



QUANTITY SURVEYING

**PROGRAMME ACCREDITATION
STANDARD**

QUANTITY SURVEYING ACCREDITATION COUNCIL

QUANTITY SURVEYING PROGRAMME ACCREDITATION STANDARD



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FOREWORD

The Board of Quantity Surveyors Malaysia (BQSM) takes a major step forward with the introduction of the Quantity Surveying Programme Accreditation Standard (QSAS), marking a significant milestone in the evolution of our accreditation process. For many years, the Quantity Surveying Accreditation Manual has served as a valuable guide outlining the principles and processes for quantity surveying accreditation programs. While the manual played an essential role, rapid changes in the educational landscape and the increasing need for a more comprehensive and flexible framework have made it clear that a more robust and universally applicable standard is required.

QSAS addresses the evolving demands of the profession and aligns with the Malaysian Qualifications Agency (MQA) Accreditation Framework to ensure that it meets both national and international benchmarks. It has been developed through extensive collaboration with industry experts, academic leaders and key stakeholders. QSAS was designed to support continuous improvement in academic and professional practices, ensuring that graduates are equipped with the knowledge and skills necessary to excel in a dynamic and competitive global market.

By embracing this standard, educational institutions will enhance their credibility and reputation, demonstrating their commitment to producing highly competent professionals who meet the demanding standards of the quantity surveying profession. Additionally, the standard's alignment with the MQA Accreditation Framework ensures that accredited programs meet national qualification standards while maintaining global competitiveness.

BQSM strongly encourages institutions of higher learning, as well as professionals and stakeholders in the quantity surveying sector, to adopt and engage with this new Programme Accreditation Standard. By doing so, we will collectively raise the quality of quantity surveying education and practice, ensuring that our profession continues to thrive and contribute meaningfully to the built environment and society as a whole.

We are deeply grateful to all those who have contributed to the development of this standard. Your expertise, dedication, and vision have been invaluable in shaping this important document. Together, we will continue to advance the profession of quantity surveying and uphold the values of excellence, integrity, and professionalism.

DATUK Sr HAJI AMRAN BIN HAJI MOHD MAJID, CQS, FRISM, DPSM, PPT

President

Board of Quantity Surveyors Malaysia

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ABBREVIATIONS

Act 487	Quantity Surveyors Act 1967
Act 679	Malaysian Qualifications Agency Act 2007
AI	Artificial Intelligence
APEL.C	Accreditation of Prior Experiential Learning for Credit Award
BM	Bahasa Melayu
BIM	Building Information Modelling
BQSM	Board of Quantity Surveyors Malaysia
CGPA	Cumulative Grade Point Average
CLO	Course Learning Outcome
CQS	Consultant Quantity Surveyor
EP	Evaluation Panel
HEP	Higher Education Provider
IT	Information Technology
MOHE	Ministry of Higher Education
MPU	Mata Pelajaran Pengajian Umum
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
MQR	Malaysian Qualifications Register
NLHs	Notional Learning Hours
ODL	Open and Distance Learning
PEO	Programme Educational Objective
PLO	Programme Learning Outcome
PQS	Professional Quantity Surveyor
PSD	Public Service Department
PVQS	Provisional Quantity Surveyor
QA	Quality Assurance
QS	Quantity Surveyor
QSAC	Quantity Surveying Accreditation Council
RISM	Royal Institution of Surveyors Malaysia
SLT	Student Learning Time
SPM	Sijil Pelajaran Malaysia
STPM	Sijil Tinggi Persekolahan Malaysia

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

An academic programme accreditation is a process in which programmes conducted by Higher Education Providers (HEPs) are evaluated to ensure that the programmes are credible, adequately delivered, and produce high-quality, highly skilled and talented graduates in fulfilling the demands of the industry and the country's workforce. The accreditation process, which is a credible quality assurance system, is a formal systematic external review typically mandated by the commissioning or regulatory bodies. Accordingly, it is a requirement for all Quantity Surveying programmes at the Bachelor's degree and diploma qualification levels conducted by HEPs to be accredited by the Board of Quantity Surveyors Malaysia (BQSM). Foreign HEPs operating in Malaysia are subjected to terms and conditions similar to those of local HEPs. Upon request, BQSM also accredits academic programmes in the field of Quantity Surveying conducted by foreign HEPs in their respective countries.

This Standard serves as a basis for quality assurance of Quantity Surveying programmes and as a reference for attaining programme accreditation from BQSM for the Bachelor's degree and diploma qualifications. In regulating and maintaining the standards and quality of Quantity Surveying programmes, this Standard sets the minimum criteria and standards that are considered as the minimum levels that should be attained by HEPs to ensure that the Quantity Surveying programmes can be adequately delivered and produce the minimum acceptable quality of graduates. However, this does not imply that HEPs should ultimately aim to merely satisfy these minimum criteria and standards. Instead, they shall strive for continual quality improvement. In addition, HEPs shall fulfil any other relevant conditions as required by the Malaysian Qualifications Agency (MQA), Ministry of Higher Education (MOHE), and other governing authorities on higher education.

The respective chapters in this Standard are designed to provide the policies, guidelines, procedures, and accreditation requirements to HEPs in the accreditation process for attaining programme accreditation from BQSM:

- Chapter 1 provides the background to programme accreditation (the term programme as used in this Standard shall refer to the Quantity Surveying programme unless stated otherwise);
- Chapter 2 outlines the accreditation process and procedures, including the underlying policies;
- Chapter 3 prescribes a set of minimum criteria and standards for programme accreditation;
- Chapter 4 presents the guidelines on the documents to be submitted for programme accreditation and outlines the submission procedures;
- Chapter 5 describes the evaluation procedures for programme accreditation;
- Chapter 6 outlines the requirements for annual monitoring and quality control;
- Chapter 7 explains the appointment of the evaluation panel, the attributes and responsibilities of the evaluation panel members.

1.2 MALAYSIAN QUALIFICATIONS AGENCY

The Malaysian Qualifications Agency Act 2007 (Act 679) assigns the responsibility for quality assurance of higher education in Malaysia to the Malaysian Qualifications Agency (MQA). The main role of MQA is to implement the Malaysian Qualifications Framework (MQF) as a basis for quality assurance of higher education and as the reference point for the criteria and standards for national qualifications. MQA is responsible for monitoring and overseeing the quality assurance practices, and accreditation of higher education programmes conducted by public and private HEPs. However, the MQA Act also provides for the accreditation of professional programmes and qualifications to be conducted by the relevant professional bodies. The Act also allows these bodies to develop and enforce their procedures, criteria, and standards for the respective programmes, albeit broadly in conformance with MQF. In line with this, under Section 4(fb) of the Quantity Surveyors Act 1967 (Act 487), BQSM is empowered to accredit and recognise Quantity Surveying qualifications conducted by public and private HEPs.

1.3 BOARD OF QUANTITY SURVEYORS MALAYSIA

The Board of Quantity Surveyors Malaysia (BQSM) is a statutory professional body established by an Act of Parliament, i.e. Quantity Surveyors Act 1967 (Act 487). BQSM is responsible for safeguarding the interests of the public and ensuring the accountability and quality of Quantity Surveying services and practices whilst upholding the principle of value for money in the implementation of development and infrastructure projects. To safeguard the interests of the public, only suitably qualified persons are registered with BQSM and are permitted to offer Quantity Surveying services. BQSM registers Quantity Surveyors (QS), Sole Proprietorships, Partnerships and Bodies Corporate, which provide consulting Quantity Surveying services. BQSM also acts upon complaints against registered QS who have infringed the code of professional conduct.

