduled / requested classes covering topics like information search strategy, OPAC, and electronic / online databases. Table 6.1.9 presents statistics that show an increase in the number of such classes and students attending them for the 2009-2013 period.	
In its effort to support the teaching-learning process and research activities, the main library provides specialised services through liaison librarians who continuously assist students and staff from faculties, schools and institutes in identifying relevant information sources. The librarians will also respond to suggestions from faculties, schools and institutes, and support their information needs.	

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 Table 6.1.9 User Education Programmes (2009-2013)

Year	Number of classes conducted	Number of student participants
2009	385	10,586
2010	395	11,639
2011	385	10,020
2012	350	9,077
2013	434	10,237

6.1.10 Mechanism to Obtain Feedback from Library Users

Feedback on the library policy, services and procedures is obtained from users through U-respons, customer feedback forms, suggestion boxes, customer satisfaction surveys, and through liaison librarians.

6.1.11 Facilities for Research

In terms of physical facilities, UPM owns and manages numerous research stations as shown in Table 6.1.1 (b) (see section 6.1.1). Based on the available land area, UPM has tremendous potential to expand in its physical research facilities.

As one of the five research universities (RU) in Malaysia, UPM has a strong organisational and institutional structure to facilitate R&D. UPM has demonstrated that it is capable of nurturing top researchers. For the period 2010-2014, UPM was among the top recipients of research grants among the local universities, with a total amount of over RM 438,340,867 million supporting 3123 projects from the government and private sectors at national and international levels.

In line with the vision of UPM as an RU, and in the pursuit of excellence in research and expansion of knowledge, UPM has also allocated RM 85,403,030 million under the Research University Grant Scheme (RUGS) and Putra Grants scheme to support 1,350 projects for the 2010-2014 period. Details on the amount of research grants received annually for the period 2010-2014 is as shown in Table 6.1.11

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Grants rece	eived from public, private ar	nd international sources
Year	No of projects	Amount (RM)
2010	336	82,785,268
2011	361	101,148,224
2012	332	73,397,634
2013	459	49,653,828
2014	285	45,952,883
Sub-total	1,773	352,937,837
	Internal Grants (RUGS and	Geran Putra)
2010	153	13,596,720
2011	214	12,286,922
2012	284	21,880,768
2013	293	19,970,816
2014	406	17,667,804
Sub-total	1,350	85,403,030
Grand total	3,123	438,340,867

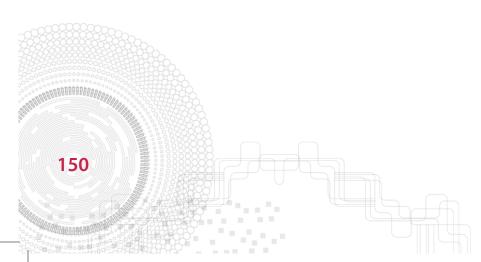


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In addition, a total amount of RM 41,278,075 has been allocated by the university for the acquisition of high-end instruments and equipment resource materials to support research for the period 2010-2014, in accordance with the four RU funding initiatives as stipulated by the MOE.	
The university offers strong academic and research support to the staff in the form of ICT facilities, management services, a good collection of reference materials, and through the formation of centres of excellence At the cost centres, proposal and manuscript writing workshops and skills enhancement workshops such as research supervision and management workshops, are organised regularly.	
To ensure that research innovations are properly developed into commercialisable products for the public to utilize, a market validation hub, known as InnoHub, is set up within Putra Science Park. The hub serves to gather information along the whole related value and distribution chain for university innovations. The usage of this information in the upscaling process will ensure that products match the market niche perfectly.	
6.1.12 Policy on Use and Infrastructure of ICT, and ICT to Support Academic Programmes	
Universiti Putra Malaysia continues its policy on the use of ICT to support academic programmes that use computer laboratories language and mass communication laboratories, wireless services online library services and online learning management systems as well as the management of student records. ICT facilities are continuously maintained and upgraded to support academic programmes. These include the provision of greater wireless access, and greater bandwidth internet access, as well as the introduction of new systems applications, such as the Putra Massive Open Online Course (PutraMOCC).	
6.1.13 List of ICT staff and their qualifications	
The total number of ICT staff members in InfoComm Development Centre (iDEC) as of 2014 is 140. From this number, 52 are systems	

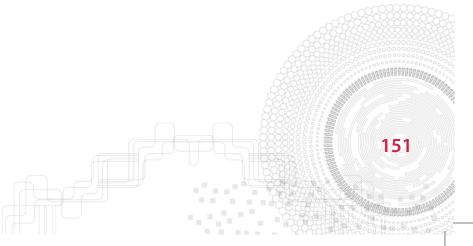
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	Supporting Document
6.1.14 Plans to Improve Facilities for Development of Teaching Practices	
Universiti Putra Malaysia has put in place plans to improve its facilities in line with developments in teaching and learning. Since 2009, the university has increased teaching space by 75,761m ² . The achieved status of Total Currently Available Space for 2015 is 389,086m ² . To enhance skills and competency in teaching, the Putra Learning Space, a specialised training space, equipped with modern facilities was established in the main library.	,
With regards to the use of ICT in teaching, the Putra Outcome-Based Evaluation (PutraOBE) system provides reports in terms of programme outcome achievement for each course offered the university. Further to this, enhancement of e-Learning will be pursued using PutraMOOC which started in January 2014 for selected courses. The PutraMOOC application is part of a 5-year development plan building upon the current Putra LMS as UPM's initiative for global open education.	
6.1.15 Procedures for Reviewing Educational Resources Universiti Putra Malaysia has formulated the UPM Strategic Plans 2011-	-
2013 and 2014-2020, which are periodically monitored and reviewed by the Corporate Planning Division, now known as the Corporate Strategy and Communication Office (CoSComm). Based on the action plan, specific KPIs are set and the achievements are monitored annually. For example, one of the objectives is to produce 450 PhD graduates annually from 2014. In achieving the objectives, UPM plans its provision of educational resources based on Economic Planning Unit guidelines for space requirements. The actual space requirement is based on student number, and specific requests for increase in space made from time to time by the cost centres. Meanwhile, review of human resources such as support staff, including technical staff, is based on academic programmes offered and the number of laboratories available at cost centres. Guidelines for this process are provided by the University Management Committee (UMC).	
6.1.16 Plans to Improve Existing Facilities	
Please refer to sections 6.1.11, 6.1.12 and 6.1.14.	

	Supporting Document
6.1.17 Opportunities for Students and Staff to Learn Current Methods to Access Information	
Students have the opportunity to learn current methods of accessing information through their respective academic programmes/courses and co-curricular activities. The Library also conducts training on library and information skills through Library Orientation Sessions and Information Literacy Classes to enable students to exploit the wide range of information resources available and to use that information effectively. Training in the use of databases/online journals by publishers/vendors are also organised from time to time. Staff members are given opportunities for academic visits during which they may be exposed to the latest methods to access information. In addition, the university subscribes to selected search engines, for example SciFinder, Scopus, and SciVal Spotlight, to assist the academic staff to access information.	
6.1.18 User-Friendliness of Facilities	
Currently, UPM provides limited amenities for those with special needs as there are very few students or staff members who require such facilities. These amenities are special toilets, parking spaces, and ramps. However, facilities are provided as the need arises. Colleges that are accessible to students with special needs are College 10 and College 11.	



	Supporting Document
6.2 Research and Development	
6.2.1 Policy and Planning in RDC&E	
As a Research University, UPM places strong emphasis and great value on research, development, commercialisation, and entrepreneurship (RDC&E). The Deputy Vice-Chancellor for Research and Innovation (TNCPI), appointed by the university, assumes the responsibility of planning, managing and implementing activities towards achieving the RDC&E goals of the university. The mission of the TNCPI's office is to ensure that UPM maintains its Research University status by planning its RDC&E actitivies as outlined in the UPM Strategic Plan 2014-2020. The TNCPI's office strategises and leads the university in identifying research areas and vying for research funds from public funding bodies or agencies such as MOSTI, MOE, and MOA, the private sector, and international agencies. In addition, the TNCPI's office also evaluates the research needs in terms of infrastructure, and equipments. The funds for these needs are provided for under the University Development Fund.	

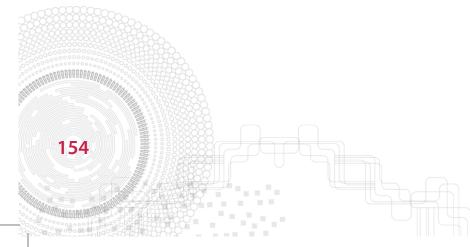


	Supporting Document
6.2.2 Major Research Interests and Facilities	
The major research interests of UPM comprise several focus areas which are reflected in 11 clusters as follows:	
1. Agriculture and Food	
2. Applied Sciences and Engineering	
3. Biosystems and Biotechnology	
4. Business, Economics and Governance	
5. Environment and Energy	
6. Forestry and Biodiversity	
7. Humanities and Nation Building	
8. Halal Science and Management	
9. Health and Well-being	
10. Mathematical Sciences, Information and Communication Technology	
11. Materials Science and Technology	
Details of the clusters are available at: <u>http://www.rmc.upm.edu.my/</u> <u>klusterupm#klusterupm.</u>	
Research in these areas is strongly supported by a range of facilities that include modern laboratories, housed within 16 faculties, 10 research institutes and 20 research centres of excellence (RCoEs). See Appendix 6.2.2 for the list of RCoEs.	<u>Appendix 6.2.2</u> List of Research Centres of Excellence

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	Supporting Document
6.2.3 Ethics and Policy on Misconduct in Research	
There are two mechanisms for the dissemination of information regarding ethics in research for staff and graduate students. First, matters pertaining to research ethics are discussed during induction courses for new academic staff. Second, guidelines in conducting research are disseminated to academic staff and graduate students through a published document on UPM Research Policy.	
Three ethics committees have been established to oversee the conduct of research: the Research Ethics Committee on Animals (JKEUPM), the Research Ethics Committee on Care and Use of Animals, and the Biosafety Committee. All researchers conducting research involving animals, human subjects and genetically modified organisms must obtain prior approval from the respective ethics committees. All proposals have to be vetted by the relevant ethics committee before they can be executed.	
Matters on general ethics in postgraduate education are made known to students through the <i>Putra Sarjana</i> programme which offers non- academic programmes that are available to postgraduate students throughout the year.	
The university specifies its policy on scientific misconduct in research (e.g., deception, fabrication of results, plagiarism, and conduct outside the norm of scientific behaviour) in its Research Policy (Part C, page 12), which acts as a reference for academic staff and graduate students. The Bahasa Melayu and English versions of this policy are available online in a pdf format at these websites: http://www.rmc.upm.edu.my/dokumen/PTPPY1_kaedahupmbi.pdf.	
To address cases of violation of research ethics and scholarly intergrity among staff members, an investigation committee is appointed by the Vice Chancellor, on a case by case basis, to probe and make recommendations on the next course of action. Meanwhile, TNC (HEPA), precides over a committee that addresses similar cases among students.	
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	Supporting Document
6.2.4 Administrative Entity for Protecting Integrity of Research Processes	
The Deputy Vice Chancellor (Research and Innovation) safeguards the integrity of the research processes. The university has been certified with MS ISO 9001:2008 for Research Management and University Commercialisation, and this certification covers all faculties and institutes. Every faculty and institute has a Deputy Dean/Director in charge of research and innovation who, together with the RMC and UPM Ethics Committee, manages and monitors the operational aspects of research.	
6.2.5 Facilities and Budget Allocation for Research	
The university provides the necessary research facilities at the faculties, reseach institutes and research centres of excellence. These facilities comprise research space (including laboratories, nurseries and farms, green house and workshops), high-end equipments and skilled technical staff.	
Research activities are supported using the RU funds it receives from MOE. Since 2010, UPM has received a cumulative amount of RU funds totalling RM 796,528,499 to support its RDC&E ecosystem and actitivies. The funds were given on an annual basis and were allocated to four main initiatives to support research:	
i. Research Prominence and Nobel Endeavour	
ii. Human Capital Development	
iii. Research Ecosystem	
iv. Innovation and Value Creation.	
Details of the individual initiatives and expenditure for the period 2010-2014 are shown in Table 6.2.5	



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					Supporting Docun	nent		
Table 6.2.5 Expenditure of RU Funds for Four Initiatives (2010-2014)								
EXPENDITURE								
NO.	INITIATIVE	2010	2011	2012	2013	2014		
		(RM)	(RM)	(RM)	(RM)	(RM)		
1	Research Prominence & Nobel Endeavour	25,312,500.00	30,327,105.00	41,280,000.00	42,550,000.00	46,450,000.00		
2	Human Capital Development	18,100,000.00	23,460,000.00	19,550,000.00	29,350,000.00	19,000,000.00		
3	Research Ecosystem	15,500,000.00	23,128,894.00	16,370,000.00	0 22,050,000.00	16,600,000.00		
4	Innovation and Value Creation	3,587,500.00	3,084,000.00	2,800,000.00	6,050,000.00	2,950,000.00		
TOTAL		121,412,500.00	156,915,999.00	157,200,000.0	00 193,950,000.00	167,050,000.00		
		î.		n)	·		
6.2.6	Major Research Activ	ity and Academ	ic Staff Involve	ment				

In the last five years, UPM researchers have succeeded in securing funds for several major projects (RM1 million and above) covering various areas of research. Appendix 6.2.6 lists the major projects and the principal investigator for each of them.



	Supporting Document
6.2.7 Strategies for Fostering Interaction between Research and	
Educational Activities	
Universiti Putra Malaysia encourages its academic staff to engage	
in research projects and incorporate their research findings in undergraduate and postgraduate teaching and learning. At present,	
64.5% of its staff members (based on 2014 staff figures) are principal	
investigators in various research projects. Most of the undergraduate	
programmes require students to conduct a research project and produce a report/thesis. Lecturers' active involvement in the	
supervision of research projects fosters close interaction between	
research and educational activities. Seminars, workshops, colloquia,	
research exhibition (PRPI) serve as platforms for lecturers and students to disseminate their joint research findings and promote intellectual	
discourses. The university also organises public lectures, including	
those given by Nobel Laureates, as a platform to disseminate latest	
development in research. In addition to that, numerous local and foreign experts from universities, research institutions and industries	
have been invited to deliver talks on specific research topics.	
Establishment of Edu-Park is a recent initiative to foster interaction	
between research, innovations and education. The programme began	
in January 2013 as a package of experiential learning that is targeted	
for both UPM campus community and public visitors. Among the attractions are Serdang gallery that showcasing the agricultural	
landscape and thematic exhibitions, Putra Dairy Farm and Ladang 16	
showcasing related technology on cattle and deer and Conservatory	
Park.	



	Supporting Document
6.2.8 Mechanism for Incorporating Research in Curriculum and Teaching	
To ensure that research activities are reflected in the curriculum and teaching, most undergraduate programmes require final year undergraduate students to undertake a research project in which students carry out over one to two semesters. This is a means of providing training in research and inculcating in students a culture of research. In addition, 78% of the current postgraduate students are enrolled in programmes with thesis. These students are key players of RDC&E activities in the university. Research findings are incorporated into the curriculum of some programmes via courses on special topics. Post graduate programmes without thesis may also include a research project as requirement for graduation.	
The Research in Teaching and Learning Incentive Programme (GIPP) began in 2012 with a budget of RM200,000 and which was increased to RM300,000 in 2013. During the course of the programme, 47 academic staff received GIPP awards with an allocation ranging from RM7,000 to RM20,000.	
The GIPP allocation initiative will indirectly inculcate a culture of innovation in teaching and learning among the academic staff of UPM. Through this programme, not only is the development of innovation in teaching and learning expected to increase, but a substantial contribution will be made to the Main KPIs for UPM as a Research University. Additionally, the number of publication of the staff will also increase through research conduct under the GIPP programme.	