It is hoped that with the role played by BQSM, the expectations of the public in terms of quality service to be provided by QS in Malaysia can be met, and as a result, the interests of both the public and the profession are adequately protected. The foundation for this would be good quality Quantity Surveying academic programmes that shall produce graduates who can uphold the dignity and reputation of the Quantity Surveying profession, as well as execute their professional skills to the best of their ability with integrity. Hence, BQSM shall ensure the implementation of good quality assurance throughout the Quantity Surveying educational processes to maintain the highest quality of graduates. Continuous quality improvement shall become a part of the culture for the programme's sustainability and keep up to date with the advancement in the industry and the profession. In implementing this responsibility, the Quantity Surveying Accreditation Council was set up in accordance with Section 24A(1) of the Quantity Surveyors Act (Amendments) 2015 to evaluate the quality assurance of academic programmes from HEPs in the field of Quantity Surveying.

1.4 QUANTITY SURVEYING ACCREDITATION COUNCIL

The Quantity Surveying Accreditation Council (QSAC) was established to evaluate the development and deliveries of Quantity Surveying programmes conducted by HEPs. QSAC members consist of representatives from BQSM, the Royal Institution of Surveyors Malaysia

(RISM), MQA, MOHE or other governing authorities on higher education, academics, as well as Consultant Quantity Surveyors (CQS)/Professional Quantity Surveyors (PQS) from the public and private sectors.

The primary function of QSAC is to manage the accreditation process for Quantity Surveying programmes developed and conducted by HEPs. The responsibilities of QSAC are to:

- i. Formulate, establish, and review accreditation policies and requirements;
- ii. Develop guidelines, processes, procedures, criteria, and standards for accreditation;
- iii. Manage accreditation operational arrangements and the appointment of the Evaluation Panel (EP);
- iv. Receive evaluation report on the accreditation process undertaken for Quantity Surveying programmes, indicate its accreditation evaluation and determine whether accreditation should be awarded or otherwise;
- v. Respond to any complaint or appeal concerning the accreditation process, and to any proposal for change;
- vi. Monitor the development and operation of accreditation in other countries and, when necessary, make recommendations to BQSM;
- vii. Report on accreditation operation to BQSM as appropriate and recommend changes to BQSM's policies related to accreditation;
- viii. Enhance and foster the dissemination of positive developments and best practices in Quantity Surveying education;
- ix. Advise BQSM on public statements or representations that should be made in relation to Quantity Surveying education;
- x. Work with MQA to coordinate the process of accrediting Quantity Surveying programmes.

1.5 OBJECTIVES AND BENEFITS OF ACCREDITATION

The primary aim of accreditation is to ensure that accredited programmes have attained a level of performance that meets or exceeds the minimum criteria and standards for Quantity Surveying education. Accordingly, the objectives of accreditation for Quantity Surveying programmes are to:

- i. Ensure that programmes offered by the respective HEPs fulfil the minimum requirements of Quantity Surveying education;
- ii. Establish that graduates from accredited programmes comply with the attributes to be eligible for registration with BQSM;
- iii. Justify that the accredited programmes meet the needs and expectations of the profession, industry, and the respective stakeholders;
- iv. Validate that HEPs have adequate and appropriate facilities to conduct the programmes;
- v. Stimulate continuous quality improvement for programme sustainability and relevancy in keeping abreast with the advancement in the profession and industry;
- vi. Ensure that HEPs continually improve their capacity and capability in providing high-quality programmes.

The attainment of the accreditation status is an achievement as a result of the quality evaluation exercises conducted by QSAC. The benefits of Quantity Surveying programmes being accredited include:

- i. Contributes to the assurance that graduates of the accredited programmes have formal preparation that meets accepted standards and quality in the Quantity Surveying profession;
- ii. The Public Service Department (PSD) utilises the status of the accreditation in verifying the requirements in public services recruitment;
- iii. Instils confidence amongst potential employers;
- iv. Offers a competitive advantage for programmes, students, and careers;
- v. Graduating from an accredited programme enables graduates to apply for registration as Provisional Quantity Surveyors (PVQS) with BQSM upon graduation;
- vi. Serves as a basis for formal recognition by peers within the HEP as well as nationally and internationally;
- vii. Influences the recruitment of outstanding academic staff and students;
- viii. Promotes programme improvement, encourages planning, identifies areas for change, and provides substantial information that can be used to support resource decisions.

1.6 DESIGNATION OF AN ACCREDITED PROGRAMME

Accreditation awarded by BQSM is at a programme level. The designation of an accredited programme shall apply to a Quantity Surveying programme conducted in a faculty, school, department, or a dedicated unit within a respective HEP. Accreditation attained by a programme is not transferable to other programmes in other organisational units or locations either within the HEP or organisations affiliated with it. The HEP may offer programmes via various pathways such as at different locations, full-time and part-time modes of study, open and distance learning format, franchised, twinning, or other forms of collaboration. For each of the pathways, the HEP shall apply for accreditation separately.

Hence, any HEP with an accredited Quantity Surveying programme that intends to offer the same programme in an alternative mode of study or to offer the programme at a learning centre in a different location shall need to seek separate accreditation for such programmes. For programmes to be offered at a learning centre in a different location, the HEP shall need to seek approval from MOHE with regard to the location before applying for Provisional Accreditation to conduct the programme.

Currently, only HEPs offering accredited programmes in conventional modes of delivery are allowed to conduct programmes via the open and distance learning format as an additional delivery mode. However, HEPs need to seek separate accreditation for programmes conducted via the open and distance learning format.

HEPs proposing to franchise their accredited programmes should recognise that such a franchise can only be regarded as an extension of the programme for which they already have responsibility. It, therefore, follows that should a programme evaluation or a review visit to any of the franchise arrangements result in a recommendation for withdrawal of accreditation, BQSM

may withdraw accreditation from all programmes, including the programme conducted by the franchisor.

A twinning programme shall refer to a programme that is offered through a partnership between two (2) HEPs, which allows students to complete part of the programme at one of the HEPs and proceed to complete the rest of the programme at the other HEP. In order for students to graduate from a BQSM-accredited Quantity Surveying programme, the programmes conducted by both the partnering HEPs shall have to be accredited separately. However, the programme conducted by the initiator of the partnership shall need to be accredited earlier than the programme conducted by the partnering HEP.

CHAPTER 2

ACCREDITATION PROCESS AND PROCEDURES

2.1 INTRODUCTION

Any application for programme accreditation shall comply with the respective accreditation process and procedures. This chapter outlines the accreditation process involved in the application and approval for accreditation, describes the different stages of accreditation, accreditation visit, accreditation decision, and accreditation cycle. This chapter also incorporates the procedures underlying the above accreditation process, appeal procedures, annual monitoring, programme revision, confidentiality, conflict of interest, accreditation fees and cost, and publication of accreditation status.

2.2 THE ACCREDITATION PROCESS

The accreditation process shall be undertaken upon the submission of the accreditation application by the HEP. The process consists of a series of activities that shall end with an outcome for the accreditation application. Although the different stages of accreditation have different quality focuses depending on the state of development, delivery and progression of the programme, the different stages of accreditation generally share common processes and procedures. The process flow chart for application and approval of accreditation is illustrated in Appendix A1 for local HEPs and foreign HEPs operating in Malaysia, and Appendix A2 for foreign HEPs operating in their respective countries. Each activity within the accreditation process has specific guidelines and procedures as described in the respective chapters of this Standard.

2.3 STAGES OF PROGRAMME ACCREDITATION

There are three (3) stages of programme accreditation as follows:

- i. Provisional Accreditation;
- ii. Full Accreditation;
- iii. Re-Accreditation.

All three (3) stages shall apply to local and foreign HEPs operating in Malaysia. However, for foreign HEPs operating in their respective countries or elsewhere, only stages (ii) and (iii) shall apply.

2.3.1 Provisional Accreditation

The HEP shall seek Provisional Accreditation prior to offering and conducting a Quantity Surveying programme. Provisional Accreditation aims to ascertain that the minimum requirements are met to conduct the programme. The HEP shall submit the necessary accreditation documents (with the contents as described in Chapter 4 and Appendix E) to QSAC through MQA.

The Evaluation Panel (EP) appointed by BQSM shall evaluate the accreditation documents submitted by the HEP. Based on this evaluation, the EP shall derive the preliminary outcome for

the Provisional Accreditation application. If the proposed programme has been identified as adequate to be considered for Provisional Accreditation, the EP shall conduct an accreditation visit to the HEP to confirm that the facilities at the HEP's premises are available, adequate, and appropriate for conducting the programme.

After completing the accreditation visit, the EP shall derive the findings on the application for Provisional Accreditation and complete the Programme Accreditation Report to be submitted to QSAC. If the HEP has complied with all the relevant criteria, standards and conditions for Provisional Accreditation, the EP shall recommend for Provisional Accreditation to be awarded as described in the Programme Accreditation Report. The recommendation shall be verified by QSAC and approved by BQSM. QSAC shall submit the outcome of the application for Provisional Accreditation to MQA, who shall officially notify the HEP. After attaining the Provisional Accreditation, the HEP can seek approval from MOHE to offer the programme.

2.3.2 Full Accreditation

Full Accreditation serves as an evaluation of the actual implementation of the programme's academic quality and verifies that the programme delivery has met the criteria and standards set by BQSM. The HEP shall submit the application for Full Accreditation consisting of the necessary accreditation documents (with the contents as described in Chapter 4 and Appendix E) to QSAC through MQA not later than six (6) months before the first cohort of students graduate. Foreign HEPs operating in their respective countries or elsewhere, applying for a programme to be considered for Full Accreditation by BQSM, shall submit their applications directly to QSAC.

The evaluation for Full Accreditation shall be carried out by the EP appointed by BQSM based on the accreditation documents submitted by the HEP and the accreditation visit to the premises. Based on the evaluation of the accreditation documents, the EP shall derive the preliminary outcome for the Full Accreditation application. If the programme has been identified as adequate to be considered for Full Accreditation, an accreditation visit to the HEP shall be conducted by the EP to validate, verify and seek clarifications on the information furnished by the HEP, and to conduct qualitative evaluations as applicable. The EP may request additional documents, information, clarification, and evidence to be provided by the HEP during the accreditation visit.

After completing the accreditation visit, the EP shall derive the findings on the application for the Full Accreditation and complete the Programme Accreditation Report to be submitted to QSAC. The recommendation for Full Accreditation as described in the Programme Accreditation Report shall be verified by QSAC and approved by BQSM. QSAC shall submit the outcome of the application for Full Accreditation to MQA, who shall officially notify the HEP.

2.3.3 Re-Accreditation

Re-Accreditation monitors and ensures the relevancy, sustainability, quality maintenance and enhancement of accredited programmes. The HEP shall submit the application for Re-Accreditation consisting of the necessary accreditation documents for Re-Accreditation (with the contents as described in Chapter 4 and Appendix E) to QSAC through MQA, not later than six (6) months before the expiry of the Full Accreditation period. Re-Accreditation also applies to re-accredited programmes where the HEP shall submit their applications for the new cycle of Re-

Accreditation not later than six (6) months before the lapse of the current Re-Accreditation cycle to QSAC through MQA. Failure to follow this schedule may result in cohorts of students not being accredited. The Re-Accreditation exercise follows the same process and procedures as the Full Accreditation. The requirements and procedures for a Re-Accreditation visit shall be the same as the accreditation visit for Full Accreditation. The evaluation exercise for Re-Accreditation is similar to those undertaken for Full Accreditation.

2.4 ACCREDITATION VISIT

Accreditation visits to the HEP shall be conducted for Provisional Accreditation, Full Accreditation, and Re-Accreditation applications. In certain circumstances, a review visit may be carried out during the accredited period, as requested by the EP. The accreditation visit enables qualitative evaluations of factors that cannot be easily documented in writing, verification of matters described in the documents, and clarification of issues raised from evaluating the documents. The significance of the accreditation visits and the procedures for the visit are described in Chapter 5.

2.5 ACCREDITATION DECISION

With reference to the outcomes of the evaluation for accreditation, which are based on the evaluation of accreditation documents and accreditation visit, BQSM shall decide on any of the following:

- i. To award Provisional Accreditation;
- ii. To award Full Accreditation;
- iii. To award Re-Accreditation;
- iv. To decline or withdraw accreditation - In such a case, the HEP can only submit a new application after one (1) year from the date the HEP receives the official outcome for the accreditation application from MQA.

Accreditation may be awarded with conditions for (i) to (iii) above. To remain accredited, the HEP must comply with the conditions within the specified time frame. BQSM may withdraw accreditation where conditions are not fulfilled.

2.6 ACCREDITATION CYCLE AND ACCREDITED PERIOD

An accreditation cycle is the number of years of accreditation awarded to a particular programme for a respective accreditation application. In each accreditation cycle, the maximum accredited period for the different accreditation statuses awarded is shown in Table 2.1. Accreditation is awarded based on students' graduation years, not their intake years. The EP shall recommend the accredited period for the respective accreditation status awarded as described in the Programme Accreditation Report. The recommended accredited period for each cycle shall be verified by QSAC and endorsed by BQSM.

Table 2.1: Accredited period for different accreditation status

Accreditation status		Accredited period (for each cycle)
i.	Provisional Accreditation	Until the HEP is awarded full accreditation (subject to MQA's procedures and requirements)
ii.	Full Accreditation	Up to a maximum of 5 years
iii.	Re-Accreditation	Up to a maximum of 5 years

2.7 APPEAL PROCEDURES

The HEP may appeal against the decision made by BQSM to decline accreditation. For the application of Full Accreditation and Re-Accreditation, the HEP can appeal against the decision by writing to the President of BQSM through MQA within thirty (30) days of receiving the official outcome for the accreditation application, stating the basis for the appeal. The President shall appoint an independent appeal committee to consider the appeal. The HEP may be required to submit new documents or information and bear the expenses involved in the appeal process. The decision made by the independent appeal committee shall be considered final. For the application of Provisional Application, the appeal shall be made to the Minister of MOHE through MQA, where all the related procedures and requirements by MQA and MOHE shall apply.

2.8 ANNUAL MONITORING AND QUALITY CONTROL

To ensure compliance with accreditation conditions and requirements, continuous monitoring and quality control shall be undertaken on accredited programmes during the accredited period. Accredited programmes at both the Bachelor's degree and diploma qualification levels shall be monitored annually. The HEP is required to submit an Annual Report (with the contents as described in Chapter 6 and Appendix G) to QSAC before 31 December of each year. Programmes are subject to satisfactory Annual Report in order to remain accredited.

For Full Accreditation and Re-Accreditation, if the accreditation status is attained after 30 June, the HEP is not required to submit the Annual Report for that particular year. For Provisional Accreditation, the HEP is required to submit the Annual Report once the HEP has offered and conducted the programme.

2.9 REVISION OF PROGRAMME

BQSM recognises that in undertaking continuous quality improvements, the HEP may make changes to the accredited programme. The HEP is required to seek approval from BQSM for major changes such as curriculum changes of more than 30% (calculated based on the total credit changes against the existing total credits), changes in the location of the learning centre, mode of study, and programme duration. For curriculum changes that are less than 30%, the HEP is required to inform QSAC. The HEP is also required to notify QSAC of any institutional changes to policies and procedures applying to an accredited programme. Failure to fulfil these requirements may result in accreditation being revoked.

2.10 CONFIDENTIALITY

All information provided throughout the accreditation process is confidential and classified. All parties involved in the process are required to maintain confidentiality unless written permission is obtained from the relevant parties. Failure to do so may result in legal liability, and BQSM is not responsible for the negligence of the parties involved.