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	Supporting Document
6.2.9 Initiatives for Engaging Students in Research	
As a Research University, UPM has implemented various initiatives to ensure that academic staff and students engage in R&D. The university has several schemes to attract and retain postgraduate students, including the Graduate Research Fellowship (GRF), Graduate Research Assistant (GRA) grant and Research Assistant (RA) grant where the grant recipients work closely with their supervisors. A special research grant scheme for students known as the Geran Putra - Initiatif Pelajar Siswazah (GP-IPS), launched in 2014, provides financial support to academic staff for their students' research.	
Further information concerning grants can be obtained from the following web site.	
http://www.rmc.upm.edu.my/dokumen/PTPPY1_GP_Geran_UPM_ pindaan 2014_(17_Julai_2014).pdf	
6.2.10 Link between Research, Development and Commercialisation	
Universiti Putra Malaysia actively facilitates commercialisation of researchers' output. The RDC&E activities of the university are handled by the Deputy Vice Chancellor's Office (Research and Innovation) through the Research Management Centre (RMC) and Putra Science Park (PSP), and UPM Holdings. To pave the way towards commercialization of their research findings, UPM researchers are encouraged to protect the novelty of their findings by filing for patents and other modes of intellectual property protection. Further to this, researchers are encouraged to solicit collaboration with industrial partners to upscale their technologies through the procurement of commercialization funds such as Technofund, CRDF fund, PRGS fund and Biotech Corporation seed fund, as well as industrial funding. To further support commercialisation efforts, the universiti provides its	<u>Appendix 6.2.10.</u> Flow from Research Development t Commercialization

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	Supporting Document
6.2.11 Research, Development, Commercialisation and Entrepreurship Achievements (2010-2014)	
Universiti Putra Malaysia has succeeded in obtaining research grants amounting to RM 438,340,867 from public, private and international sources which have funded 3,123 projects (see Table 6.1.11). These research projects have resulted in a tremendous increase in the university's number of citation index publications and impact factor as shown in Figures 5.2.15(c) and 5.2.15(d).	
In terms of intellectual property, there are currently138 patents granted and 476 patent applications pending approval both nationally and internationally. The university has commercialized 47 technologies between 2010 and 2014. Vaccines and fertilizers are the main contributors to income generation. Table 6.2.11 below summarises the number of patents and commercialised products from 2010 to 2014.	

Table 6.2.11 Number of Patents and Commercialised Products (2010-2014)

Year	Patents Granted		Patents Pending		Commercialised
International National		National	International	National	Products
2010	4	12	31	85	4
2011	11	15	47	70	4
2012	19	18	26	64	20
2013	17	21	31	61	11
2014	12	9	34	27	8
Total	63	75	169	307	47

6.2.12 Research Review Process for Enhancement

There are two committees that have been set up by the Office of the Deputy Vice-Chancellor (Research & Innovation) to review and enhance the research process. These are the Research Committee that oversees policy matters, and the Research Working Committee to handle operational matters. Each faculty and research institute has a Research Committee which sets directions for research and manages research activities. Steps to enhance research capabilities have been explained in section 6.1.11.

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	Supporting Document
6.2.13 Incentives for Academic Staff to Engage in Publications	
To incentivise academic staff to engage in publishing activities, UPM has made it as one of the mandatory requirements for promotion. Monetory incentives are also given to researchers who publish in Impact Factor (IF) journals that are listed in the Journal Citation Report [®] ISI Web Of Knowledge according to the criteria shown in Table 6.2.13.	

Table 6.2.13 Publication KPI for UPM Academic Staff

Category	No. of Article(s)	Impact Factor
Lecturer/Senior Lecturer	1 article per year	0.5
Associate Professor	2 articles per year	1.0
Professor	3 articles per year	1.5

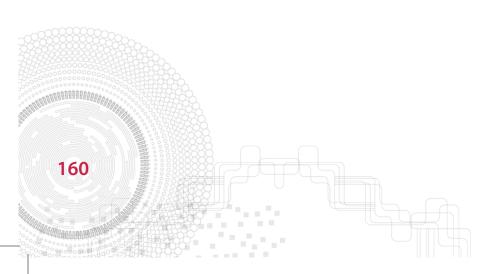
6.2.14 Major Publications

Since 2010, UPM academic staffs have published a total of 13,847 scientific articles in citation-indexed journals. The impact factor is one of the criteria that are used to evaluate the quality of the journals. The cummulative impact factor for the last five years is 10,055.08, and the impact factor for each year is shown in Table 6.2.14.

 Table 6.2.14 UPM Cumulative Impact Factor of Scientific Publications 2010 – 2014

Year	2010	2011	2012	2013	2014
Impact factor	1165.85	2267.33	2591.73	2670.15	1360.01

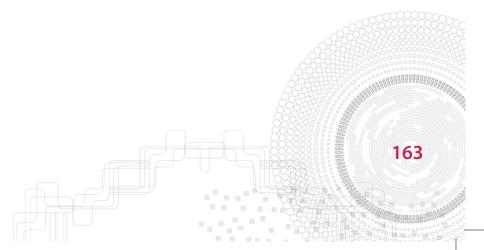
Note: data 2014 as of September 2014



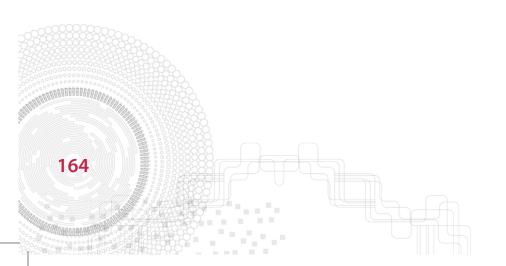
	Supporting Document
6.3 EDUCATIONAL EXPERTISE	
6.3.1 Policy and Practice in Planning Educational Programmes and Developing New Teaching and Assessment Methods	
To ensure that educational expertise is appropriate in formulating and planning the curriculum or programmes and in developing new teaching and assessment methods, the staff recruitment, the staff recruitment policy of UPM is based on the core areas of the curriculum. Assignment of postgraduate students to supervisors is approved by the University Graduate Studies / formulation Committee based on field of study and expertise.	
Academic staff members have to attend courses on the planning of educational programmes and development of new teaching and assessment methods conducted by the Centre for Academic Development (CADe). The staff members are updated on current teaching and learning methodologies through Continuous Professional Development (CPD) courses. Courses are categorized into the following areas:	
Teaching and Supervision	
E-learning Approaches	
Publications and Research	
Leadership Development, Talent and Academic Professionalism	
Professional Services	
Among the courses under the Teaching and Supervision category are:	
Learning Outcomes and Soft Skills Initiatives	
Assessment and Monitoring Learning Outcomes	
Learning Styles and Teaching Strategies	
Student-Centred Learning Approaches	
Graduate Supervision Workshop	
Development of Teaching Portfolios	
Scholarship of Teaching and Learning (SoTL)	

	Supporting Document
In addition, it is compulsory for new academic staff to attend the Basic Teaching and Learning Course. The 6 day course will introduce the new academic staff to:	
Concept of Teaching and Learning	
Student-Centred Learning (SCL) Approaches	
e-Learning	
Learning Outcome Development and Assessment	
Supervision	
The university encourages its academic staff to implement SCL to enhance students' critical thinking and problem-solving abilities, communication skills, leadership qualities and team work. To implement the SCL environment, attention is given to the following aspects of learning:	
 the goal of student activities 	
the role of the lecturer	
 students' motivational orientation 	
assessment	
student interaction.	
The university engages experts in relevant disciplines to sit in various committees at the faculty and university levels in order to ensure that the planning of educational programmes and the development of new teaching and assessment methods are appropriate. For example, the university is implementing SCL which was proposed by CADe after careful discussion with experts in the field. To ensure the effectiveness of teaching and learning, CADe has also published reference materials to be used by the academic staff as a guide in developing and performing their teaching responsibilities. The following are some materials published by CADe in supporting the development of teaching and learning at UPM.	
Booklet on Student-Centred Learning	
Supervising Graduate Research	
 Assessment of Learning Outcome: The Guidebook 	

	Supporting Document
6.3.2 Access to Educational Expertise for Staff Development and Research	
The university has access to internal and external educational expertise through staff exchange, joint supervision, as well as through the appointment of experts, including alumni, as external programme assessors, external examiners, research fellows, visiting and adjunct professors, and contract lecturers. Apart from teaching, academic staff may also be involved in research collaboration. The university also encourages its academic staff to undertake sabbatical leave, academic visits, industrial attachments, and to participate in international and national conferences, seminars, workshops and forums related to their fields of expertise and interest.	
Joint postgraduate supervision is carried out through the Jointly Awarded PhD degree programme with University of Sheffield, UK, and split programmes with University of Melbourne, Australia and Imperial College, UK. Joint supervision may also be executed through collaboration between UPM lecturers and individuals at other local and international universities.	
Opportunities are also given for support staff development via training courses (mandatory 7 days per year and increased duration if necessary based on needs).	



		Supporting Document		
Exa	Examples of programmes focused on staff development are:			
1.	Administrator Global Outreach Programme (AGOP) which is a joint international learning programme conducted every two years beginning from 2012 with the main objective of benchmarking new policies to be implemented in Malaysian universities.			
2.	UPM Talent Outreach Programme (UPMTOP) which is a project based international learning programme organized annually by the Registrar's Office. The programme assesses and approves proposals from groups on learning related projects which are then to be implemented by the groups upon completion of the learning programme/visit.			
3.	UPM Talent Appreciation & Culture Transformation (UPMTACT) programme is an international visit programme with the aim of exposing and transforming the work culture and mind-set of staff and to promote exchange programme with international universities through Memoranda of Understanding. This programme is intended as a talent retaining strategy by rewarding excellent staff with opportunities to develop themselves through experience gained from international exposure.			
4.	A continuous bridging programme is conducted for the career advancement of Laboratory Assistant. After having completed this programme, 76 Laboratory Assistants have been promoted to the post of Assistant Science Officer, from grade C17 to grade C27.			



	Supporting Document
.4 EDUCATIONAL EXCHANGES	
4.1 Collaboration and Cooperation with Other Providers	
Universiti Putra Malaysia provides the opportunity for studer experience educational exchange with local and foreign H Education Institutions. In this regard, UPM is actively involv educational exchange programmes such as the following: a. ASEAN International Mobility Students (AIMS) program formally known as M-I-T, aims to create a vibrant stu mobility programme for citizens of all SEAMEO mer countries. It emerged from the Malaysia-Indonesia-Tha (M-I-T) Student Mobility Pilot Project which was initiate 2009 as a collaboration between the governments of three countries and SEAMEO RIHED. This programme is a collaboration between the governments of seven cour which are Malaysia, Indonesia, Thailand, Vietnam, Philipp Japan and Brunei. By 2015, it has been agreed that a ambitious short-term goal among AIMS member cour at least 500 students will be mobilized across the region, expanding disciplines as well as membership. Universiti Malaysia offers three types of programme sunder AIMS v are the Exchange Student Programme with credit transf semester), the Industrial Training and Final Year Project i field of Agriculture, Food Science and Technology, Hospi and Tourism, International Business, and the Language Culture exchange programme.	ligher ved in mme, udent ember ailand ted in of the s now intries pines, as an ntries, , with Putra which ofer (1 in the itality e and
b. ASEAN University Network (AUN) of which UPM has been member since August 2010. This network is a combody organization of all the ASEAN universities that was propose a means to promote the research and education program student and academic staff exchange and administric collaboration between ASEAN universities. Universiti Malaysia offers five types of programmes under AUN v are the Exchange Student Programme with credit transs semester), the Intercultural Student Programme (Acader Culture), Asia Forum, Seminar, Dialogue & Policy, Meeting Conferences, and the AUN-University's Social Responsi and Sustainability programme.	bined sed as nmes, ration Putra which sfer (1 emic & gs and

		Supporting Document
C.	Mevlana Exchange Programme which aims to foster exchange of students and academic staff between Turkish higher education institutions and higher education institutions of other countries. Under this programme, students may study abroad for one to two semesters and academic staff may lecture abroad from one week to three weeks. Accordingly, students and academic staff from any country may benefit from this programme being hosted by Turkish higher education institutions in order to study or lecture in Turkey.	
d.	Erasmus Mundus Programme is a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third World Countries. In addition, it contributes to the development of human resources and the international cooperation capacity of higher education institutions in Third Countries (TC) by increasing mobility between the European Union (EU) and these countries. Universiti Putra Malaysia has been involved in several projects under Erasmus Mundus as follows:	
	i. MOVER is a mobility project funded by the European Commission under the Erasmus Mundus Programme, Action 2 to contribute to the Third Countries' challenges, as posed in their national plans of development, by upgrading the students and the staff academic level (particularly at postgraduate level) and to promote the design of joint degrees between the EU and the TC partners while encouraging the emergence of new ones in the TC institutions. The EU grants are available to undergraduates (bachelor), graduates (master) and doctoral students, but also postdoctoral researchers and academic staff members.	



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		Supporting Document
ii.	A centre of excellence for learning, innovation, networking and knowledge (cLINK) aims to foster partnerships of emerging Asian countries (Bangladesh, Bhutan, Nepal, Pakistan, China, India, Malaysia and Thailand) with the EU countries (Germany, Romania, Hungary, France and UK) and reinforces the existing collaborations developed through the EAST-WEST Asia Link project, eLINK and eTourism. The key objective of the cLINK consortium is to enhance the capacity for international cooperation between universities in the Asian and EU countries by facilitating transfer of people, know-how, culture and best practice in training the next generation of researchers and academic staff.	
iii.	European Academic Mobility Network with Asia (Eurasia 2) is a mobility programme for student and academic staff funded by the EU. The aims of this programme are to promote the European higher education system to the whole world as written under the Bologna Declaration, to strengthen the current relationship between the European and Asian universities by increasing the exchange student and academic staff activities with the partner universities, and to enhance the EU and other Asian countries education and research in the field of natural resource and environmental management.	
iv.	MyEulink is a project assigned to promote greater awareness of the EU and its key policies amongst the Malaysian academic, government, media and private sector circles. The project also encourages "peer-to-peer" cooperation and policy dialogue in higher education between Malaysian and European partner higher education institutions. This project is funded by the European Union between University of Nottingham Malaysian Campus and UPM. The project ended in December 2013.	

			Supporting Document
	V.	Knowledge Management Technology transfer and Education programme (GATE) is a mobility programme for student and academic staff funded by the European Union. The aims of this programme are to enhance the academic study accreditation carried out abroad, to improve the mastery of language diversity through learning in European, Asian and Mediterranean countries, as well as to help unfortunate students such as refugees, minority, disabled, poor and the indigenous society.	
	vi.	Man Health Environment Biodiversity in Asia (MAHEVA) is a project to build the individual curriculum by knowledge transfer in an international mobility programme. In Malaysia, UPM specifically and especially Faculty of Agriculture has been nominated as the secretariat for this project. In general, the project consists of 120 students and staff from Asia to Europe.	
	vii	FUSION-DC is a three-year Joint Doctoral Programme in nuclear fusion science and engineering offered by a consortium of 26 European partner institutions from nine EU countries (eight full partners and 18 associated), the ITER Organization and 14 associated partners from China, Japan, Russia, Ukraine and the USA. This programme provides a sustainable, integrated and coordinated education at the doctoral level in the framework of a worldwide network of excellence in magnetic confinement fusion (MCF).	
2.	experie course course Equiva credits Univer	Ints are also given the opportunity to enrich their academic ence through student mobility programmes, to attend is at selected higher education institutions overseas. These is must have been approved by the Committee for Academic lence (<i>Jawatankuasa Kesetaraan</i>). Students are given transfer is that are relevant to the requirements of their programme. siti Putra Malaysia also hosts students from international reducation institutions.	
3.		urces that are required for the above activities are made ble by parties involved.	

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	Supporting Document
6.4.2 Dissemination of Opportunities for Educational Exchange Dissemination of the information on opportunities and availability of funds for student participation in education exchange programmes is circulated to cost centres by the Mobility Unit, International Division, also known as Putra International. The Office of the Vice Chancellor disseminates any information on opportunities for participation in educational exchange programmes to staff members.	
6.4.3 Benefits of Educational Exchanges The benefits of educational exchanges can be both tangible and intangible. The tangible benefits are facilitation of research collaborations, use of labs, joint publications, joint supervisions, staff and student exchange and access to the expertise of external examiners/assessors.	
Student exchange offers broad-based benefits such as acceptance and understanding of cultural and community perspectives, language acquisition, awareness and adoption of multi-faceted approaches to learning, analytical and problem-solving skills and enhanced interest in global issues and broader general knowledge. In addition, students will improve on their soft skills, confidence and self-esteem.	



		Supporting Document
	4.4 Future Plans to Strengthen International Collaboration tivities	
a.	To strengthen international collaborative activities, UPM has developed the following programmes for academic collaboration as illustrated below:	
	UPM-International Collaborative Program (ICP) is a collaboration programme between UPM and foreign international universities to jointly offer postgraduate level programmes. Two types of programmes are being currently offered: the <i>Dual Degree</i> and <i>Joint Degree</i> programmes. Under the Dual Degree programme, students who complete their studies are conferred two graduation certificates – one from UPM and the other from the partner foreign university. For the Joint Degree, students who complete the degree will receive one certificate containing the logos of both universities. The ICP was first offered at UPM beginning from the signing of a Memorandum of Agreement with the University of Sheffield on 26 March 2009 to offer a <i>Joint PhD Degree Programme</i> . Students who register for this programme will have the opportunity to pursue their PhD programme in both universities. Presently, UPM has signed agreements with nine other universities to offer the ICPs. Details of dual degree programmes are provided in Appendix 6.4.4	<u>Appendix 6.4.4</u> Dual Degree Programmes
	Besides the UPM-ICP programme, UPM is also in the process of increase the <i>Accelerated Bachelor-Master Degree</i> (ABMD) programme which is offered with the undergraduate degree++ programme. Examples are Beijing Forestry University (FH) (Senate 9 Oct) and Plymouth University (FRSB).	
b.	The university plans to strengthen international research collaboration by disseminating more information of research activities and making the profiles of academic staff members on its website more visible to the public, research attachments in international research labs and companies, sabbatical, networking visits, and collaborative research activities.	
C.	In terms of human resource, more collaborative efforts related to talent development are expected to be made with reputable universities around the world with the introduction of outbound programmes such as AGOP, UPMTOP and UPMTACT.	

	Supporting Document
6.4.5 Benefits of the Policy on Exchanges with International Institutions	
The university's comprehensive policy on exchanges with international institutions benefits the institution by increasing the number of international collaborators. Consequently, international presence and visibility of the university will enhance recognition of the university. Details concerning the benefits are presented in Section 6.4.3.	
6.4.6 Facilities and Financial Allocation to Support Educational Exchanges	
To support education exchanges, UPM has an established the International Division to provide the following services:	
 Extending assistance to international students and expatriates by providing non-academic services to help them adjust to campus life 	
• Serving as the focal centre for information and services to all current and future international students and parties interested in collaborating with UPM or acquiring information about UPM	
 Coordinating inbound and outbound student mobility programmes 	
Acting as the centre for relations building and international networking	
 Providing a 'close to home' environment for international students. 	
Meanwhile, the Students Affairs Division of the university as well as the individual faculties, centres and academies that host international students also play an important role in contributing to the students' learning experience.	
UPM provide funds for academic exchange programmes such as the following:	

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etc. The financial all international conf obtained from the chaired by the International). Th	ending International Conferences/Seminars locations for academic staff attending erences, seminars or similar activities are University management budget committee Deputy Vice Chancellor (Academic and ne Conference and Workshop Committee ications and the Academic Division acts as	
postdoctoral positi The financial alloca from the Ministry budget committee (Academic and Jawatankuasa Cuti	ations for the above activities are obtained of Education and University management e chaired by the Deputy Vice Chancellor International), upon approval by the Belajar dan Biasiswa.JKBCB	
Jniversiti Putra Malaysia programmes such as the fo	also provides funds for student exchange ollowing:	
obtained from the chaired by the International), the special committee	ocations for international exchanges are University Management Budget Commttee Deputy Vice Chancellor (Academic and MOE and other sponsoring agencies. A e, the Mobility Committee manages the he secretariat for the programme is Putra	
available through	nships ce for international internships is made the Office of the Deputy Vice Chancellor nal Division and the Deputy Vice Chancellor	

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	Supporting Document
6.5 FINANCIAL ALLOCATION	
6.5.1 Financial Standing to Support Academic, Research and Service Missions	
The university has several financial sources. These sources of funds are managed and monitored to ensure that financial resources to support core academic, research and service activities of the university are sufficient. Table 6.5.1 presents the consolidated income and expenditure of UPM which reflects its healthy financial standing for the period 2009-2014 except for 2010.	

2009	2010	2011	2012	2013	2014		
	(RM million)						
694	625	713	729	745	601		
245	233	220	265	262	159		
938	858	934	994	1007	760		
859	878	895	921	988	625		
79	(19)	39	73	20	136		
	694 245 938 859	694 625 245 233 938 858 859 878	694 625 713 245 233 220 938 858 934 859 878 895	Image: Key Stress Key Stres K	KRK million) 694 625 713 729 745 245 233 220 265 262 938 858 934 994 1007 859 878 895 921 988		

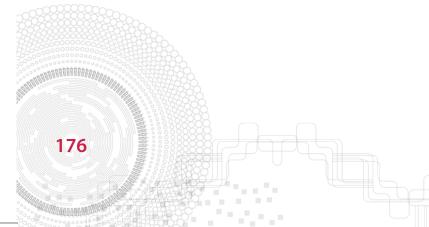


	Supporting Document
6.5.2 Sufficiency of Financial Allocation	
The basis of allocation is done according to actual needs for which 60% is used to pay for emolument.	
The university uses the Outcomes Based Budget (OBB) method in tandem with the Modified Budgeting System (MBS) method. The OBB method emphasises core needs of the clients as well as appropriate outcomes that are measured by KPIs.	
These methods of implementing the budget are used as a tool for the top management to assess their managerial performance to achieve higher levels of excellence. This process involves the whole cycle of management from strategic planning through performance, expenditure control and monitoring of programme evaluation.	
The university disburses the allocations to each cost centre based on approved budget proposals submitted by the cost centre. The budget encompasses allocation placed under the control of the cost centre and under central control. Allocation that is placed under the control of the cost centre involves operation allocation for the cost centre such as travel, maintenance, supplies and services. Allocations related to emolument, medicine, utilities, and study leave are categorized as being under central control.	
The budget provided to the university is sufficient to effectively carry out the university's core functions. However, if the university intends to undertake expansion or new programmes, it has to submit a proposal for more funds.	



6.5.3 Responsibilities and Line of Au	ithority in Budge	ting and	Supporting Document
Resource Allocation	litionity in Budge		
The heads of cost centres sign a Program) which stipulates the annu principle of "Let managers manage", management devolves its authority to with the stipulated rules and regulati	al operating cos through the agr othe managers, w	ts. Based on the eement, the top /ho must comply	
The <i>Perjanjian Program</i> must be prese budget application to the central a between the cost centre and the agreement in the distribution of alloc	gency. The Perfo university is u	orma Agreement	
As a cautionary step, any addition to permissible except with the approval Expenditure Performance Report is expenditure and must be submitted o	of the university used to monitor	authorities. The the university's	
	Upper Level o	f Management	
(Jawatankuasa Pengurusan Univ	ersiti, Jawatankuasa	r Tetap Kewangan dai	n Lembaga Pengarah Universiti)
Authority delegated through Perjanjian Program	ļ	1	Authority delegated through Laporan Pengecualian
	Lower Level o	f Management	
	(Pusat Tang	(gungjawab)	
Figure 6.5.3 Empowe	erment and Accour	ntability between Le	evels of Management

	Supporting Document
6.5.4 Policy for Payment and Refund of Tuition Fess and Financial Aid	
6.5.4.1 Tuition Fees and Oher Payments	
All students are required to pay tuition fee and any other fee as stipulated from time to time by the university. All fees shall be paid upon registration. The amount of fees is subject to change from time to time by the university without prior notice and shall be applicable to new students only. For a jointly awarded degree/dual degree, students pay fees at the host university as agreed in the MoA between the two institutions. These rules are outlined in the Universiti Putra Malaysia Rules (Academic) 2003 for undergraduate students and Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) for the postgraduate students.	
6.5.4.2 Fee Refunds	
Students who leave UPM, either through withdrawal or termination of candidature by the university after the second week of the semester, will be liable to pay fees for the entire semester. However, if the date of withdrawal or termination is within the first two weeks of a semester, only the tuition fees will be refunded to the student. These rules are outlined in the Universiti Putra Malaysia Rules (Academic) 2003 for undergraduate students and Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) for the postgraduate students.	



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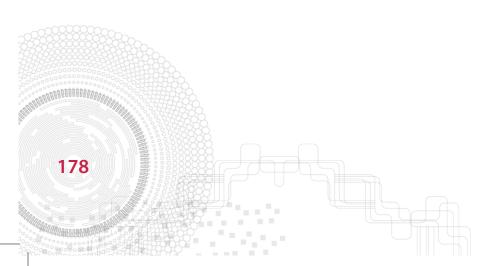
for Institutional Maintenance Audit of Self-Accreditation Status

	Supporting Document
6.5.5 Sources of Financial Aid and Number of Sponsored Students	
Table 6.5.5 presents information on the sources of financial aid and the number of undergraduate and post graduate students who have such from 2010 till 2014. From the enrolment in 2014-2015, about 63% (11,342) of the undergraduates and 42% (5,148) of the post graduates received financial assistance in the forms of loans, scholarships and grants. The main source of funding for undergraduate students is <i>Perbadanan Tabung Pendidikan Tinggi Nasional (PTPTN</i>) and for post graduate students, the MOE. Table 6.5.5 presents the number the sources of financial aid and the number of students receiving them for the period 2010-2014.	

Table 6.5.5 Number the Sources of Financial Aid and the Number of Students Receiving them for theperiod 2010-2014

Source of Funds	Nu	mber of U	ndergradu	uate stud	ents	Ν	lumber of	Post grad	uate stud	ents
Source of Fullus	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
PTPTN	6803	6719	7109	6711	4644	NA	NA	NA	NA	NA
Ministry of Youth and Sports	NA	18	16	10	7	NA	NA	NA	NA	NA
Public Service Department	2162	2040	2186	2165	1714	187	197	267	239	231
State Foundations	146	227	230	213	151	5	21	17	6	4
State Government revolving fund	55	76	136	21	27	NA	NA	NA	NA	NA
MOE	606	625	930	681	857	1504	2169	2332	1649	1254
HEI	2	2	1	NA	NA	79	63	86	32	25
Graduate Research Fellowship	NA	NA	NA	NA	NA	612	464	669	390	307
Graduate Resarch Assistantship	NA	NA	NA	NA	NA	114	63	36	49	38
Post Graduate Degree	NA	NA	NA	NA	NA	6	3	0	0	0
Special Graduate Researh Allowance (SGRA)	NA	NA	NA	NA	NA	4	25	45	120	407
Others	1110	223	189	192	203	889	784	764	763	489

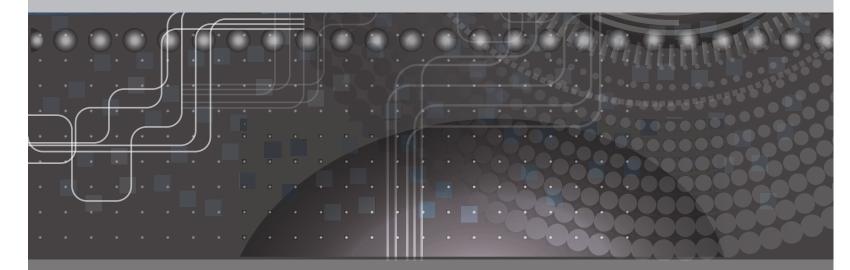
	Supporting Document
6.5.6 Autonomy to Allocate and Utilise Resources	
Universiti Putra Malaysia allocates resources based on the approval of the university's budget by the top management in accordance with the circular issued by the Treasury. The Cost Centres (<i>PTJ</i>) utilise the resources according to Performa Agreement. It consists of three main elements of the budget which are input (resources), output (efficiency) and impact (effectiveness).	
The head of the cost centre must plan the teaching and research activities of the cost centre according to the approved allocation that is placed under the control of the cost centre. The head of the cost centre is given the authority to submit a virement in using the approved allocation.	

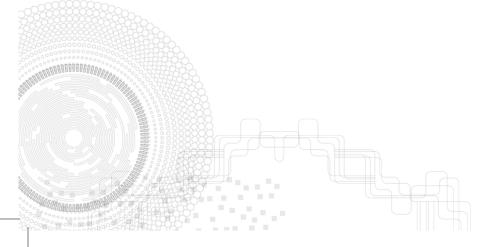






7. PROGRAMME MONITORING AND REVIEW





AREA 7: PROGRAMME MONITORING AND REVIEW

	Supporting Document
7.1 MECHANISMS FOR PROGRAMME MONITORING AND REVIEW	
7.1.1 Processes, Procedures and Mechanisms for Monitoring and Reviewing a Curriculum	
The monitoring and review processes, procedures and mechanisms are part of the Quality Management System (QMS) in practice at the university (<i>Prosedur Pembentukan Program Baharu dan Penstrukturan</i> / <i>Semakan Semula Program Pra-siswazah (UPM/PU/PS/P001)</i> . The QMS additionally employs the essential input provided by various parties that include the following:	
 External assessors - Universiti Putra Malaysia appoints established professors who are experts in specific fields of study. They are appointed for a period of three years and are invited for scheduled visits to UPM. Among their responsibilities is the assessment of programmes which includes evaluation of curriculum, academic staff, students, examination questions and answers, infrastructure, facilities, and related support systems. Their reports are discussed at faculty level for appropriate action to be taken before being submitted to the Vice Chancellor and presented to the Senate. 	
 Academic Programme Committee - Each programme is required to have its own Academic Programme Committee comprising industry captains and key personnel in private and public organisations who are able to provide input for the improvement of the programme. 	
 Professional bodies - To fulfil professional requirements, programmes are reviewed and continuously monitored by accreditation bodies. Accreditation is based on fulfilment of criteria such as quality and quantity of academic staff; adequacy of infrastructure, financial resources and equipment, students' entry requirements and the relevancy of the curricula. Table 7.1.1 provides information related to the accreditation of various programmes 	

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Supporting Document

Field of Studies Accreditation Bodies		Years of First Accreditation	Assessment frequency	
Bachelor of Engineering	Engineering Accreditation Council Malaysia	1980	Every 5 years	
Veterinary Medicine	Malaysian Veterinary Council	1978	At the discretion of MVC	
Bachelor of Landscape Architecture	Institute of Landscape Architects Malaysia (ILAM)	1996	At the discretion of ILAM	
Bachelor of Design (Architecture)	Council of Architectural Education Malaysia	2006	Every 5 years	
Master of Landscape Architecture	Institute of Landscape Architects Malaysia (ILAM)	2001	At the discretion of ILAM	
Nursing	Malaysian Nursing Board	2006	Every 4 years	
Medicine	Malaysian Medical Council	2005	Every 5 years	
Accountancy	Malaysian Institute of Accountants (MIA)	1989	At the discretion of MIA	
Counselling	Counsellor Board of Malaysia (CBM)	1998	At the discretion of CBM	

 Table 7.1.1 Programmes with Accreditation and their Assessment Frequency

Programme performance and outcome data are monitored by UPM through the following means:

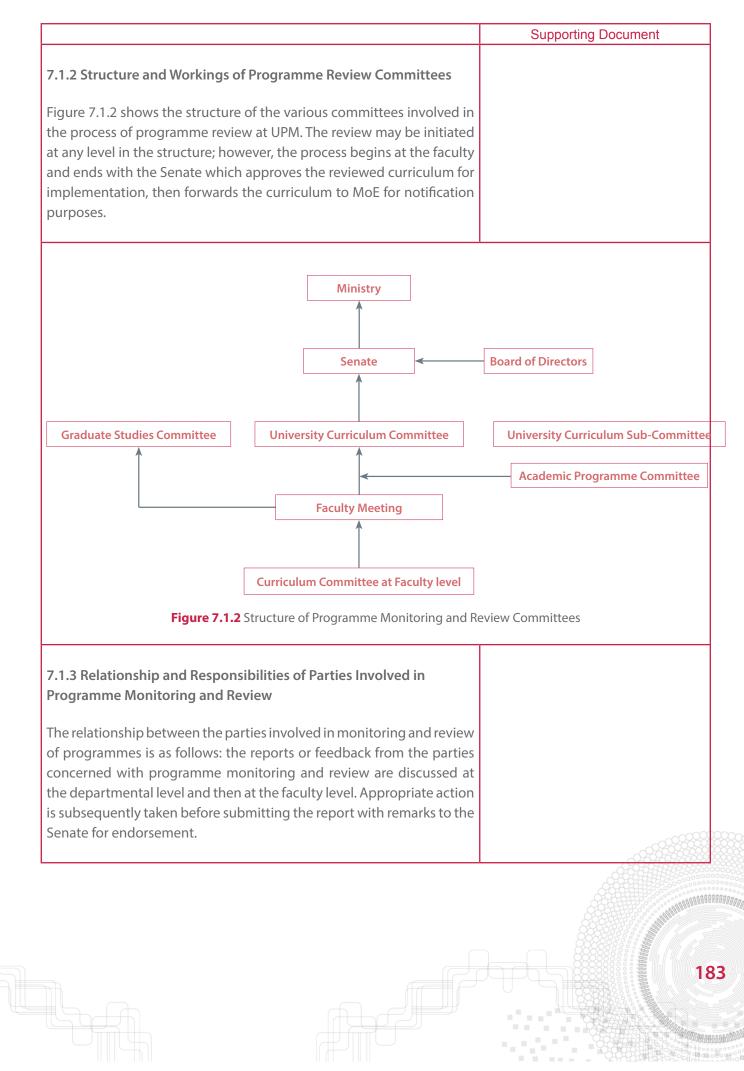
- Exit Survey to gauge graduating students' satisfaction with their programmes of study and facilities provided by UPM
- Tracer Study to determine the employability of graduates six months after graduation
- Employer Satisfaction Index

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These monitoring efforts are undertaken by the Centre for Academic Development (CADe), Centre of Entrepreneurial and Graduate Marketability (CEM) and the Office of the Deputy Vice Chancellor (Industry and Community Relations). The data are analysed by the respective programme owners for the purpose of revising current curricula and the introduction of new academic programmes.