2.11 CONFLICT OF INTEREST

All parties are expected to perform their tasks professionally. Individuals involved in any accreditation process are expected to be aware of any conflict of interest and shall declare their interest to QSAC or withdraw from any situation or activity that may constitute a conflict of interest. If any prospective member of the EP has a direct interest in the HEP, he/she shall declare it to QSAC and shall be excluded from being considered a member of the EP. Failure to do so may result in legal liability, and BQSM is not responsible for the negligence of the parties involved.

2.12 FEES AND COSTS

Fees and all costs incurred in carrying out activities for accreditation shall be borne by the HEP.

2.13 PUBLICATION OF ACCREDITATION STATUS

All programmes that have been accredited by BQSM shall be recognised as a registered professional programme listed in the Malaysian Qualifications Register (MQR), as well as the BQSM List of Accredited Qualifications. The MQR and the BQSM List of Accredited Qualifications contain, among others, the HEP conducting the programme, level of qualification, accreditation status, accredited period, and relevant information on the programme. This shall provide prospective students, parents, employers, funding agencies and other related stakeholders, both domestic and international, with the necessary information regarding accredited Quantity Surveying qualifications in Malaysia. In the case where it is found that the HEP has failed to maintain the quality of an accredited programme, the accredited status of the said programme may be revoked, and a cessation date shall be recorded in the MQR and the BQSM List of Accredited Qualifications.

CHAPTER 3

CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

3.1 INTRODUCTION

This chapter prescribes a set of minimum criteria and standards for accreditation of Quantity Surveying programmes by BQSM. The minimum criteria and standards are based on what are considered the minimum levels that shall be attained by HEPs to ensure consistency in the quality of programmes. In addition to the prescribed criteria and standards, BQSM recognises flexibility and diversity to facilitate the creative growth of Quantity Surveying education.

The HEP shall establish that the minimum criteria and standards are met, and compliance shall be demonstrated during the accreditation evaluation process. These criteria and standards are clustered into seven (7) areas of evaluation as follows:

- i. Programme development and delivery;
- ii. Assessment of student learning;
- iii. Student selection and support services;
- iv. Academic staff;
- v. Educational resources;
- vi. Programme management;
- vii. Programme monitoring, review and continual quality improvement.

3.2 AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

The quality of a programme shall ultimately be assessed by the ability of the graduates to undertake their expected roles and responsibilities. Programmes to be accredited by BQSM shall be developed based on their needs and sound philosophy and delivered within the Quantity Surveying context. The HEP shall set the expected competencies to be achieved by students at the end of their studies. The curriculum design shall address the expected competencies coherently and explicitly, demonstrating contextual relationships and how the expected competencies can be achieved. The HEP shall adopt various teaching-learning approaches for the programme and ensure adequate resources are available for the attainment of the expected competencies.

3.2.1 Programme Nomenclature

The programme nomenclature for both the Bachelor's degree and diploma qualifications shall be based on the detailed discipline area with a single qualification title, i.e. Quantity Surveying. Hence, the names of the programmes shall be "Bachelor in Quantity Surveying" or "Diploma in Quantity Surveying". This is in accordance with MOHE's guidelines on the naming of programmes. However, an exception is given to programmes conducted by foreign HEPs operating in Malaysia with the programme nomenclature adopted from the parent HEPs operating in their countries of origin.

For programmes conducted by foreign HEPs operating in their respective countries, or elsewhere, that use names other than "Quantity Surveying" in their programme nomenclature, the HEPs can

apply to BQSM for the programmes to be accredited by BQSM, subject to compliance with the requirements specified by BQSM.

3.2.2 Programme Educational Objectives

Programme Educational Objectives (PEOs) are clear, broad statements encompassing intellectual, practical and soft skills expected to be accomplished by students at the end of the programme. The formulation of the PEOs remains with the HEP, shall be appropriate to the qualification level, and align with the HEP's vision and mission.

3.2.3 Programme Learning Outcomes

Programme Learning Outcomes (PLOs) are detailed statements in explicit terms, describing a set of desired competencies, including what students should know, understand and can do upon successful completion of a period of study, which generally lead to a qualification level. The PLOs shall reflect the minimum targets of graduate attributes, and they shall be achievable and assessable upon the completion of a period of study. In conformance with MQF 2nd Edition 2024, the main domains of PLOs for the programme shall encompass the following five (5) clusters:

- i. Knowledge and understanding;
- ii. Cognitive skills;
- iii. Functional work skills with focus on:
 - a. practical skills;
 - b. interpersonal skills;
 - c. communication skills;
 - d. digital skills;
 - e. numeracy skills;
 - f. leadership, autonomy and responsibility;
- iv. Personal and entrepreneurial skills;
- v. Ethics and professionalism.

The HEP shall have the flexibility in formulating and describing the PLOs, where all five (5) clusters of learning outcomes shall be appropriately and sufficiently addressed. It shall be noted that the HEP may provide additional clusters for PLOs where appropriate and to keep up to date with the most current developments in the Quantity Surveying profession.

The PLOs shall align with the PEOs and appropriate for the respective qualification level. The formulation of the PLOs for the Bachelor's degree and diploma programmes shall be guided by the level descriptors outlined in Appendix B. The level descriptors shall help to differentiate the depth, complexity and comprehension of the different clusters of the PLOs for the different qualification levels.

3.2.4 Curriculum Design

Although BQSM does not seek to be prescriptive in terms of the curriculum structure and contents, it is required in the accreditation process to confirm that minimum levels of Quantity Surveying competency areas as described in this Standard are attained in the curriculum. The

curriculum structure shall identify and address the PLOs and incorporate a schema that would map the curriculum to the stated PLOs.

The curriculum shall encompass core Quantity Surveying competencies, related Quantity Surveying competencies, Final Year Project, Industrial Training, and other curriculum components as described in subsection 3.2.6 of this Standard. In developing the curriculum, engagements with stakeholders and relevant parties shall be carried out to ensure the relevancy and sustainability of the programme and fulfil the requirements of the profession, industry, and stakeholders.

3.2.5 Credits and Duration of Study

Credit is a quantitative measure of the total academic or learning load of all the learning activities that students must undertake to achieve a defined set of learning outcomes. The various learning activities include lectures, tutorials, seminars, practical skills, self-study, information retrieval, studio work, research, fieldwork, work-based learning, guided face-to-face and independent learning, and preparing and sitting for an examination. The HEP shall adopt the credit system for quantifying and recording students' learning achievements.

The computation of credit is based on Student Learning Time (SLT) as defined in MQF 2nd Edition 2024, where one (1) credit is equivalent to 40 Notional Learning Hours (NLHs). The computation of credits by the HEP and the derivation of graduating credits shall be based on SLT and NLHs. HEPs adopting other systems shall need to illustrate the equivalencies of the respective systems to the MQF's credit system. The computation for the NLHs takes into consideration the semester system and learning hours of average students, the various learning activities, as well as face-to-face and independent learning. The semester system encompasses the following:

- 1 academic year = maximum of 43 weeks;
- Maximum students' load in an academic year = 50 credits;
- Maximum numbers of sessions/semesters in an academic year = 3 sessions or 3 semesters per academic year;
- Maximum credits per semester = 20 credits (this is based on 2 long semesters of 17 weeks each, consisting of 14 teaching-learning weeks, 2 examination weeks, 1 examination preparatory week, and 1 short semester of 9 weeks in an academic year. The maximum credits per semester shall vary with different number of weeks in a semester).

It shall be noted that a maximum of up to 46 weeks and a maximum of up to 52 credits of students' load in an academic year is allowable for the following situations:

- Conduct of examination (only allowable for additional examination weeks due to unavoidable circumstances, but not by design where the additional weeks have been pre-planned);
- Conduct of practical activities;
- Implementation of Industrial Training.

The minimum duration of study is based on MOHE's policy on the minimum duration of study for Bachelor's degree and diploma qualification levels. Table 3.1 shows the minimum graduating

credit requirements and the minimum duration of full-time study for the Bachelor's degree and diploma qualification levels.