SELF-REVIEW PORTFOLIO

for Institutional Maintenance Audit of Self-Accreditation Status



	Supporting Document
7.1.4 Role of a self-review process in Identification of Weaknesses for Academic Programme Improvement	
At UPM, the self-review process involves students and other internal as well as external stakeholders. Input from the students is obtained through various surveys, feedback via the suggestion box, and students' evaluation of teaching. The university may also identify weaknesses from the external examiners' reports, industrial training reports, employer surveys, and feedback from professional bodies. The various forms of input are then deliberated on at the departmental meeting or the faculty management review meeting in order to propose ways to rectify the weaknesses or to prevent them from recurring.	
7.1.5 Strategies for Addressing Concerns	
Data collected from the various surveys and reviews assist UPM in identifying concerns related to its academic programmes. These concerns include the quality and relevance of programmes and the curricula, the adequacy and quality of course assessment, teaching and learning facilities and environment, and the quality and competencies of students.	
The concerns are addressed through corrective and preventive actions executed by faculties. The effectiveness of the corrective and preventive actions is monitored at university management review meetings held at least once a year.	
As part of continual improvement efforts, programmes offered at each faculty are reviewed at least once every five years to ensure that the curricula offered are relevant to the current job market and needs of the nation. In addition, individual instructors may make improvements to course content, delivery and assessment without compromising the course synopsis and LOs. These changes are reflected in teaching plans submitted to Heads of Department for endorsement.	
To ensure the quality of students, the relevance of admission criteria into programmes is reviewed every year. The academic programmes are complemented by the development of the students' language competence to improve graduate employability via initiatives such as the English Language Experience (ELEx) package for undergraduates.	

	Supporting Document
7.1.6 Use of Programme Review Feedback for Programme Development	
UPM employs the feedback obtained from various internal and external stakeholders to determine the improvements needed for each programme. For example, data on graduate employability (percentage of graduates employed within six months of graduation) obtained from tracer studies may be used to improve programme content and communicative competence of students to ensure the marketability of graduates. Details of stakeholders involved, the form of feedback obtained from them and how the feedback may be used in programme improvement have been provided in the earlier sections of this Area.	h e d d y k
7.1.7 Enhancement and Refinement of Evaluation Activities	
The university is enhancing and refining its evaluation activities in order to cover all important components of the programmes by the following means:	
 Ensuring that every faculty carries out scheduled visit by external assessors to obtain their feedback on specific programmes 	
 Developing a standardised template for assessors' report which covers the important components of a programmes 	S
 Implementing university-wide use of Putra OBE as the tool fo evaluation of both courses and programmes 	r
7.1.8 Analysis of Student Performance and Progression to Ascertain the Achievement of Learning Outcomes	
Universiti Putra Malaysia monitors student performance and progression to ascertain the attainment of learning outcomes through the use of Putra OBE for undergraduate programmes.	
For postgraduate programmes, student progress and performance are monitored every semester through progress reports and/or thesi examination reports.	

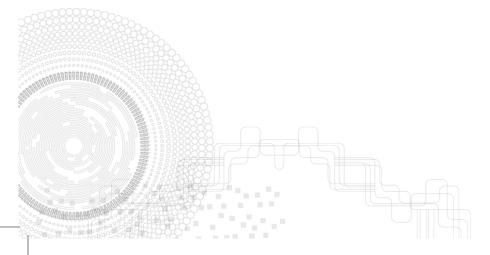
	Supporting Document
7.1.9 Utilisation of Analysis of Student Performance and Progression	
Faculties at UPM utilise the outcomes of student performance analysis to provide feedback on student selection, curriculum planning and student counselling.	
Analysis of student performance indicates whether students with certain qualifications at entry level are able to cope with the academic demands of a specific programme and whether adjustments to the admission criteria and student selection.	
Based on tracer studies conducted by the Alumni Centre and MoHE, UPM initiates relevant initiatives to enhance graduate employability. These studies include examining the students' progress after graduation, especially based on their final academic performance. Among the specific initiatives that have been provided to students based on the results of these studies are the ELEx package mentioned in Area 4 and Section 7.1.5, Starting and Finishing Schools mentioned in Area 4, and co-curricular courses that cater to personality and soft skills development. Data on employability of graduates also influence curriculum review and restructuring of programmes.	
The performance of students is continuously monitored. Weak and potentially problematic students are given guidance and counselling. Students who fail their first assessment in any course are advised by the instructor concerned. Students who obtain GPAs lower than the minimum as specified in the QMS procedure on <i>Pengendalian Pelajar Bermasalah</i> (UPM/PU/PS/P013) are advised by their academic advisors. Special activities are organised to help students improve their academic performance. If necessary students can be referred to professional counsellors at the university's counselling unit.	Prosedur Pengendalian Pelajar Bermasalah (UPM/PU/PS/P013) http://www.reg.upm.edu.my/eISO/ action.staf?do=sen_ptj&sid=9



	Supporting Document
7.2 INVOLVEMENT OF STAKEHOLDERS	
7.2.1 Stakeholders Consulted for Programme Monitoring and Review and their Involvement	
As explained in earlier sections, the stakeholders consulted for programme monitoring and review include students, academic staff, alumni and industry representatives. Their views are solicited through their involvement in market surveys, exit surveys, alumni meetings, academic programme committee meetings and employer surveys. They provide advice, comments, suggestions and recommendations on the evaluation and development of programmes.	
7.2.2 Consideration of Stakeholders' Views	
The outcomes of programme monitoring and evaluation are communicated to the stakeholders through meetings and discussions and written reports or minutes of meetings. The advice, comments and suggestions proposed by stakeholders are discussed at department, faculty and Senate meetings. Relevant input is incorporated into programme improvement.	
7.2.3 Incorporation of Stakeholder Feedback into Programme Review	
Feedback provided by stakeholders is discussed at faculty level. Relevant and appropriate feedback is used as a guide to make changes in academic programmes for improvement.	
7.2.4 Stakeholder Access to Final Programme Review Report	
Internal stakeholders have access to final programme review reports in the form of academic programme documents or minutes of meetings. External stakeholders may have access to relevant documents upon request.	
7.2.5 Engagement of Professional Bodies and Associations in Programme Monitoring and Review	
Professional bodies and associations are engaged in programme monitoring and review through accreditation visits, after which they issue reports based on their evaluation of specific programmes. Input from these reports is used for programme improvement.	



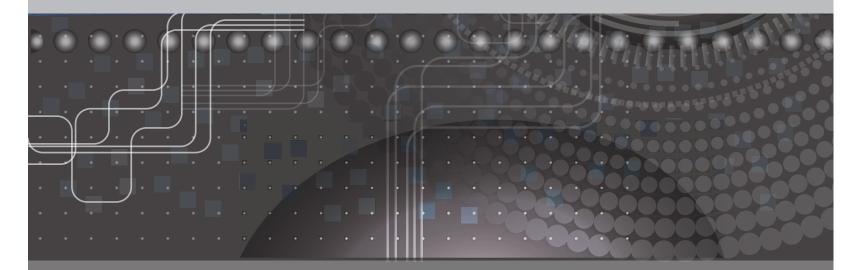


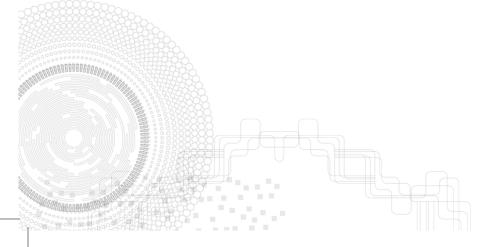






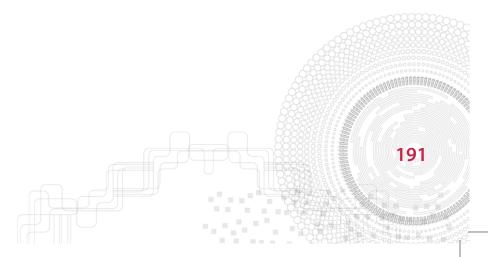
8. LEADERSHIP, GOVERNANCE AND ADMINISTRATION





AREA 8: LEADERSHIP, GOVERNANCE AND ADMINISTRATION

	Supporting Document
8.1 GOVERNANCE	
8.1.1 Consistency of Policies and Practices with Statement of Purpose	
The statement of purpose of UPM is to become a university of international repute. To achieve this, UPM has put in place relevant policies and practices, which are formulated and monitored by a strong governing body. An efficient governing system is one of the hallmarks of a reputable university. Enhancing the quality of governance is therefore key to achieving the purpose of the university, and is reflected in the fifth strategic goal in the 2014 – 2020 Strategic Plan of the university. Details of the policies and practices related to good governance in UPM are described in the relevant subsequent sections.	
8.1.2 Governance Structures and Functions, their Relationships, and Dissemination of Information	
The Board of Directors (BoD) is the highest executive body responsible for making university policies, except in academic matters which is the responsibility of the University Senate. The University Management Committee (UMC) is the administrative body responsible for implementing policies made by the BoD and Senate.	
Information on these bodies, their functions and the relationships among them is made available through the University Constitution, the university website and selected official printed documents such as in the UPM Annual Report, official organiser, and convocation programme book.	



	Supporting Document
8.1.3 Functions, Structure, Leadership, Membership and Reporting Protocol of Major Permanent Decision-Making Bodies	
The major permanent decision-making bodies of UPM are described below. The functions, structures and membership of these bodies comply with the Universities and University Colleges Act (AUKU) 1971 (Pindaan 2009).	
The Board of Directors	
The Board of Directors (BoD) is the executive body and exercises all the powers conferred upon the university except in matters within the powers of the Senate or any power that has been conferred to any Authorities, body and officer of the university by the Constitution or the Statutes, rules and regulations. The BoD appoints a Standing Financial Committee to regulate and control the finances of the university.	
All members of the BoD are appointed by the Minister of Education for a period not exceeding three years, and may be reappointed. The Secretary of the BoD is the Registrar of the univeristy and is appointed by the Chairman. The BoD consists of the Chairman, Vice Chancellor, two persons from the government or their representatives, one professor nominated by the University Senate from among the 20 professors in the Senate, one person representing the local community, and five persons, who because of their knowledge or experience, would in the opinion of the Minister be of assistance to the BoD. Three of these five persons come from the private sector, one from the alumnus and one other person from inside or outside the university.	
The Chairman and three other members of the BoD make up the quorum required for any meeting. Decisions and recommendations made by the BoD are made available to the University Management Committee (UMC).	



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		Supporting Document
The Un	iversity Management Committee	
respon other a	AC is the highest administrative body of the university and is sible for the implementation of educational programmes and activities and to ensure good management, governance and ment of resources.	
	AC comprises the Vice Chancellor as the Chairman, Deputy Vice ellors, Registrar, Bursar, Chief Librarian and Legal Advisor.	
	ons and recommendations made by the UMC are conveyed to al officers in the various entities.	
in the Officer coverir univers	iversity Management Committee shall advise the Vice Chancellor performance of duties and reponsibilities as Chief Executive entrusted with administrative and management functions og administration, academic, management and daily affairs of sity in accordance with authority given to the Vice Chancellor ed in the Constitution or Statute, Rules and Regulations of the sity.	
The Ma followi	anagement Committee shall advise on matters related to the ng-	
a.	academics	
b.	internationalisation	
с.	research, development and commercialization	
d.	industrial and community relation	
e.	students and alumni	
~	human resource management and development	
f.	finances	
t. g.		
	development and asset management	
g.	development and asset management legal matters	
g. h.		

	Supporting Document
The Senate	
The Senate acts as the highest academic body of the university and is responsible for the general direction of academic matters and research. Academic matters include curriculum design, programme evaluation and the conferral of degrees, diplomas, certificates and other academic distinctions. Research matters involve policies and strategic research direction of the university.	
The Senate consists of the Vice Chancellor as the Chairman, Deputy Vice Chancellors, all Deans of Faculties and School, all Directors of Institutes, Director of the Centre of Foundation Studies for Agricultural Science, Director of the University Community and Transformation Centre, and not more than 20 professors elected by professors and associate professors of the university. The Registrar, Bursar, Chief Librarian, and Legal Advisor are ex-officio members, while the Directors of the Centre for Academic Development, Research Management Centre, Co- curriculum and Student Development Centre, Sports Academy and Centre for the Advancement of Language Competence are co-opted members of the Senate.	
8.1.4 Strategies for Ensuring Effectiveness of Relationships between Institutional Leadership and Faculties	
The Senate meetings and the meetings of Principal Officers of the university, which are chaired by the Vice Chancellor, help ensure effective relationship between the administrative centres and the leadership. In addition, the Council of Deans which meets regularly, invites the members of the top management to discuss the latest developments and to obtain clarification on matters of importance to the university.	
The Vice Chancellor delivers an annual address to all the staff of the university. The Vice Chancellor also communicates directly with the Deans and Directors of Institutes to emphasise the importance of specific academic matters. Finally, the principal officers adopt an open- door policy which allows any staff member of the university to meet and communicate with them.	

		Supporting Document
	on and Role of Academic Staff, Students Iders in Various Governance Structures and	
	lents and other stakeholders are represented in the structures and committees, as follows:	
the UMC to concerns Administrat Any resoluti	<i>ma Jabatan (MBJ)</i> is one of the platforms used by o disseminate information, discuss administrative with the Academic Staff Association, the ive Staff Association and the Support Staff Union. on made by the associations or union are submitted for consideration.	
meetings w whenever n	Vice Chancellor (Student Affairs & Alumni) chairs ith the Students' Representative Council as well as ecessary. Thirty four meetings were held during the ear 2013/2014.	
Administrat	entatives of the Academic Staff Association, the ive Staff Association and the Support Staff Union ted to attend the Principal Officers' meetings which required.	
-	resentatives are invited to attend Senate meetings ant agenda arise.	
	keholders are engaged in curriculum development as well as in strategic planning.	
academic year 201	dies of UPM hold regular meetings. During the 3/2014, the BoD held six meetings. The Senate, least once a month, held 14 meetings while the	



	Supporting Document
8.1.6 Evidence that the Governing Board is an Effective Policy- Making Body with Adequate Autonomy	
Throughout its history, UPM has charted its own direction through various Strategic Plans which have been implemented effectively as evidenced by the numerous achievements obtained by the university. In 2012 Universiti Putra Malaysia was afforded autonomy by the Ministry of Higher Education. With this autonomy, the governing board (BoD) of the university was empowered in the three major areas of human resource planning and recruitment, wealth creation and academic programme development.	
The autonomy given to the university has allowed the university to make effective policies resulting in the signing of various MoUs/MoAs with local and international institutions, agencies and industries. The governing board has also effectively utilised this autonomy by forming an Internal Scheme to recruit new talent as well as retain expert and talented staff beyond the mandatory retirement age of 60 years.	
8.1.7 Mechanisms to Ensure Functional Integration and Comparability of Educational Quality in Geographically Separated Campuses	
University Putra Malaysia has one branch campus in Bintulu consisting of one faculty (Faculty of Agriculture and Food Sciences) which comprises five departments. It offers four Diploma and one Bachelor degree programmes. In addition to these study programmes, the campus also offers graduate programmes in various fields related to the faculty. The Bintulu campus is headed by a Dean who is responsible for all the programmes offered at the campus. The educational quality of these programmes, as in the case of programmes at the main campus, is directly monitored by the University Senate. The development of the campus is planned and monitored by the UMC.	