Table 3.1: Minimum credit and duration of study

Items	Bachelor's degree	Diploma
Minimum graduating credit	120 credits	90 credits
Minimum duration of full-time study	3 years	2 years

3.2.6 Curriculum Components

The curriculum for Quantity Surveying programmes shall be categorised into the following curriculum components:

- Compulsory courses (General and HEP courses);
- Core Quantity Surveying courses;
- Final Year Project (only applicable to the Bachelor's degree programme);
- Industrial Training;
- Related Quantity Surveying courses (including field electives);
- Open electives.

Table 3.2 illustrates the curriculum components and minimum credit requirements for each component for the Bachelor's degree and diploma qualification levels.

Table 3.2: Curriculum components and minimum credit requirements

No.	Curriculum components	Minimum credit requirements	
		Bachelor's degree	Diploma
i.	Compulsory courses (General and HEP courses)	8	6
ii.	Core Quantity Surveying courses	80	60
iii.	Final Year Project	6	N/A
iv.	Industrial Training	8	6
v.	Related Quantity Surveying courses (including field electives)	8	8
vi.	Open electives (Optional)	0	0
Subtotal Credits		110	80
To complete the minimum requirements of 120 and 90 graduating credits respectively, the remaining 10 credits can be placed in any of the above curriculum components.			
Total Graduating Credits		120	90

3.2.6.1 Compulsory courses (General and HEP courses)

Compulsory courses refer to General courses, i.e. Mata Pelajaran Pengajian Umum (MPU) as stipulated by MOHE, as well as HEP's compulsory courses.

3.2.6.2 Core Quantity Surveying courses

Core Quantity Surveying courses are grouped into the following five (5) competency areas:

- i. Measurement;
- ii. Technology and Services;
- iii. Economics and Analysis of Prices;
- iv. Law, Contract and Professional Practice;
- v. Construction Project Management.

The minimum credit requirements for the different competency areas are illustrated in Table 3.3.

Table 3.3: Minimum credit requirements for core Quantity Surveying courses

No.	Competency areas	Minimum credit requirements	
		Bachelor's degree	Diploma
i.	Measurement	20	16
ii.	Technology and Services	21	15
iii.	Economics and Analysis of Prices	13	12
iv.	Law, Contract & Professional Practice	14	8
v.	Construction Project Management	12	9
Total		80	60

Within each competency area, there are components of knowledge areas and body of knowledge. The body of knowledge is distributed across the various components of knowledge areas. The knowledge areas can be categorised into various courses (the term courses also refer to subjects, modules or units). Accordingly, the body of knowledge is the content of the respective courses. The Course Learning Outcomes (CLOs) for the respective courses shall be appropriately mapped to the PLOs. There shall be appropriate distribution of CLOs across PLOs to ensure the overall achievements of the PLOs.

The competency areas, knowledge areas and body of knowledge for the core Quantity Surveying courses are tabulated in Appendix C and D for the Bachelor's degree and diploma qualification levels, respectively. The appendices provide essential structure and contents for the curriculum, which will render a programme acceptable for accreditation by BQSM. However, this does not imply that the HEP should merely aim to satisfy these minimum requirements for curriculum contents but shall have mechanisms for regularly identifying topics of contemporary importance at local, national and international levels with respect to Quantity Surveying practices.

The HEP have the flexibility in categorising the components of knowledge areas into the various courses, naming of the courses, and grouping of the body of knowledge as course contents for the respective courses. However, evidence shall be presented by the HEP that the body of knowledge, as tabulated in Appendix C and D, is fully addressed in the programme curriculum. Appropriate breadth and depth of the body of knowledge which have been grouped into the various courses as the course contents shall be ensured for all courses. The course structure and sequence of contents shall be appropriate. Adequate time shall be allocated for each component of the course contents. Generally, it shall be appropriate for the curriculum structure to be designed to give a

progressive shift of emphasis from Quantity Surveying principles and fundamentals in the early stages of study towards more integrated studies in the upper years.

3.2.6.3 Final Year Project

The Final Year Project (FYP) is compulsory for programmes at the Bachelor's degree level. The FYP shall provide the means for introducing investigative research-oriented approaches to students. Relevant knowledge of research processes and techniques, including problem identification, literature review, methodology, data collection and analysis, and derivation of findings, shall be applied to solve identified Quantity Surveying and construction industry-related problems. The use of relevant and appropriate tools and technologies is expected. The FYP shall be an individual project.

3.2.6.4 Industrial Training

Industrial Training is compulsory for all programmes at the Bachelor's degree and diploma qualification levels conducted by HEPs, including foreign HEPs operating in Malaysia. The HEP shall ensure that students' placements and supervision during the Industrial Training are appropriate. There shall be proper documentation of the tasks undertaken and experiences gained during the Industrial Training. The attainment of the outcomes for Industrial Training shall be evaluated through proper assessments.

The minimum credits allocated shall be in accordance with MQF's requirements of 1 credit = 2 weeks of training. The minimum requirement is 8 credits based on the minimum required duration of 16 weeks for the Bachelor's degree programme. For the diploma programme, the minimum requirement is 6 credits based on the minimum required duration of 12 weeks.

In situations where graduates from accredited programmes conducted by foreign HEPs in their respective countries do not undergo Industrial Training during the course of their study (with strong justification and evidence as appropriate), the graduates are required to have at least six (6) months of working experience to be supervised by a Consultant Quantity Surveyor (CQS) or Professional Quantity Surveyor (PQS) before they can apply to register as a Provisional Quantity Surveyor (PVQS) with BQSM.

For students following the part-time mode of study, there are two (2) options on how Industrial Training can be conducted:

- i. Students currently working in organisations undertaking Quantity Surveying scope of work shall be allowed to undertake Industrial Training at their workplace. The HEP shall develop appropriate mechanisms for assessment.
- ii. Students currently working in organisations not related to Quantity Surveying scope of work shall need to undergo Industrial Training in organisations undertaking Quantity Surveying scope of work.

Job descriptions and practices during Industrial Training shall provide students with sufficient exposure that leads towards appreciation of the areas of professional experience. Although the

extent of exposure may differ between the Bachelor's degree and diploma programmes, the assessment of its outcome shall be guided by the following (but not limited to) areas:

- Pre-Construction
- Contract Administration
- Construction Contract Operations
- Cost Planning and Quantification of Construction Work
- Post Contract Cost Control
- Construction Services
- Project Management
- Public Development Policy
- General Management and Construction Finance
- Life Cycle Costing
- Facilities Management
- Sustainability and Green Building Index Pre-Construction
- Building Information Modelling (BIM)

3.2.6.5 Related Quantity Surveying courses

Related Quantity Surveying courses refer to additional competencies and skills relevant to Quantity Surveying practices other than those defined under core Quantity Surveying courses as described in subsection 3.2.6.2. The HEP is given the flexibility to develop and offer courses in this category based on their strengths and specialism. This will allow for differentiation, relevant innovative programme development, and a reasonable variety of approaches amongst HEPs. The contents of these courses shall appropriately address the PLOs. They shall enrich students' knowledge, skills, and experiences related to the Quantity Surveying profession and related industries and enhance students' personal development and responsibilities. Field elective courses shall be included in this component.

3.2.6.6 Open Electives

Open electives or free electives represent courses not directly related to the Quantity Surveying field. Open electives are optional, and flexibility is given to the HEP to determine such courses. However, the contents of the courses shall be able to enrich students' knowledge, skills, experiences, and personal development.

3.2.7 Programme Delivery

In delivering the programme, the HEP shall ensure that an identifiable structure or unit, such as a faculty, school or department responsible for the Quantity Surveying programme within the HEP, is in place (the unit responsible for conducting the Quantity Surveying programme shall be referred to as the department in this Standard). It is expected that the department has the responsibility, subject to the HEP's approval process, for the design, principal contents, and delivery of the programme, for the management of associated resources, and for the appointment and activities of staff.