		Supporting Document
8.1.8 L Assura	Iniversity System and Mechanism for Educational Quality ance	
is resp mecha	puality Management Division of the Office of the Registrar ponsible for internal quality assurance (IQA) systems and misms. The QMS and IQA activities are guided by standards ed in the MS ISO9001:2008.	
A. Th	e scope of ISO certification in UPM is as follows:	
1.	Quality Management System (QMS) MS ISO 9001:2008 covers all aspects of teaching and learning at undergraduate and postgraduate levels, management and execution of research, and support services.	
2.	Information Security Management System (ISMS) MS ISO/IEC 27001: relates to the operations of the UPM Data Centre and encompasses hardware (server and storage) and information/ data, but is limited to the operational level system for the following critical applications:	
i.	University website: <u>www.upm.edu.my;</u>	
ii.	Main university systems:	
	a. Financial Management System	
	b. Human Resources Management System	
	c. Sistem Maklumat Pelajar (SMP)	
3.	Environmental Management System (EMS) MS ISO 14001: covers the process of learning and teaching at all faculties, Centre of Foundation Studies for Agriculture Science, as well as the University Agricultural Park. However, it does not include the services that are not directly involved in teaching and learning (for example: cafeteria, residential colleges)	



	Supporting Document
B. ISO execution mechanism	
ISO in UPM is executed comprehensively and involves all Cost Centres or <i>Pusat Tanggungjawab</i> (PTJ) in UPM. The execution of ISO in UPM is determined by the UPM ISO Committee that comprises the Registrar as the Management Representative, and all administrators at every PTJ who are appointed as Deputy Management Representatives.	Terma Rujukan Bahagian Pengurusan Kualiti (BPQ), Pejabat
The Deputy Management Representative at each PTJ is responsible for ensuring that the ISO management system is monitored and carried out effectively.	
The effectiveness of the ISO Management System in UPM is evaluated at the Management Review Meeting attended by the Vice Chancellor as Chair, all members of management of the University, Head of PTJ, and all Deputy Management Representatives.	
8.1.9 Major Community Engagement Activities	
Universiti Putra Malaysia has set up the University-Community Transformation Centre (UCTC) to spearhead community engagement activities. Examples of major activities that have been carried out through this centre include agriculture clinics, cancer outreach, grants of knowledge transfer programmes, and green cities projects. Details are provided in Appendix 8.1.9.	Major Community Engagemen Activities 2010-2014
Community engagement activities are also included as a component in the annual assessment of every academic staff member. In addition to this, the university has also established an award for community engagement by staff.	
The following are awards for community engagement presented during the UPM Industry and Community Appreciation Night:_	
1. Anugerah Jaringan Komuniti Berimpak Tinggi High Impact Community Linkages Award	
 Anugerah PTJ Cemerlang Dalam Jaringan Komuniti Berimpak Tinggi High Impact Community Relations Award for Cost Centres 	
3. Anugerah Staf Cemerlang Dalam Jaringan Komuniti Berimpak Tinggi High Impact Community Linkages Staff Excellence	

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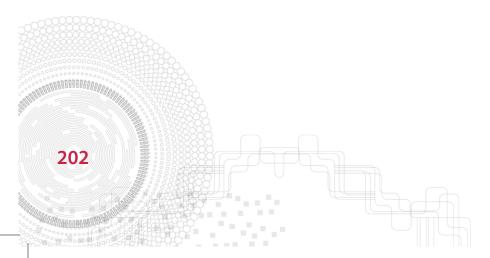
	Supporting Document
8.1.10 Committee System Responsible for Academic Programmes	
The highest authority in the university responsible for academic programmes is the Senate. When reviewing or considering new academic programmes, the Senate receives proposals from various faculties and institutes after they have been scrutinised by the University Curriculum Committee. All proposals for new academic programmes must include market needs analysis and employability projections. When making any decision, the Senate also takes into account various external policies from relevant agencies.	
The committee system responsible for academic programmes is described and illustrated in Section 7.1.2. Consultation and feedback processes used in the improvement of academic programmes are outlined in Section 2.4.2.	
8.1.11 Representation of Stakeholders in Governance Structures and Committees	
Representation and roles of academic staff, students and other stakeholders in the various governance structures and committees, including the Board of Directors and Academic Advisory Board, are described in Sections 8.1.3 and 8.1.5, and previously in Sections 7.1.1. and 7.1.3. These stakeholders are also involved in the Financial Standing Committee (<i>Jawatankuasa Tetap Kewangan</i>) and Tender Board.	
8.1.12 Role and Functions of Chair of Governing Board The role and functions of the Chair of the Board of Directors are stipulated in the General Circular, No. 3, 1998 and also the AUKU 1971, Universiti Putra Malaysia Constitution and Universiti Putra Malaysia Regulations (<i>Tatacara Lembaga 1998</i>).	
8.1.13 Independence of the Governing Board The independence of the governing Board is stipulated in the General	
Circular, No. 3, 1998 and also the AUKU 1971 (as on 1 August 2012), Perintah Universiti Dan Kolej Universiti (Pengubahan Dan Penambahan Kepada Perlembagaan) (Universiti Putra Malaysia) 2010, Universiti Putra Malaysia Constitution and Universiti Putra Malaysia Regulations (Tatacara Lembaga, 1998).	

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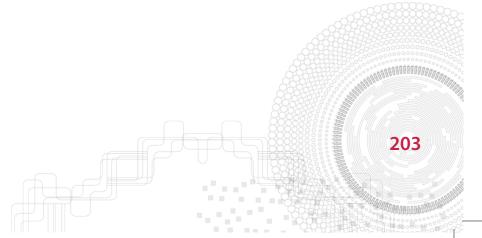
	Supporting Document
3.1.14 Policy on Conflict of Interest	
Conflicts of interest are addressed according to the Statutory Bodies Discipline and Surcharge) Act 2000 (Act 605). Part II Code of Conduct Dutside Employment 4(1) of the Act, for example, deals with staff nvolvement in private practice and the conflict of interest that may follow.	, :
Besides the above, all staff members of UPM also come under the purview of the policies of the Employment Guidelines of UPM with respect to conflict of interest.	
3.1.15 Participation in Socio-economic Activities in the Local Community	
Universiti Putra Malaysia staff and students actively participate in a broad range of socio-economic activities in the local community through the involvement of various entities in particular the University- Community Transformation Centre. These activities include charity drives, environmental and safety awareness campaigns, sport activities and health campaigns. A list of such activities organised in 2012, 2013 and 2014 is provided in Appendix 8.1.9.	r - r
3.2 INSTITUTIONAL AND ACADEMIC LEADERSHIP	
3.2.1 Selection Process and Criteria of Academic Leadership	
The appointment of academic leaders is based on the following processes as outlined in the Universities and University Colleges Act 1971:	
a. The Vice Chancellor is appointed by the Minister of Education upon the recommendation of the Vice Chancellor Search Committee. The Vice Chancellor reports to the Minister of Education.	
b. Deputy Vice Chancellors are appointed by the Minister of Education taking into account the recommendations of a	

	Supporting Document
8.2.2 Qualification, Experience and Expertise of Academic Programme and Department Leaders	
The appointment of the Deans and Heads of Department as academic programme and department leaders respectively is based on the following processes as outlined in the Universities and University Colleges Act 1971:	<u>.</u>
a. Deans, Directors, Deputy Deans, and Deputy Directors are appointed by the Vice Chancellor upon the recommendation of a search committee. Deans and Directors report to the Vice Chancellor, while Deputy Deans and Deputy Directors repor to their respective Deans and Directors.	
b. Heads of Department are appointed by the Vice Chancello after consultation with the relevant Deputy Vice Chancellors They report to their respective Deans or Directors.	
The selection criteria for candidates for the post of Deans may include the following:	
a. The candidates must have an excellent academic standing in thei areas of expertise and are recognised by their academic peer	;
for their contribution toward advancement of knowledge via publication of books, journal articles or other material.	
for their contribution toward advancement of knowledge via	5
for their contribution toward advancement of knowledge via publication of books, journal articles or other material.b. The candidates should also possess managerial and leadership skill that would enable them to steer and lead their faculties/institutes	5 /

	Supporting Document
8.2.3 Relationship between HEP and Academic Leadership in Recruitment and Training, Student Admission, and Allocation of Resources and Decision Making Processes	
Academic leaders are appointed as members of UPM selection committees on recruitment and training and student admission, and to committees on allocation of resources and decision-making processes. The committees are chaired by the Vice Chancellor or his representative, and where relevant, include either the Registrar or Bursar, or both.	
Matters related to recruitment and training are conducted by a Selection Committee comprising specially appointed members. For the recruitment of professors, the selection committee is chaired by the Vice Chancellor, while for the posts of lecturer and associate professor, the committee is chaired by the Deputy Vice Chancellor (Academic and International). These two committees are formed by the Senate.	
The Senate endorses matters related to student admission while UMC plans and allocates resources to faculties and institutes.	



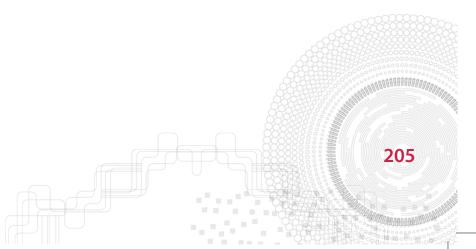
	Supporting Document
8.2.4 Periodical Evaluation of Performance of Academic Leadership	
The performance of the academic leadership is assessed through the Skim Saraan Malaysia (SSM). The Annual Performance Appraisal Report (<i>Laporan Penilaian Prestasi Tahunan</i>), which comprises the <i>Sasaran Kerja</i> <i>Tahunan</i> or KPI, will be assessed by the immediate superior of each staff member at the end of every year.	
The assessment of the deputy deans and heads of department take into account the performance and contributions in terms of teaching, research, administration and extension services. The components of the assessment are as follows:	
a. Teaching	
b. Supervision	
c. Research - Input & Output-	
d. Professional services	
e. Personal qualities	
f. Leadership	
g. Contribution to society and nation	
h. Clinical (where applicable)	
The deans are also assessed based on these components. In addition, they are also assessed in terms of their faculty's transformational initiatives and student employability.	



	Supporting Document
8.2.5 Creation of a Conducive Environment to Generate Innovation and Creativity	
Universiti Putra Malaysia recognizes innovation in teaching, research and community services through the conferment of the Vice Chancellor Award. This has proven conducive in promoting a culture of innovation and creativity in the university. In addition, the promotion criteria and annual assessment take into consideration the innovation initiatives of the academic staff.	
The university also awards the Teaching and Learning Innovation Grant (GIPP), a research grant managed by the Centre of Academic Development, to promote innovation in teaching.	
To instil a culture of innovation and creativity in research and commercialization, the university has established the Putra Science Park. This park has organised regular awareness campaigns such as road shows at all faculties and institutes to raise the staff's awareness concerning the process and benefits of commercialisation and innovation. Road shows are planned as part of an ongoing programme and staff members are encouraged to attend regular training sessions and clinics on innovation and creativity.	
The establishment of a marketing validation hub, known as the InnoHub, has also allowed the university to ensure that each product or technology undergoes an upscaling process from a prototype at the stage of conception to a commercial ready prototype led by selected entrepreneurs with the cooperation of UPM researchers. InnoHub participants are given guidance in conducting a market validation study, developing prototypes based on market intelligence, and obtaining pre-commercialization funds from various agencies and potential investors. They will also be fully guided and monitored through modules in order to raise the likelihood for agricultural technology to be successfully commercialised. These modules encompass all aspects of business that need to be mastered before entrepreneurs step into the business world.	
Innovation and creativity is also encouraged through the sharing of income through commercialisation with 75% of income generated from the licensing fee or royalty after cost sharing is given to academic staff.	

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	Supporting Document
8.2.6 Policies and List of Programmes to Enhance the Leadership Capabilities of Institutional and Academic Leadership	
Academic administrators, i.e., the Dean, Deputy Dean, Head of Department, Institute Director and Head of Laboratory are encouraged to attend training programmes organised by MOE through the Higher Education Leadership Academy or Akademi Kepimpinan Pengajian Tinggi (AKEPT) or by any other local or international training provider.	
The UPM Succession Plan Policy was introduced in 2012. The main objective of the policy is to identify candidates with potential leadership abilities and to train and enhance their leadership skills until they are ready to assume critical leadership posts within the university. The policy also describes the framework and management protocol of UPM's talent pool. As a result of the introduction of this policy, a group consisting of 190 academics and 258 non academics were placed in the university's talent pool.	
The list of programmes recently conducted for enhancing academic leadership is provided in Appendix 8.2.6. Further details can be obtained from the Registrar upon request.	Duanuanana/Causaa far Enhancing



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	Supporting Document
3.3 ADMINISTRATIVE AND MANAGEMENT STAFF	
3.3.1 Structure of Administrative Staff	
he academic management structure is as follows:	
a. Each faculty is headed by a Dean who reports directly to the Vice Chancellor. In certain cases, the relevant Deputy Vice Chancellor is consulted before reporting to the Vice Chancellor The Dean is supported by a management team comprising Deputy Deans, Heads of Department and an Assistant Registrar Lecturers and tutors who are members of a department report to their respective Heads. The academic management structure of UPM is shown in Figure 8.3.1.1.	2
b. Each institute, academy, division or centre is headed by a Director who reports directly to the Vice Chancellor. Similar to the case of faculty Deans, the relevant Deputy Vice Chancellor may at times be consulted before reporting to the Vice Chancellor The Director is supported by Deputy Directors and Heads of Laboratories who also report directly to him. Members of the institute, comprising Research Fellows, Research Officers and Science Officers, report directly to the Heads of Laboratories	2 t f 2
UPM ORGANISATION CHART Vice Chancellor Dean reports to the Vi Chancellor Deputy Deans (S) Head of Department (S) Lecturer(S) Tuto	ice Deputy Dean and Head of Departments report to the Dean Tutor and lecturers report to the Head of Department

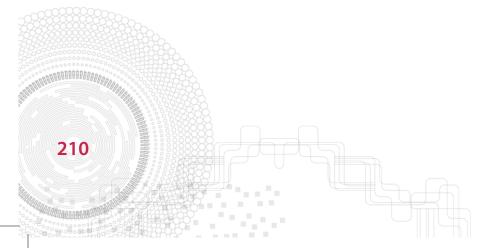
		Supporting Document
8.3	.2 Determination of the Number of Administrative Staff	
De bas by	e Registrar's Office, in particular the Human Resource Management partment, determines the number of administrative staff needed sed on Staff Placement Policy (<i>Polisi Penempatan Staf</i>) as endorsed the University Management Committee on 11 February, 2003. The seria for determining the number of staff are as follows:	
a.	Administrative Positions	
	e number of Administrative Staff, such as Administrative Officer, ork and Personal Assistant, is based on criteria such as:	
i.	Number of postgraduate and undergraduate programmes	
ii.	Number of postgraduate and undergraduate students	
iii.	Job complexity	
iv.	Related functions and justification	
	e number of administrative positions is based on the following idelines:	
Ad	ministrative positions in a faculty	
i.	One Administrative Officer (N41) per faculty which has one academic degree/diploma programme	
ii.	One Administrative Officer (N48) and one Administrative Officer (N41) per faculty which has two academic degree/diploma programmes	
iii.	One Administrative Officer (N48) and two Administrative Officers (N41) per faculty which has four to eight academic degree/diploma programmes, or	
iv.	One Administrative Officer (N48) and three Administrative Officers (N41) per faculty which has more than eight academic degree/ diploma programmes.	
Ad	ministrative positions in an institute	
On	e Administrative Officer (N41) per institute (larger institutes can be igned an N48 officer in place of an N41 officer)	

	Supporting Document
b. Science and Technical Positions	
The number of Science and Technical Staff, such as Science Officers, Assistant Science Officers, Engineers and Technicians, is based on criteria such as:	
i. Number of teaching laboratories	
ii. Number of research laboratories	
iii. Number of technical laboratories	
iv. Number of computer laboratories	
The number of Science and Technical positions is based on the following guidelines:	
Science and Technical positions in a faculty	
i. One Assistant Information Technology Officer (F29) per faculty	
ii. One Technician (J17)/1 Assistant Science Officer (C27) for each lab in the faculty	
Science and Technical positions in an institute The example of ratio/formula for Science and Technical position for an institute is:	
a. One Assistant Information Technology Officer (F29) per institute	
b. One Technician (J17) per institute	
General Staff Position	
The number of General Staff, such as Drivers and General Workers, is based on criteria related to their functions.	
The number of Science and Technical positions is based on the following guidelines:	
a. General Staff positions in a faculty.	
i. Two General Assistants (N1) for the Dean's office per faculty	
ii. One General Assistant (N1) per lab	
b. General Staff positions in an institute	
i. One General Assistant (N1) per institute	

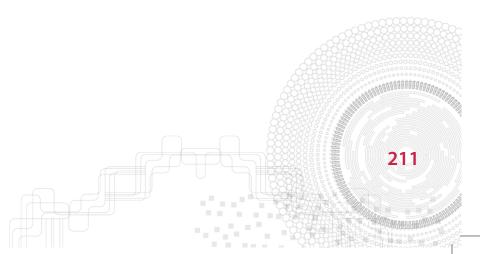
		Supporting Document
Recrui	tment Process	
	rocess for the recruitment/appointment of staff at University Malaysia is as follows:	
a.	Administration or Cost Centres identify the number and types of staff required, and make requests to the Registrar's Office.	
b.	The Registrar's Office, in particular the Human Resources Management Division, assessess the requests.	
C.	TheRegistrar makes an application to the Ministry of Education and Public Services Department (<i>Jabatan Perkhidmatan Awam</i>) for the required posts.	
d.	Upon obtaining approval approval from the MoE and PSD, the Registrar obtains warrants for the new position from the Malaysia Government Treasury.	
e.	The Regsitrar advertises the vacant positions through newspapers, UPM website and internal circulars.	
f.	Applicants apply through the Online Job Application System (Sistem Permohonan Jawatan Online).	
g.	Applicants are screened based on criteria spesified by the Public Services Department and universiti.	
h.	Shortlisted applicants are called for interviews.	
i.	Applicants are informed of the results of the interview via postal mal.	



	Supporting Document
Terms and Conditions of Services	
Terms and conditions of services for all appointments are based on the Service Scheme (<i>Skim Perkhidmatan</i>) in line with Government regulations on Public Officers as specified in the Appointment, Promotion and Termination of Service document (<i>Buku Perlantikan,</i> <i>Kenaikan Pangkat dan Penamatan Perkhidmatan</i>), the Public Service Department Service Circular (<i>Pekeliling Jabatan Perkhidmatan Awam</i>) and the UPM Service Guide Book (<i>Buku Panduan Perkhidmatan</i>).	
The terms and conditions of service include:	
a. Title of post and status of appointment	
b. Name of scheme of service	
c. Particulars of salary and allowances	
d. Medical benefits	
e. Leave benefits	
Further details are provided in the documents mentioned above.	



	Supporting Document
8.3.3 Effectiveness and Efficiency of Administrative Staff Support for Academic Programmes	
The university implements the QMS to ensure that the work culture, administration, management and governance of the university are effective and efficient. By implementing the operational procedures of the QMS, administrative staff can ensure academic programmes will be effectively supported.	
The implementation of the quality assurance system has had a positive impact on the efficiency and effectiveness of the delivery system in UPM. This is evidenced by the various positive audit findings as described, for example, in the Internal Audit Report 2014 and SIRIM Audit Findings Report 2014 (see Appendix 8.3.3 (a)).	<u>Appendix 8.3.3 (a)</u> Internal Audit Report 2014 and SIRIM Audit Findings Report 2014
Findings from Customer Satisfaction Surveys, conducted at least twice a year, also indicate that academic programmes have been conducted according to and above expectations. Reports of UPM Customer Satisfaction Surveys are made at the Management Review Meeting every year. Please refer to Appendix 8.3.3 (b) Report on UPM Customer Satisfaction 2013. The minutes of the Mangement Review Meetings as well as the ISO Committee Meetings and the ISO certification can be referred to online in the e-ISO portal.	<u>Appendix 8.3.3 (b)</u> Report on UPM Customer Satisfaction 2013
In addition to the QMS, other steps have also been taken to ensure that the academic programmes are well supported by the administrative staff. For example, specific emphasis has been given to the quality of administrative staff in order to raise their capacity to support the academic programmes. Similarly, the university often recruits administrative staff with higher qualifications than what is required for a position	



		Supporting Document
	.4 Mechanisms for Training and Career Advancement for ministrative and Management Staff	
de	e methods/mechanisms that have been used for training and career velopment for administrative and management staff in the last five ars are as follows:	
1.	Training policy	
	• To ensure every staff attends training (course / seminar / workshop) at least seven days (42 hours) in a year	
	• Training effectiveness is evaluated within three months after the staff attended training	
	• Training attended can be in UPM or outside UPM (organised by other agencies)	
2.	Training Needs Analysis (TNA) based on job description	
	TNA is conducted by the immediate superior in order to monitor /enhance staff's competency	
	Conducted once a year, at year end	
	To plan appropriate training programmes for staff	
	• Training calendar is prepared annually and communicated within the university after approval by UPM Training Committee	
3.	Training Framework based on Public Service Department (PSD) Schemes	
	• Staff in various PSD Schemes have the opportunity to advance in their careers based on a training framework specified in the Professional Staff Development Programme Book (<i>Buku</i> <i>Program Pembangunan Profesional Staf</i>) issued by the Registrar's Office. A new Training Road Map with updated course synopsis is being developed in 2014 and expected to be ready by year end.	



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		Supporting Document
4.	Attachment Programme	
	 At least eight staff a year (academic or non-academic) are assigned to an attachment programme 	
	 Participants exposed to knowledge, technology and work culture and practice overseas 	
5.	Study Leave for Administrative and Clerical staff	
	Administrative staff given leave with scholarship and full pay	
	Clerical staff given leave with half-pay or no pay	
6.	IDARE programme	
	 Integrated, Development and Remodeling for Excellence (IDARE) programme launched in May 2008 by the Registrar's Office 	
	 To train administrative staff to be proactive, up-to-date, innovative and creative 	
	• Still being carried out (Phase II end of October 2009)	
7.	Competency Training Programmes carried out by the Training Section (Management, Administrative, Quality Assurance and Motivation Programmes) of the Registrar's Office, assisted by:	
	 Information Development and Communication Centre (iDEC) ICT 	
	Office of the Bursar - Finance	
	Occupational, Safety and Health Office -OSH	
	University Agricultural Park - Agriculture	
	 Office of the Deputy Vice Chancellor (Research and Innovation) Science 	
	Faculty of Medicine and Health Sciences – Medical	
	 Asset Management and Development Office – Technical / Engineering 	



	Supporting Document
 8. Other In-service Training Programmes are carried out by the In-Service Training Section of the Registar's Office, assisted by iDEC (IT course) Quality Management Division Office of Occupational Safety and Health (OSHA) University Agriculture Park (Agriculture) 	Supporting Document
• Faculty of Modern Languages and Communication (Language) As an example of an In-service Training Programme, the Bridging Programme was introduced in 2002 for the career advancement of Laboratory Assistants. Since its introduction, 71 Laboratory Assistants who completed this programme have been promoted to the post of Assistant Science Officer, that is, from grade C17 to grade C27.	
 8.3.5 Regular Performance Review of Administrative and Management Staff. Performance review of administrative and management staff is done through an appraisal of annual work targets (<i>Sasaran Kerja Tahunan</i> or SKT). The SKT consists of activities to be carried out and the respective performance indicators. The target is set at the beginning of each year and the performance assessed at the end of the year. A mid-year review is also conducted in order to ensure that staff are performing accordingly. The SKT is conducted online to be more efficient and cost effective. 	

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	Supporting Document
8.3.6 Mechanisms and Procedures for Monitoring and Appraising Staff Performance	
The mechanisms and procedures used for monitoring and appraising staff performance are described in circulars issued by the Public Services Department, namely, (i) Service Circular Number 4, 2002, Implementation of the New Remuneration System for Federal Public Service Officials (<i>Pekeliling Perkhidmatan Bilangan 4 Tahun 2002, Perlaksanaan Sistem Saraan Malaysia bagi Anggota Perkhidmatan Awam Persekutuan</i>) and/or (ii) Service Circular Number 2, 2009, Enhancement of the Management of the Performance Assessment System for Public Service Officials (<i>Surat Pekeliling Perkhidmatan Bilangan 2 Tahun 2009, Pemantapan Pengurusan Sistem Penilaian Prestasi Pegawai Perkhidmatan Awam</i>).	
The Annual Performance Appraisal Report (<i>Laporan Penilaian Prestasi Tahunan</i>) for all non-academic staff is evaluated by their immediate superiors in the university. The Excellent Service Award (<i>Anugerah Perkhidmatan Cemerlang</i>) is given to 8% of the staff at each administrative/cost centre.	
8.3.7 Processes and Procedures in Managing Discipline of Staff To manage staff discipline, UPM follows the stipulations of the Laws of Malaysia Act 605, Statutory Bodies (Discipline and Surcharge) Act 2000. The specific procedures related to disciplinary actions are laid out under Regulations 32 to 39.	



		Supporting Document
8.3	8.8 Training Scheme for Administrative and Management Staff	
	e training scheme for administrative and management staff to oport the needs of educational programme includes:	
a.	UPM Talent Appreciation & Culture Transformation Programme (UPMTACT) The purpose of this programme is to provide exposure to the global environment and strengthen relations with partners from international universities, which is in line with the UPM Strategic Plan based on Putra Global 200.	
b.	UPM Talent Outreach Programme (UPMTOP) The UPMTOP programme is aimed at providing formal or informal learning opportunities to non-academic staff at the international level. Specifically, UPMTOP allows staff to obtain knowledge on best practices that are carried out by international universities and agencies in a number of fields, which can then function as milestones for application in UPM.	
c.	Administrator Global Outreach Programme (AGOP) Universiti Putra Malaysia has been given the mandate to carry out the Administrator Global Outreach Programme (AGOP) in cooperation with the Public Higher Education Institute Joint Training Committee or <i>Jawatankuasa Latihan Bersama IPTA di</i> <i>Malaysia</i> (JALUMA). The programme, which involves high impact learning and international benchmarking, covers all public universities in Malaysia and is carried out with the intention of assisting the application of new policies that can provide added service value in UPM and all public universities.	

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	Supporting Document
8.4 ACADEMIC RECORDS	
8.4.1 Policies on Secure Retention, Retrieval and Disposal of Student Records In line with the QMS of the university, a hard copy as well as an electronic copy of a student's records are kept to ensure that the records are secure and managed efficiently. The hardcopy file contains a record of the student's profile as well as a copy of the student's admission letter, registration slips, academic transcripts and other relevant documents.	
Undergraduate Student Records The hardcopy of an undergraduate student's record is stored in a file at the university's Academic Division and at the faculty concerned. The electronic copy of the undergraduate student's records is kept until the student has graduated. Records of students who have graduated since 1995 are kept as historical (archive) data in the Student Information System (Sistem Maklumat Pelajar, SMP) database. The students' academic records, both soft and hard copies, are kept and archived permanently. Other records are kept until the students have graduated or left their programmes.	
Postgraduate Student Records At the postgraduate level, all records including the student's profile, application for admission, course registration, appointment of supervisory committee, progress reports and examination results are kept in the online database called Internet-based Graduate Information Management System (i-GIMS). Copies of these records are also kept in hardcopy files at the School of Graduate Studies, Graduate School of Management and UPMET.	
Disposal of the records in various schools and faculties is done when necessary as specified by QMS procedure for control of records.	
Academic Staff Records The academic staff records are stored in the UPM human resource system which comprises the e-Intergrated Human Resorce Management System (eIHRAMS) and Human Resources System or Sistem Sumber Manusia (SISMAN). Copies of the records are also kept in hardcopy files (files for each staff) at the Office of the Registrar.	

	Supporting Document
8.4.2 Rights of Individual Privacy and Confidentiality of Records	
For the purpose of security, maintenance of a student's data is performed periodically by authorised personnel at the InfoComm Development Centre (iDEC). The data is backed up daily and stored on magnetic tapes.	
The university ensures the security and confidentiality of the records by allowing only authorized staff to access them. Maintenance of the electronic database is performed by iDEC.	
iDEC has been certified as complying with the Information Security Management Systems (ISMS) ISO/IEC 27001:2007 on 4 January 2014.	
ISMS is designed for the selection of adequate and proportionate security controls to protect information assets, to provide confidence to interested parties, and to ensure security in the preservation of confidentiality, integrity, and availability of information.	
For the purpose of ensuring individuals' right to privacy and the confidentiality of records, iDEC complied fully to all the controls under Annex A.9 (Access control). The compliance to ISMS is made known through banners on UPM's website and official letterheads.	
8.4.3 Review Policies and Plans for Improvement on Security of Records	
Based on the QMS implemented by all cost centres, policies on security of records are reviewed during Management Review Meetings that are held at least once a year. Plans for improvement are also discussed at the same meetings.	
For continuous security improvement, iDEC is moving towards compliance with the current version of ISMS ISO/IEC 27000:2013, and is due for third party audit in January 2015. Currently, iDEC has also complied with all controls under Annex 18.2 (Information Security Reviews) which is ensured by the constant review of the policies on the security of records.	

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	Supporting Document
B.5 INTERACTION WITH EXTERNAL SECTORS	
8.5.1 Mechanisms to Ensure Constructive Interaction with External Sectors	
n order to establish a conducive platform to encourage constructive nteraction with external sectors, UPM has established various mechanisms through which this can be done.	
a. Academic Programme Committee. External stakeholders are appointed into academic programme committees for every academic programme offered by the university. As this committee acts as an advisory committee for the establishment of a new academic programme and for programme review, external stakeholders are able to provide beneficial advice related to the needs of the industry. Each academic programme in UPM is reviewed every one cycle and takes into consideration the advice given by the Academic Programme Committee.	
b. Memoranda of Understanding and Memoranda of Agreement. Memoranda of Understanding and Memoranda of Agreement (MoU/MoA) with external agencies allow for constructive interaction between the university and these agencies. These memoranda provide extensive benefits for the parties involved, especially in promoting smart partnerships, such as enhancement of knowledge and research, as well as in capacity building related to the core activities of the university.	
 Professional attachments, staff and student exchange, and industrial training. Collaborative activities with external agencies, such as professional attachments, staff and student exchange, and industrial training, allow for valuable interaction between UPM and its external stakeholders. This interaction can consequently lead to enhancement of the skills of academic staff and students, culminating in professional recognition. Similarly, sharing of knowledge and expertise, as well as the experience of working in different environments provide new knowledge and learning experiences in real work environments and beyond the formal university context. 	

		Supporting Document
d.	Consultancies and contract research. The involvement of the university in consultancy and contract research provides avenues for the successful transfer of technology, enhancement of professional skills, marketing of expertise, and building of the corporate image of the university which are consistent with real world needs. These types of research also allow academic staff to grapple with contemporary challenges faced by the industry and society in order to help provide solutions to these challenges.	
e.	Community (outreach) programmes. The university acknowledges the importance of community involvement, not only as a service to the community but also to ensure the continued relevance of the university's efforts with the needs of the community. In order to promote interaction with the community, the university has recently established the University-Community Transformation Centre in order to manage and organise the community programmes of the university.	
f.	Alumni Centre. The activities of the UPM Alumni Centre, such as the Alumni Mentorship programme, Distinguished Alumni Lecture Series and Putra Ambassador, assist in establish a conducive platform for constructive interaction with external stakeholders.	
g.	Joint seminars, workshops and short courses Academic centres and centres of excellence in the university are encouraged to collaborate with external sectors to hold joint seminars, workshops and short courses. These activities provide platforms for knowledge sharing, transfer of technology, and expansion of linkages at national and international levels.	