The HEP shall ensure that the programme delivery adopts various teaching-learning approaches that are appropriate to ensure the achievement of the CLOs and PLOs. Delivery methods shall include (but not limited to) the following:

- Lectures/Tutorials;
- Interactive learning;
- Blended learning;
- Studio;
- Projects, including capstone projects;
- Practical class/workshop;
- Work-based learning;
- Problem-based learning;
- Fieldwork;
- Industrial visits;
- Seminar;
- Case studies;
- Industrial Training.

In addition to the various programme delivery methods, BQSM believes that it is unsatisfactory for students' perception of the Quantity Surveying competencies to be in isolation from the realities of practices. An obvious benefit is ensuring that at least an element of professional formation is interwoven within the curriculum to provide a balanced perspective and relate academic preparation to career expectations. Hence, exposure to Quantity Surveying practices shall be integrated into the respective courses or independently throughout the duration of the study, and shall include some or a combination (but not limited to) of the following:

- Engagement of academic staff with the industry;
- Practical experience in a Quantity Surveying environment outside the teaching establishment (such as Industrial Training);
- Exposure to lectures on professional ethics and conduct;
- Invite guest lecturers/speakers from the profession/industry;
- Industrial visits and fieldwork.

It is also important that students interact substantially with students and staff from other programmes within the faculty or other faculties, such as Architecture, Construction Management, Engineering, and other relevant and related programmes. Throughout the programme's delivery, the HEP shall ensure that adequate and appropriate resources are in place to provide a conducive learning environment that nurtures scholarly, creative, and professional development and the successful achievements of the PEOs and PLOs.

3.3 AREA 2: ASSESSMENT OF STUDENT LEARNING

Assessment of student learning is one of the main approaches to measuring the attainment of the intended learning outcomes, and qualifications are awarded based on the results of the assessments. The HEP shall have regulations and policies for assessments. The HEP needs to formulate clear, consistent, effective, reliable, and appropriate methods and mechanisms for

evaluating, measuring, and documenting students' academic attainment, skills acquisition, and learning progress.

3.3.1 Assessment Methods

The methods and mechanisms for assessments depend on the specific requirements of the various courses and the level of study. However, the HEP shall consider the following guidelines:

- i. The assessment methods for the respective courses shall constructively align with the defined learning outcomes, teaching strategies, and learning activities. The process of designing, reviewing and implementing the assessment methods shall involve the respective internal and external stakeholders;
- ii. The components of assessments shall comprise continuous and final assessments. Examples of assessment methods include (but are not limited to) the following:
 - a. Examination: written examinations such as mid-term examinations and final examinations, oral examinations, and practical examinations;
 - b. Coursework: assignments, reports, case studies, studio, and mini projects;
 - c. Project (individual and group-based): reports, group activities, presentations, capstone projects, and Final Year Project;
 - d. Industrial Training: logbooks, reports, presentations;
- iii. The combination of multiple assessment methods shall indicate the accomplishment of the learning outcomes and shall comprehensively cover the contents of the courses;
- iv. Examinations, Final Year Project and other forms of final assessments shall be individually assessed and must undergo a comprehensive vetting process;
- v. For any group activities, it is advisable that the number of students shall not exceed four (4) students per group. Appropriate justification shall be provided in circumstances where the number of students in any group activities exceeds four (4) students per group. Fairness mechanisms shall be in place for any group activities to encourage individual learning;
- vi. The HEP shall have clear marking guidelines, such as assessment rubrics and marking schemes for both continuous and final assessments, to indicate the achievement of the CLOs;
- vii. Students must pass both continuous and final assessments for every course. The HEP shall define the meaning of a pass based on their grading system for overall marks. However, a pass shall imply that the student has met the minimum requirements of attaining all the learning outcomes of a particular course;
- viii. Assessments shall be conducted progressively for Industrial Training, and appropriate mechanisms for the assessments shall be in place.

The guidelines on the assessment methods are not prescriptive on the HEP in terms of their qualification awarding authority but are indicative of the level of award and standard of achievement considered necessary for that award to be accepted for BQSM accreditation purposes. The accredited award shall be an honours Bachelor's degree or a diploma that fulfils the HEP's minimum academic and graduating requirements.

3.4 AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

The criteria and standards for the selection of students into Quantity Surveying programmes shall comply with the prevailing policies of MOHE pertaining to minimum student entry requirements. The HEP shall establish and put in place policies and procedures on student selection and appeals with respect to student selection. The number of students admitted to a programme shall be determined by the department's capacity to conduct the programme and the number of qualified applicants. The HEP shall provide student support services, including counselling, career advice, access to health care, and extracurricular provisions for culture, sports, and other appropriate activities.

3.4.1 Entry Requirements

The entry requirements and minimum qualifications required for entry into Quantity Surveying programmes are as follows:

Bachelor's degree in Quantity Surveying programme (with respect to MQF level 6):

- i. A pass in Sijil Tinggi Persekolahan Malaysia (STPM) with a minimum of Grade C (CGPA 2.00) in any three (3) subjects; or
- ii. A pass in Matriculation/Foundation programmes (offered by HEPs recognised by the Government of Malaysia, or equivalent) with a minimum CGPA of 2.50; or
- iii. A pass in A-Levels with a minimum of Grade D in any three (3) subjects; or
- iv. A diploma (with respect to MQF level 4) in Quantity Surveying or related disciplines, with a minimum CGPA of 2.67 or not less than 60% overall marks. (For applicants with a CGPA or overall marks less than 2.67 or 60%, respectively, their working experiences can be taken into consideration when assessing their applications. Students with diploma qualifications may be considered for advanced entry as described in subsection 3.4.2).

Diploma in Quantity Surveying programme (with respect to MQF level 4):

- i. A pass in Sijil Pelajaran Malaysia (SPM) with at least three (3) credits in any subjects, inclusive of Mathematics, and Bahasa Melayu or English; or
- ii. A pass in Sijil Tinggi Persekolahan Malaysia (STPM) with a minimum of grade C (CGPA 2.00) in any one (1) subject and a credit in Mathematics at the SPM level; or
- iii. A certificate (with respect to MQF level 3) in Quantity Surveying or related disciplines with a minimum CGPA of 2.67 or not less than 60% overall marks; or with grades equivalent to at least three (3) credits at the SPM level for applicants from the vocational and TVET streams.

For applications with qualifications other than those listed in subsection 3.4.1, the HEP needs to assess such applications on a case-by-case basis, in accordance with the latest guidelines established by MOHE and MQA, and shall comply with BQSM's requirements.

3.4.2 Advanced Entry

Students shall comply with the following requirements to be eligible for advanced entry into the programme:

- i. Possessed a Diploma in Quantity Surveying from a programme accredited by BQSM;
- ii. Attained a minimum CGPA of 2.67 or not less than 60% overall marks at the diploma level. For those with CGPA or overall marks lower than 2.67 or 60%, respectively, their working experience can be considered for advanced entry into the programme, as indicated in Table 3.4. However, only working experience in Quantity Surveying scope of work is acceptable;
- iii. Eligible for sufficient and appropriate credit transfer for advanced entry.

Table 3.4: Working experience to be considered for advanced entry

CGPA (overall marks)	Minimum working experience required
≥ 2.67 ($\geq 60\%$)	No working experience required
2.33 – 2.66 (55-59%)	2 years
2.00 – 2.32 (50-54%)	3 years

The HEP shall establish the pathway for the admission of advanced entry students and the study duration. This shall be based on the maximum credit transfer allowable (as described in subsection 3.4.4). Due cognisance shall also be given to the individual capability and performance of the students to ensure that the core courses are adequately covered, and the students can cope with the programme. The HEP shall take into account the components of the semester system (as described in subsection 3.2.5) in deriving the duration of study for advanced entry. However, the duration of study is subjected to a minimum residency period of not less than two (2) academic years.

Applicants with diploma qualifications but who do not fulfil the requirements for advanced entry can be considered for admission into Year 1 of the programme.

3.4.3 Articulation and Transfer

BQSM recognises the increased cross-border education and student mobility, nationally and internationally. Hence, articulation and transfer have become important components in the area of student selection. The HEP shall establish well-defined policies and mechanisms to facilitate the various aspects of student mobility and progression, and shall comply with the requirements set by MOHE and MQA. However, for students to be able to graduate from an accredited Quantity Surveying programme, student mobility shall be within programmes accredited by BQSM.

3.4.4 Credit Transfer

There are two (2) categories of credit transfer: vertical credit transfer and horizontal credit transfer.

Vertical credit transfer is from a lower (diploma) to a higher (Bachelor's degree) qualification level. A maximum credit transfer of 30% of the total graduating credits is allowed for credit

transfer from a diploma in Quantity Surveying programme accredited by BQSM to an accredited Bachelor's degree programme. Credit transfer from a diploma in Quantity Surveying programme not accredited by BQSM and diploma qualification in disciplines other than Quantity Surveying is not allowed, except for general courses, which shall be determined by the HEP.

Horizontal credit transfer is between the same qualification level. A maximum credit transfer of 50% of the total programme credits is allowed for programmes of the same qualification level, provided both programmes are accredited by BQSM. Credit transfer between Quantity Surveying programmes not accredited by BQSM is not allowed.

Credit transfer is also not allowed for a student who has failed in the Quantity Surveying programme at a particular HEP and plans to pursue the study in a Quantity Surveying programme in another HEP at the same level of qualification.

Credit transfer shall be based on the mapping of courses as follows:

- i. Passing grade: minimum Grade C (equivalent to 50% marks);
- ii. Similarity of courses: at least 80% of course contents or the respective body of knowledge;
- iii. Credit value: equivalent credits (for a single course or a combination of related courses is allowable) for local transfers, or equivalent to credit currency of respective countries (if applicable);
- iv. Courses eligible for credit transfer shall be of accredited programmes.

Students can apply for credit transfer through the Accreditation of Prior Experiential Learning for Credit Award (APEL.C). The HEP shall develop comprehensive and clear procedures and guidelines based on the Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award published by MQA for credit transfer through the APEL.C mode; and shall comply with BQSM's requirements.

3.4.5 Student Support Services

The HEP shall ensure that sufficient and appropriate student support services are established and in place. Student support services shall include physical amenities and services such as accommodation, transport, counselling, safety, food, health, recreation, arts and culture, finance and academic advice. Students with special needs and those facing personal problems shall be assisted through special-purpose facilities and professional counselling. Career talks and counselling are important components of student support services. Hence, the department/students shall organise career talks relating to the Quantity Surveying profession and related industries. Students shall also be encouraged to participate in activities and organisations within the department and the HEP. The HEP shall facilitate students in developing linkages with external stakeholders, including alumni. These are imperative in facilitating learning activities and students' personal development, contributing to the achievement of the learning outcomes.

3.5 AREA 4: ACADEMIC STAFF

The HEP shall have a well-defined recruitment policy and procedures for academic staff and other related procedures, such as staff recognition and professional conduct. There shall be adequate academic staff with appropriate and relevant qualifications, competency levels, capabilities with expertise and experience relevant to the programme. This is to ensure the quality of the programme and the accomplishment of its stated PEOs and PLOs. In gauging the capabilities of the academic staff, evidence will be sought in terms of their academic qualifications, Quantity Surveying practice experience, teaching experience, contributions to the advancement of Quantity Surveying or relevant knowledge within the construction industry, along with industrial and academic involvement, and participation in professional development programmes.

3.5.1 Qualifications and Capabilities of Academic Staff

The academic staff shall possess academic qualifications of at least one level higher than the level of the programme that they are assigned to. Academic staff teaching the Bachelor's degree programme shall have at least Master's degree qualifications, and those teaching the diploma programme shall have at least Bachelor's degree qualifications. However, for the Bachelor's degree programme, academic staff with good Bachelor's degree qualifications, with at least five (5) years of industrial working experience and relevant professional qualifications are acceptable. It shall be an advantage for the HEP to hire those with wide industrial experience to reflect on their intellectual maturity and able to enrich the learning experiences of students.

In addition to the above, the Bachelor's degree programme shall have at least two (2) full-time academic staff, and the diploma programme shall have at least one (1) full-time academic staff who are registered with BQSM as CQS or PQS, respectively. The CQS and PQS amongst the academic staff shall actively teach in the programme. The HEP shall encourage academic staff without any professional qualifications and practical experience to obtain them.

3.5.2 Part-Time Academic Staff

BQSM recognises the various needs for the HEP to employ part-time academic staff. It is deemed appropriate that the part-time academic staff engaged by the HEP shall be practising professionals in Quantity Surveying and related fields. Policies regarding part-time academic staff shall be in place. However, part-time academic staff shall not exceed 30% of the total academic staff (the total academic staff shall comprise the department's full-time and part-time academic staff).

3.5.3 Staff: Student Ratio

Academic staff-to-student ratio is an essential component in the effort to produce competent graduates, ensuring effective teaching, student-staff interaction, student advising and counselling. Ideally, the full-time equivalent academic staff-to-student ratio shall be 1:20 for both the Bachelor's degree and diploma programmes. In deriving full-time equivalent academic staff, the ideal teaching load (lecture/tutorial/studio/laboratory/student supervision and student consultation) shall be 15 contact hours per week. Full-time equivalent academic staff contributing to staff-to-student ratio shall consist of the following:

- i. Full-time academic staff of the department (excluding department academic staff who are on study or sabbatical leave, and the full-time equivalent who are servicing other programmes);
- ii. Full-time equivalent of academic staff from other programmes servicing the programme;
- iii. Full-time equivalent of part-time academic staff.

3.5.4 Adequacy of Academic Staff

The minimum number of academic staff deemed adequate for the programme shall be based on the recommended teaching load for academic staff, ideally an average of 15 contact hours per week, or not more than 20 hours per week. This shall allow for adequate interaction with students and support for the range of learning experiences offered and enable the staff to engage in scholarly activities, including research, consultancy, publication, and other activities for professional development, as well as for administrative responsibilities. The HEP shall ensure that academic staff are assigned courses based on the background of their academic qualifications, areas of expertise or relevant industrial experiences. Hence, proper workload management for academic staff shall be in place.

The Bachelor's degree programme is expected to have a minimum of six (6) full-time academic staff in Quantity Surveying competency areas. For the diploma programme, there shall be a minimum of four (4) full-time academic staff in Quantity Surveying competency areas. These requirements shall apply for Full Accreditation and Re-Accreditation applications, in addition to other requirements on academic staff.

For the application of Provisional Accreditation, there shall be a minimum of three (3) full-time academic staff (of which one (1) shall be a CQS/PQS) for the Bachelor's degree programme. For the diploma programme, there shall be two (2) full-time academic staff (of which one (1) shall be a CQS/PQS). All the academic staff shall have academic qualifications at the appropriate levels required for conducting the Bachelor's degree and diploma programmes, with a Bachelor's degree in Quantity Surveying. However, when the HEP starts to conduct the programme following the attainment of approval to offer the programme, the criteria and standards for academic staff, as described in section 3.5, shall apply.

BQSM recognises that programmes are increasingly being delivered in various modes. These may involve non-traditional channels for academic staff-student interaction, student activities, and staff support in locations other than the main campus, including franchised and twinning programmes. The department shall be responsible for assuring that the competencies, capabilities, and adequacy of staff involved in the various modes of delivery are appropriate, and there shall be evidence of how this is achieved.