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	Supporting Document
8.5.2 Effectiveness of Relationships between UPM and External Sectors	
The effectiveness of the relationships between UPM and the external sectors is reflected in the number and variety of activities conducted, such as research collaboration and seminars/workshops/short courses in collaboration with external sectors (refer Appendix 5.1.9 (b)).	
Other programmes (industrial training, entrepreneurship, community service, consultancy and professional attachments) have resulted in the continuous acceptance of students for industrial training which often leads to employment, the creation of spin-off companies for commercialisation of UPM research products, exposure of the community to new technologies, knowledge and expertise, and the development of outreach programmes and small business enterprises (Appendix 8.5.2).	<u>Appendix 8.5.2:</u> Research Collaboration and Consultancy Works With External Sectors
In 2014, as many as 1,389 industries were involved in industrial linkage programmes with UPM. From this total, the breakdown in percentages according to industry sector was 28% for government agencies, 63% for private companies and the remaining 9% were with non-governmental bodies.	
The amount of involvement can also be categorised according to the different forms of collaboration as follows:	
 Student industrial training programmes (37%) Staff and student industrial mobility programmes (37%) Contract research projects (10%) Consultation projects (11%) Centre of Excellence Industry programme(1%) Corporate social responsibility (5%) *based on the analysis of the Industrial Networking KPI as of Q3 2014	



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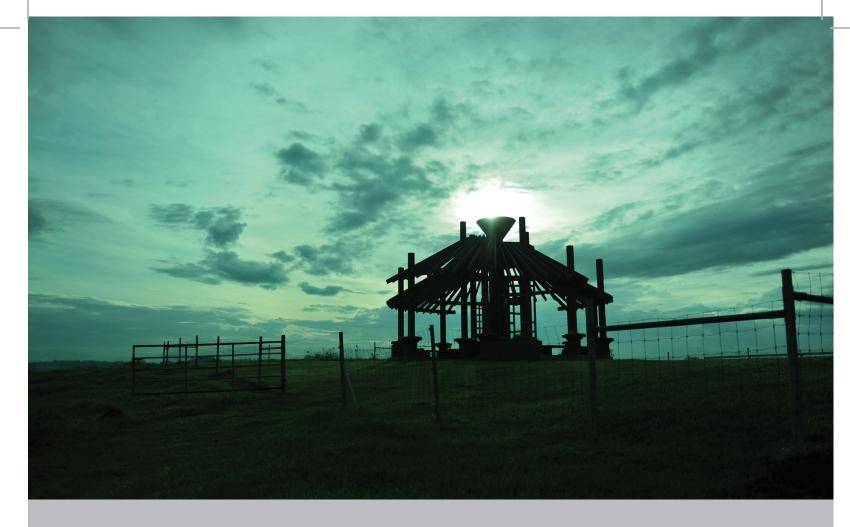
	Supporting Document
8.5.3 Types of Shared Responsibility between UPM and External Sectors	
The university and the external sectors share responsibility as outlined in MoUs/ MoAs through:	
 Contract Research – UPM collaborates with external sectors to commercialise joint research outputs with both parties sharing intellectual property rights 	
b. Entrepreneurship Programmes- The Centre of Entrepreneurial Development and Graduate Marketability is responsible for identifying potential students for entrepreneurship programmes while the external sector provides funds for the training	
c. Joint Seminars/Workshops/Short Courses - UPM frequently organises joint seminars, workshops and short courses in collaboration with external sectors, where UPM provides the expertise while the latter act as co-sponsors providing facilities and financial support	
d. Professorial Chairs - The external sector allocates funds to UPM for the appointment of external professors in specific fields of study as shown in Table 8.5.3. The professors contribute in high impact research and teaching activities.	

Table 8.5.3 Professional Chairs in UPM

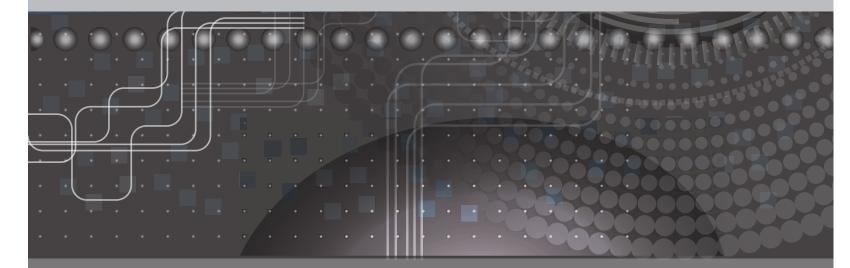
No.	Faculty	Company	Field	Amount (RM)
1.	Faculty of Economics and Management	MAYBANK	Finance	1 million
2.	Faculty of Agriculture	IOI Plantation Bhd	Oil Palm Plantation	1 million
3.	Faculty of Engineering	Airod Sdn. Bhd.	Aerospace	1 million
4.	Graduate School of Management	Renong Bhd	Management	1 million

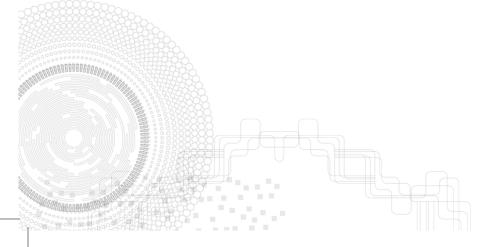
8.5.4 Formal Agreements with External Sectors

Details on formal agreements between UPM and external sectors in the form of MOUs/MoAs (Refer: Appendix 5.1.9 (a))



9. TOTAL CONTINUAL QUALITY IMPROVEMENT





AREA 9: CONTINUAL QUALITY IMPROVEMENT

	Supporting Document
9.1 QUALITY IMPROVEMENT	
9.1.1 Policies and Procedures for Reviewing and Updating Internal Quality Assurance Activities	
One of the elements of an autonomous institution is the existence of a sound quality management system dedicated to continual quality improvement (CQI) of the institution, its components and its processes. Universiti Putra Malaysia has in place a Quality Management System (QMS) which, through its Internal Quality Assurance (IQA) activities, serves to ensure that the university continually monitors and improves itself, particularly in terms of the alignment of its educational goals with its vision and mission, and in terms of its achievement of those goals.	
Universiti Putra Malaysia strictly adheres to the Quality Manual of MS ISO 9001:2008 which stipulates that a management review of the QMS is to be carried out at least once within a period of 12 months to ensure the suitability, adequacy and effectiveness of the QMS. This review will also include opportunities for improvement and the need for changes to the QMS, including the quality policy and objectives. The following are input for the management review:	
a. a. results of the internal audit and the audit conducted by SIRIM,	
b. b. customer feedback, including complaints,	
c. c. process performance and compliance services,	
d. d. status of preventive and corrective actions,	
e. e. follow-up actions from the previous management review (if applicable),	
f. f. changes that could affect the QMS, and	
g. g. suggestions for improvement	



	Supporting Document
The output of the management review will include decisions and actions related to:	
a. improvement of the effectiveness of the QMS and related processes,	
b. improvements to services related to customer needs, and	
c. resource requirements.	
The IQA activities of UPM are thus designed to ensure that the core activities of the university meet the needs of its various stakeholders or clients. The QMS reviews and updates these monitoring activities in response to changing needs of the clients.	
9.1.2 Efforts by Internal Quality Assurance Unit to Keep Abreast with Changes and Best Practices in Quality Assurance	
In order to keep abreast of changes and best practices in quality assurance, the university moved from the MS ISO 9001:2000 to the MS ISO 9001:2008. This more recent standard of best practice is more customer focused and places more importance on the review of corrective and preventive action taken, so as to ensure more effective and efficient CQI in the university. Universiti Putra Malaysia has also reoriented its quality assurance efforts from faculty based monitoring to a centralised university based monitoring in order to streamline its efforts.	
The Office of the Deputy Vice Chancellor (Research and Innovation) continually identifies faculties and laboratories that need to achieve accreditation for testing and calibration for the ISO/IEC 17025 certification. All professional programmes are also accredited and are regularly reviewed by professional bodies to satisfy their requirements. For best practices and quality assurance, activities have been undertaken for obtaining additional international certification, for example the Bio-Safety Laboratory Level-3 (BSL-3) Certification.	
The university keeps abreast of and makes necessary changes to programme standards whenever qualification agencies like MQA and professional bodies such as the Teacher Education Accreditation Council (TEAC) and Malaysian Medical Council (MMC) come up with new standards.	

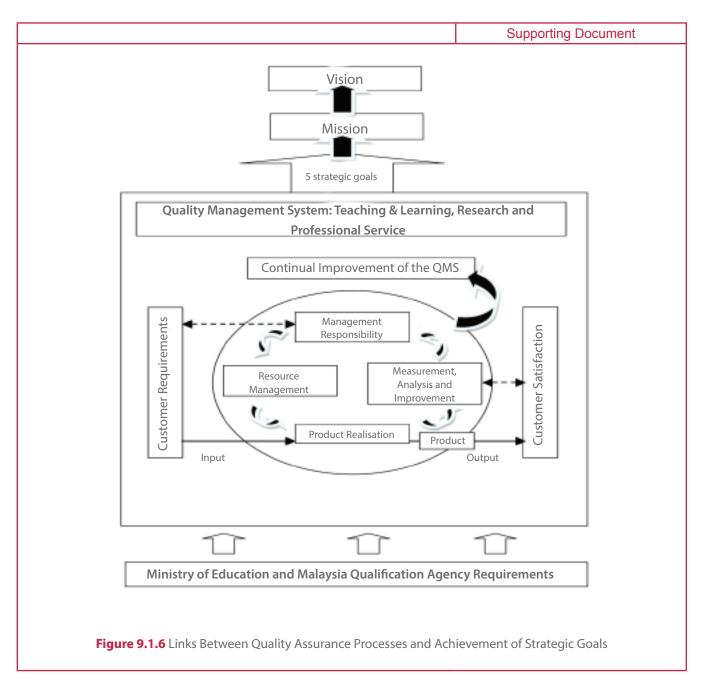
	Supporting Document
9.1.3 Responsibility for Continuous Quality Improvement	
The university has obtained a single certification for all major activities conducted at the university since March 2011. The responsibility for QMS is presently handled by the Quality Management Division, Office of the Registrar. The Management Representative (MR) responsible for QMS is appointed by the Vice Chancellor. Currently the Registrar acts as the MR. The responsibility for academic CQI, however, lies with the Deputy Vice Chancellor (Academic and International) and is facilitated by the Director of the Corporate Strategic and Communication Office (CoSComm). CQI for certification of Research Laboratories is placed under the Office of the Deputy Vice Chancellor (Research and Innovation).	
Information on the qualifications and experience of those directly responsible for QMS and CQI is provided in Appendix 9.1.3	<u>Appendix 9.1.3</u> Qualifications And Experience of those Directly Responsible for QMS and CQI
9.1.4 Ensuring Continual Quality Improvement	
The Division of Quality Management supports the MR in proposing an appropriate quality management system for implementation by the university, providing assistance for internal auditing, monitoring the progress of action plans, identifying corrective actions and proposing preventive actions, and providing the University Management Committee (UMC) with input on the above for further action.	
The Corporate Strategic and Communications Office is responsible for monitoring the quality of academic programmes through accreditation and reaccreditation audits. These audits are conducted to ensure the academic programmes follow standards set by qualification and accreditation bodies. Each faculty prepares its Academic Studies Programme Document (Dokumen Program Pengajian) which contains the CQI report of the programme; CosComm will then audit the programmes to ensure CQI measures have been executed.	
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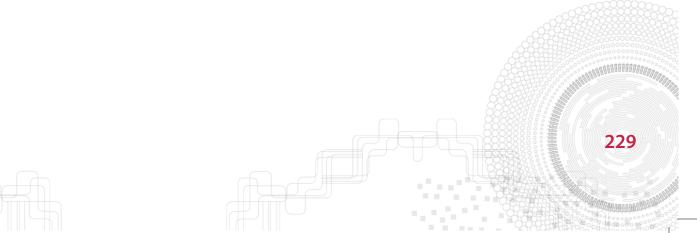
	Supporting Document
9.1.5 Implementation of Recommendations for Quality Improvement and Recording of Achievements	
Recommendations for quality improvement come from various quarters, including feedback from the UPM Internal Quality Audit Committee and stakeholders. These recommendations may be the outcome of audits, suggestions, complaints or evaluations carried out on particular aspects of teaching, learning, research, services and management.	
Recommendations are discussed at Quality Assurance Unit meetings or Management Review meetings, and after approval, they are implemented by the relevant administrative, academic and support staff.	
Targets or objectives successfully achieved by the university are recorded by Quality Assurance Committees in quality management documents and disseminated for the benefit of stakeholders through the university or cost centre websites, faculty meetings, or other means.	
For academic CQI, course instructors are required to make reports on measures regarding course improvement based on Course Outcomes attainment. These reports are captured by and stored in Putra OBE to be implemented the following semester	
9.1.6 Link between Quality Assurance Processes and Achievement of Strategic Goals	
The strategic goals of UPM address its three core activities: teaching and learning, research, and professional services. The university plans, implements, monitors and acts on these core activities to ensure that they are in line with its goals, vision and mission, through its QMS. The success of the quality assurance processes at UPM is reflected in the attainment of its strategic goals.	
The links between quality assurance processes and achievement of strategic goals are illustrated in Figure 9.1.6	

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	Supporting Document
Figure 9.1.6. above illustrates the role, the policies and guidelines of the Ministry of Education and the Malaysian Qualifications Agency play as a framework for the quality management system, goals, vision and mission of the university. The QMS takes into consideration the needs of the customer within the context of requirements and stipulations as expressed by government circulars and general orders.	
Continual improvement of the QMS is achieved through a thorough and regular interactive process involving management responsibility, resources, product realization as well as analysis and evaluation of the process. The figure also illustrates the relationship between the Quality Assurance Process as reflected by the QMS of the university and its strategic goals and, consequently, the vision and mission of the university	
9.1.7 Prominence of Internal Quality Unit in the Organisational Structure of UPM	
The Office of the Deputy Vice Chancellor (Academic and International), the Office of the Deputy Vice Chancellor (Research and Innovation), and the Division of Quality Management are responsible for internal quality assurance and CQI of their respective areas. The Deputy Vice Chancellor (Academic and International) is further supported by the Corporate Strategic and Communication Office (CoSComm) in ensuring Academic CQI. The prominence of all three IQA units in the organisational structure of the university is reflected by the membership of the heads of these units – the Deputy Vice Chancellor (Academic and International), the Deputy Vice Chancellor (Research and Innovation) and the Registrar - in the UMC. The heads also sit in the university Senate and present regular reports on quality assurance especially on academic matters.	

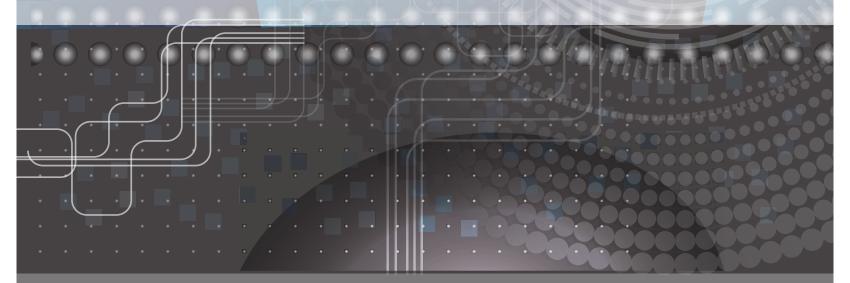
	Supporting Document
9.1.8 Recent and Projected Activities to Ensure Responsiveness to Changing Environment and Continual Quality Improvement	
The following activities have been carried out in response to changing needs related to CQI:	
 Implementation of MS ISO/IEC 17025 in research and service laboratories in accordance with UPM as a Research University (RU). 	
 Implementation of Environmental Management System ISO I4000. 	
 Implementation of Information Security Management System (ISMS ISO/IEC 27001). 	
QS Ranking related activities which include improvement in student staff ratio, international mobility, citation per staff, etc.	
 Establishment of the UPM Business Continuity Plan. 	
• Review of academic curriculum to address the requirements of new programme standards.	
 For global recognition many faculties have obtained or are in the process of obtaining accreditation and recognition from international bodies to ensure graduate employability. 	
Since its establishment as an RU in 2006, UPM has served as a hub of quality teaching and research, as well as professional and community services. The university continuously strives to position itself as a leading RU by engaging all academic staff in developing a balanced approach towards teaching, research, and the provision of professional and community services.	
In light of the importance of university ranking and rating in the global arena, UPM has paid due attention to enhancing its image to achieve international repute by conducting high impact research, increasing academic publications, increasing commercialisation and patenting of products and technologies, and developing infrastructures to provide a conducive environment for teaching, learning, research and services.	

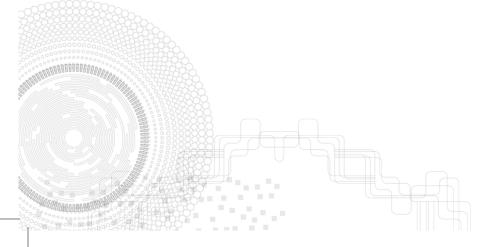
	Supporting Document
The intensification of the above-mentioned activities necessitates the development of an efficient and effective QMS. To this end, UPM has adopted and implemented MS ISO 9001:2008 for QMS to ensure that its work culture embodies effectiveness and excellence in management and governance.	
Putra E-Dashboard (PED) is a Business Intelligence tool and a enhancement from the MyPutra Cockpit System to support Business Intelligence function related to Business Intelligence activities. This tool, integrates all data from Student Information System (SMP), IGIMS, SISMAN and database from Research Management and CEM to enhance the efficiency and effectiveness of data management characteristic. The PED includes graphically displaying static data, trend analysis, forecasting and comprehensive analysis of UPM's data. PED will assist the university in managing PG200 project, KPI reports, strategic development project, marketing and all activities related to Business Intelligence.	
9.1.9 Accreditation and Recognition of the Internal Quality Assurance System	
The IQA system of UPM has been recognised and accredited by various bodies. All the major processes and activities such as teaching and research have been certified by SIRIM QAS International.	



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PART C SELF-REVIEW REPORT





PART C SELF-REVIEW REPORT

In the past 5 years since being awarded selfaccreditation status, UPM has won awards and recognition in various aspects of its core functions: teaching, research and professional services. The attainment of these accomplishments has been facilitated by the university's self-accreditation status, its standing as a Research University and its conferment of autonomy by the Ministry of Education (MOE). Details of these achievements can be found at http://www.upm.edu.my/about_us/ awardsabout.

Consistent with its commitment to Continual Quality Improvement (CQI), UPM reviews its administrative and educational systems, policies and practices to identify its strengths and areas of concern, and to make improvements where and when necessary. This section describes efforts undertaken by the university to maintain and enhance its strengths as well as the steps it has taken to address problem areas since the last self-review exercise in 2010.

VISION, MISSION AND EDUCATIONAL GOALS OF UPM

The university's vision to become a university of international repute permeates all aspects of the university's endeavours and is encapsulated in its strategic goals. The vision of the university is conveyed to its students and faculty and is realised through the academic, managerial and administrative processes such as teaching and learning, research, support services, educational resources as well as university governance. Self-assessment of the goals, processes, related procedures as well as achievements is also conducted in order to sustain and improve their quality.

The university is persistent in its vision and mission as it firmly believes they are still highly relevant to the needs and aspirations of the country. In addition, UPM has established Putra Global 200 as one of its targets. Putra Global 200 is an initiative by the university to attain top 200 in the QS World University Ranking by 2020. However, in order to realise its vision and to fulfil its mission, UPM has taken note of changing institutional, national and global developments, and has revised its strategic goals accordingly and within the larger context of its stated vision and mission. From 2007 – 2010, UPM had been guided by 10 strategic goals. In response to a need for greater focus, the UPM Strategic goals to six. In formulating the Strategic Plan 2011 – 2013 reduced the number of strategic goals to six. In formulating the Strategic Plan for 2014 – 2020, the university saw the need for new initiatives and high-impact strategies in response to institutional, national and global developments.

The current strategic goals of UPM, therefore, were formulated upon reflecting on the need to incorporate and enhance elements of national and global development such as social responsibility, research attainment, community involvement, ethical values and leadership. With these needs in mind, and after inclusive interaction with all primary stakeholders, UPM established five strategic goals as follows:

- enhancing the quality and competitiveness of graduates;
- 2. creating value through a strong and sustainable RDCE;
- boosting industry and community networking services;
- 4. strengthening UPM as a centre of excellence in agriculture; and
- 5. enhancing the quality of governance.

With these goals having been established, the immediate concern of the university was to disseminate them to its staff and students. Although several steps have been taken as described in Section B, such as the university KPI and faculty visits by the university management, the university also intends to develop additional mechanisms to ensure that these

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goals are further inculcated in its staff and students. For example, the extent to which the university has attained its stated KPI is tabled in a University KPI Attainment Workshop which is conducted on a quarterly basis every year. This meeting is attended by the principal officers of the university and will first hear presentations by the 'champion' of each strategic goal, such as the Deputy Vice Chancellor for Academic Affairs who is responsible for the first goal related to academic matters. This is then followed by a discussion of preventive and corrective action, leading to a comprehensive proposal to address issues and concerns.

Student commitment towards the Vision, Mission and Educational Goals of UPM poses a unique challenge to the university. This is largely because new students who need to be introduced to these goals are added into the student body every year. Nevertheless, university academic leaders constantly strive to make students aware of and engage with the vision, mission and educational goals of the university during orientation sessions at the very beginning of their university studies and throughout the period of their studies via relevant academic and co- curricular activities.

The emphasis on agricultural sciences has been a mainstay in the educational objectives of the university and the university management and academic leaders firmly believe that this emphasis has been constantly attained, evidenced recently with international recognition as the university with the 54th highest ranked academic programme in agricultural science in the world. Because of its strong tradition in agricultural sciences, the university envisions that in the near future, it will continue to position itself as a global leader in the field of agriculture and food security. Additionally, it will also strengthen its academic programmes in all fields through industrial linkages and academic accreditation and certification processes. These broad goals have been a permanent feature of the university and the long involvement of the university in pursuing these goals has allowed it to consolidate its internal structures and processes in line with the attainment of such goals.

LEADERSHIP, GOVERNANCE AND ADMINISTRATION

Universiti Putra Malaysia has a well-established constitution that determines the structure of governance within the university. This constitution clearly spells out the roles and responsibilities of the various governing and administrative bodies, which is consistent with Universities and University Colleges Act (Amendment) 2009. The explicit delineation of roles and responsibilities indicates stable governance and administration. There are well-defined criteria for the selection and appointment of capable, experienced and qualified academic leaders. In order for these academic leaders to effectively implement educational programmes, research projects, and professional and community services, they are assisted by qualified administrative staff. The Quality Management System (QMS) and CQI processes of the university further assist these academic leaders to carry out their responsibilities by providing clear and specific guidelines.

Leadership, governance and administration of the university have been aided by autonomy awarded to the university by MOE in 2010 in the four major aspects of institutional governance, academic management, wealth creation, and human resource planning. Additionally, the university has been granted autonomy especially in the self-accreditation of academic programmes. This autonomy is exercised carefully by the university with the university Board of Directors advising the University Management Committee on important matters and decisions.

With the UPM constitution as the binding principle, the university has been effective in developing and offering academic programmes and activities consistent with national and societal needs. The allocation of university resources are also made in line with these objectives. The academic autonomy granted to the university has helped to alleviate lengthy processes related to the development and approval of academic programmes.

The university continuously strengthens its industryfriendly approach with respect to establishing links with external stakeholders. Industry linkages are also critical in determining achievement according to QS rankings. Consequently, various constructive and proactive mechanisms have been developed to establish and consolidate such links. These collaborations with external stakeholders are an integral part of the governance structures and committees for academic programme improvement. While these efforts have been on-going, the university management believes that there is still the opportunity to improve in this area and is consistently looking for new means and initiatives to increase and expand the links and collaboration.

The autonomy awarded to the university has allowed the university to function efficiently and effectively especially in the four areas mentioned previously. With the successful management of the autonomy presently afforded to the university, the university management believes that this success should lend consent to greater autonomy in the future, especially in operational matters that do not directly contradict government policies and regulations.

CURRICULUM DESIGN, DELIVERY, MONITORING AND REVIEW, AND STUDENT ASSESSMENT

Universiti Putra Malaysia already has in place a rigorous process of curriculum design, development, monitoring and review via established policies, supportive structures and mechanisms, as well as clear guidelines and procedures. The university also provides means of access to current developments in academic fields, helping the university to fulfil its mission of knowledge discovery contributing to wealth creation. UPM also provides avenues for innovations in teaching and learning, thus supporting Shift 8 of the Malaysian Higher Education Blueprint which focuses on transforming Higher Education delivery.

The self-accreditation status has allowed academic autonomy to be one of UPM's strengths. With this autonomy, the university has more efficiently designed, developed, evaluated and approved its own academic programmes, bypassing the process of getting MOE approval and MQA accreditation. The university has sufficient expertise and knowledge of contemporary developments to develop effective curricula, and utilise views and feedback from external sources.

However, the extent of involvement of academic staff in curriculum design and development can be enhanced. Currently, although every academic staff member engages with new or reviewed courses when they are presented at department or faculty meetings, there is a need to mentor and guide less experienced lecturers so that they can contribute even more to the process. Such guidance is currently being provided through Basic Teaching and Learning courses for new lecturers conducted by Centre for Academic Development (CADe).

Universiti Putra Malaysia emphasises Outcome Based Education (OBE) and SCL-based delivery, and continuous efforts have been made to equip academic staff with knowledge and abilities in various SCLoriented pedagogies. However, the implementation of OBE still needs to be improved as it is a challenge for some lecturers to fully grasp the concept of constructive alignment, while some lecturers are still not at ease with SCL pedagogies.

To address these challenges, the *Sistem Maklumat Pelajar* (SMP) has been enhanced to include a teaching and evaluation plan module that facilitates constructive alignment among course outcomes, delivery methods and assessment. In 2011, the university initiated the integration of the SMP with PutraLMS and Putra Outcome Based Education System (PutraOBE) to allow monitoring of outcomes attainment. The integration has had the additional benefit of allowing single signon to access the integrated system.

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Although the university has had in place procedures and mechanisms for monitoring and review of curriculum since the implementation of QMS, there is room for enhancement. Since being awarded self-accreditation status in 2009, two additional procedures have been followed to approve, monitor and review curriculum: *Prosedur Akreditasi Sementara Program Pengajian (UPM/PNC-BPK/P003)* and *Prosedur Akreditasi Penuh Program Pengajian (UPM/PNC-BPK/ P004)*. This move has added rigour to the process.

Currently, the university already involves various stakeholders in the curriculum development and review process. These stakeholders include academic staff of UPM, academic experts from outside, industry players and alumni. The university still needs to increase student involvement in the process.

STUDENT SELECTION AND SUPPORT SERVICES

Universiti Putra Malaysia adheres to the general admission policy of MOE when formulating its own selection and admission criteria, mechanisms and processes including appeal processes based on the specific needs of each of its academic programme both at the undergraduate and postgraduate levels. These three aspects are reviewed and refined each year taking into consideration dynamics such as national needs for specific human resources with enhanced graduate attributes, inclusivity of economically challenged students in higher education, a growing demand for advanced skills and knowledge at the postgraduate level, students' performance, graduate employability and mobility, English language proficiency and internationalisation of education.

Student selection in UPM is a rigorous process to ensure a positive relationship between intake quality of students and successful completion of study. Among measures taken to improve the selection process is the inclusion of an interview for admission into a number of undergraduate and postgraduate programmes.

To improve the admission rate of excellent students, UPM introduced a fast track admission scheme into the Foundation Studies for Agricultural Science programme in 2011 for school students based on their trial SPM results. The duration for the fast track programme is two semesters over a period of eight months. These students are eligible to apply for all Bachelor programmes offered by UPM except for the Doctor of Medicine programme.

Another initiative by UPM, which is in line with its corporate social responsibility, is the offer of a community-based Preparatory Diploma in Science Programme at UPM *Kampus Bintulu* (UPMKB) to provide students from rural areas who possess an SPM or equivalent qualifications the opportunity to further their studies, even if they do not meet the entry requirements for the diploma programmes offered at UPMKB. Those who successfully complete the preparatory programme can apply for diploma programmes at UPM, such as Agriculture, Fisheries, Forestry, Food Estate Management, Animal Health and Production, Agricultural Engineering, and Agribusiness.

UPM is giving serious consideration to the upgrading of facilities for students with special needs. More of such facilities are being made available to meet the needs of current students, and to allow intake of more. Another concern is the disproportionate ratio of students to counsellors which currently stands at 2,600:1, far short of the MOE recommendation of 1,500:1. The university is taking steps to remedy the situation by providing more counsellors.

To address the need for proficiency in the English language, UPM clearly specifies the level acceptable for admission into undergraduate and postgraduate programmes. Academically qualified applicants not meeting this requirement are admitted conditionally and are required to pass suitable English courses while pursuing their degrees. In addition, UPM instituted the English Language Experience (ELEx) package for all undergraduate students in 2013 to address the English language needs of students with varying proficiency levels. The structure of this package ensures that students are engaged with the learning of English every semester, thus receiving continuous support and remediation. The implementation of ELEx is a proactive measure in line with the MOE's aspiration for every undergraduate to graduate with a higher level of English proficiency.

ACADEMIC STAFF

In line with the vision to become a university of international repute, UPM requires that academic staff possess a PhD qualification or its equivalent, except for those in the fields of architecture and medicine. To overcome difficulties in recruiting suitable PhD holders in certain specialisations, the university introduced the *Tenaga Akademik Muda* (TAM) scheme in 2013 to ensure continuity of the succession of academic staff and the recruitment of new staff.

Academic staff intake also takes into consideration the *Pelan Strategik UPM 2014-2020* which specifies the academic staff–student ratios in 2014 as 1:10 and 1:4 for undergraduate and postgraduate programmes (Masters without thesis), respectively. To meet this requirement, the university employs contract, parttime, adjunct and visiting staff where necessary.

To effectively utilise the strengths of individual lecturers, the university has practised flexibility in setting the *Sasaran Kerja Tahunan* (SKT) for academic staff since 2011. Every lecturer must fulfil the three basic functions: teaching, research and professional services. In addition, UPM emphasises contributions to society and nation. The weighting for each function can vary within the range provided, and this is indicated in their SKT which must be agreed upon by the faculty management, as shown below:

- Teaching and supervision (10-55%)
- Research and publication (10-55%)
- Professional services including clinical services, administration and leadership (5-55%)
- Contribution to society and nation (5-20%)

In preparing new academics to undertake the different functions expected of them, they have to undergo an induction course. Since 2013, the induction course for new academic staff has been improved and renamed *Program Transformasi Minda* (PTM). During the course, they undergo training in four components, that is, university rules and regulations, basic teaching and learning, research, and professional services.

EDUCATIONAL RESOURCES

Since 2009, several expansions and development of education resources have been put in place. The university is currently building its own teaching hospital for teaching, learning and research activities. Its library currently houses a huge collection of online databases and researchers have access to these and various online resources. To enable development in global knowledge, the university has also put in place a plan to expand internet facilities in stages to improve access to online resources and the expansion of global e-knowledge.

With respect to internationalization, UPM has established a satellite campus with Kyushu Institute of Technology (Kyutech), Kyutech-UPM Malaysian Super Satellite Campus (Kyutech-UPM MSSC). Currently, this is the first off-shore campus for Japanese public universities. In addition, it has also established dual degree programmes with several international universities. To boost RDC&E in agriculture, Institut Kajian Perladangan (Institute of Plantation Studies) has been established. In addition, the Institut Antarabangsa Akuakultur dan Sains Akuatik (I-AQUAS) has been approved by the Senate and is awaiting approval from the University Board and MOE. In our effort to increase the standards for research, the university has pursued accreditation for ten of its laboratories and established the Super Critical Fluid Centre.

Towards fulfilling its corporate social responsibility, the university has established the University Community Transformation Centre (UCTC) to manage the outreach and community projects. The university has conducted several agriculture expert clinics in several states in Peninsula Malaysia among farmers and local communities. Meanwhile, the University Health Centre has been expanded to provide better services to the campus community.

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In the effort to improve the standards of residential facilities for the students, the university will improve several units of dormitories and star-rate them. The university has also provided bicycle paths and set up a bicycle scheme for its students as a way to reduce carbon footprint. For its effort, the university was ranked 41st in the world and 3rd in Southeast Asia in the UI GreenMetric World University Ranking in 2014.

The university has also obtained the Environmental Management System ISO 14001:2004 certification that recognised its commitment in implementing effective environmental management system. This certification provides assurance to the university management that UPM is in control of the organisational processes and activities that have impact on the environment. With this certification, the university employees are also assured that they are working for an environmentally responsible organisation. In having the environmental impact measured and improved continually, the university ensures that it provides and maintains an environment that is conducive to learning.

CONCLUSION

Spurred by its current achievements, UPM will continue to improve in all aspects of its core functions so as to make meaningful contributions to the community and nation. As part of its journey towards achieving international repute, the university strives to attain Tier 6 in the Rating System for Malaysian Higher Education Institutions (SETARA), improve its performance in MyRA® to maintain its status as a Research University and achieve a better ranking on the QS World University Ranking, as outlined in the UPM Strategic Plan 2014-2020.