3.5.5 Academic Staff Development

There shall be policies and mechanisms for the development of academic staff, such as providing sponsorships for further studies, sabbatical leave, industrial attachments, research activities, and attaining professional qualifications. The HEP shall also provide opportunities for academic staff to participate in professional, academic and other relevant activities at national and international

levels for enhancing knowledge and teaching-learning experiences, as well as encouraging staff to be actively involved in professional bodies and institutions. There shall also be appropriate procedures and mechanisms for assessing the performance of academic staff in ensuring effective programme delivery and attainment of the PEOs, PLOs and CLOs.

3.6 AREA 5: EDUCATIONAL RESOURCES

Educational resources refer to physical facilities as well as financial resources required for the delivery of the programme. Adequate educational resources are crucial. Equally important is the quality, relevancy, accessibility, and delivery of such resources and the actual utilisation by students. All the facilities must meet the health and safety standards and comply with all the relevant regulations. These considerations shall be considered in evaluating the effectiveness of teaching-learning facilities.

3.6.1 Physical Educational Facilities

The programme shall have adequate and sufficient physical facilities, including (but not limited to) the following:

- Lecture rooms/halls/theatres;
- Tutorial/discussion rooms;
- Studios;
- Computer laboratories and other relevant laboratories;
- Library/resource centre;
- Reliable and adequate internet access;
- Sufficient and adequate access to relevant software;
- Reliable and adequate information technology (IT) and computing facilities;
- Facilities for the well-being of students;
- Facilities for students with disabilities.

The teaching accommodations shall be furnished with appropriate tools, equipment, audio-visual resources, and IT facilities for the teaching-learning activities of the respective courses.

The library shall have adequate and up-to-date reference materials, including provisions for appropriate computer facilities, information and communication technology-mediated reference materials, a sufficient number of updated reference facilities (such as books, journals, periodicals and other relevant references), access to databases, qualified persons in charge and adequate student learning area.

The computer laboratories shall have an adequate number of personal computers, sufficient and adequate access to IT facilities, including relevant software according to the programme's needs, current and similar to the industrial usage, and appropriately qualified personnel in charge.

For programmes offered wholly or partly in open distance learning format or at multiple or remote locations, communication facilities must be sufficient to provide students with learning experiences and support equivalent to the main on-campus programmes. Appropriate teaching-

learning facilities shall be available to ensure similar opportunities are provided to students at the various locations.

Educational facilities and resources are crucial for programme development. Therefore, teaching-learning facilities and resources shall be regularly improved by upgrading and acquiring new, latest, and appropriate resources and tools, including software, to keep up with the changes and developments in Quantity Surveying education and practices.

3.6.2 Financial Resources

Financial resources include all funds needed to conduct and deliver the programme. The HEP shall ensure financial viability and sustainability for the operation and maintenance of the Quantity Surveying programmes. In certain situations, BQSM may request the HEP to demonstrate the procedure adopted to ensure its financial resources are sufficient and managed efficiently.

3.7 AREA 6: PROGRAMME MANAGEMENT

The HEP shall ensure that the department conducting the Quantity Surveying programme has a proper management structure and function for effective governing and administration of the programme. Programme management requires good governance, competent leadership, proper record management, and adopting a professional and ethical work culture. The respective department shall be granted a sufficient degree of autonomy relating to policies, procedures, and decision-making to ensure effective planning, development, delivery, review, and continuous improvement of the programme.

3.7.1 Programme Governance

The programme shall have a governance structure supported by committees consisting of academic staff and others, where appropriate, performing various functions. Policies and procedures shall be in place and established to ensure accountability, transparency, responsiveness, stability, equity and inclusiveness, empowerment, and broad-based participation. In addition, there shall also be sufficient qualified and experienced members of technical and administrative staff to provide adequate support to the delivery of the programme.

3.7.2 Programme Leadership

The HEP shall appoint a qualified and dedicated leader for the Quantity Surveying programme to ensure the programme is effectively delivered, aligned with its PEOs and achieved the identified PLOs. The leader of the Bachelor's degree programme shall have a minimum Master's degree qualification with a Bachelor's degree in Quantity Surveying. For the diploma programme, the programme leader shall possess at least a Bachelor's degree in Quantity Surveying. The programme leaders shall demonstrate knowledge of the core Quantity Surveying competencies and the attributes of good ethical values in work practices. It is advisable and preferable that the leaders of the Quantity Surveying programmes are registered with BQSM, either as a CQS or PQS.

3.7.3 Record Management

Effective and efficient record management is a component of good programme management. Systemic procedures shall be established for documenting, maintaining, using, distributing, and disposing of information considered programme documents. These shall include students' records related to their selection, admission, performance, completion, and graduation, as well as staff information relating to their academic qualifications, appointment, training, appraisal, and other related documents.

3.7.4 Management of Teaching Materials

The HEP shall have proper documentation on teaching materials, including lecture schedules, lesson plans and contents, and the accessibility mechanism, for example, via the homepage, resource centre, data bank or other means.

3.8 AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

Programmes shall be regularly monitored, reviewed, and evaluated to ensure continuous quality management and enhancement. The HEP is expected to keep pace with the changes in the Quantity Surveying profession and the requirements of the industry and stakeholders. Comprehensive monitoring and review of the programme for its improvement shall be carried out with a comprehensive and proper mechanism, including obtaining feedback from various parties.

3.8.1 Quality Management and Monitoring System

The HEP shall have a set of quality management and monitoring systems/processes in place to ensure that the stated PEOs and PLOs are met, and that the programme's quality is continuously reviewed and improved. The department shall have a Quality Assurance (QA) unit for internal quality assurance that works hand-in-hand with the HEP's QA unit.

Documented processes shall exist to secure feedback and comments from students, graduates, employers, representatives from the industry, and stakeholders. There shall also be evidence of their systematic application to the review and continuing improvement of programme objectives, curriculum and programme contents, and the quality of the learning-teaching approaches. Post-programme processes shall include graduate employment data, alumni surveys documenting graduates' achievement, and employers' surveys for longer-term performance and development.

The HEP shall also ensure that there is a process for comparing or benchmarking programme standards with those of other institutions, both nationally and internationally. This can also be undertaken through feedback from external examiners and external advisors. A record of the quality monitoring system shall be in place to enable auditing of the above processes at any time and to confirm their integrity.

3.8.2 Programme Approval and Review

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

A comprehensive curriculum review shall be conducted at least once every 3 to 5 years or after each cycle of the programme. However, updating the curriculum to respond to current developments shall be carried out at more regular intervals, as and when required.

3.8.3 External Examiners

For both the Bachelor's degree and diploma programmes, there shall be 2 external examiners consisting of an experienced practitioner from either the private or public sectors and an established academician from a local or foreign HEP. One of the external examiners shall be a CQS or PQS. The external examination exercise shall be conducted at least once a year. There shall be a clear policy relating to the appointment and functions of the external examiners to ensure that it is an effective means of maintaining standards during the period for which the programme is accredited. The HEP shall respond to the external examiners' comments as per the external examiners' reports.

3.8.4 External Advisory Mechanism

There shall be an external advisory mechanism, such as the Board of Studies or External Advisory Panel, to ensure the subsequent improvement of the programme. The external advisory mechanism shall involve the active participation of practising professional Quantity Surveyors and leading academicians in Quantity Surveying or related fields. Their advice, experience and expertise shall be sought in matters including (but not limited to) defining programme objectives, periodic evaluation and updating of the curriculum, graduate performance, monitoring the conduct of the programme in ensuring that the programme achieves its stated outcomes, and fulfils the requirements of the profession and the industry, as well as the changes in the pattern or direction of Quantity Surveying professional practices.

3.8.5 Linkages with the Profession and the Industry

Valid preparation for professional Quantity Surveying practice requires interaction with the industry. A central requirement of the policy is a formally constituted advisory mechanism involving programme constituencies and the industry. The HEP shall establish linkages with related professional bodies, government agencies and industry through appointment as members of the Board of Studies, appointment of adjunct positions, guest speakers or other related and relevant positions. In line with this, the HEP shall also secure the active participation of practising professional Quantity Surveyors and leading employers of Quantity Surveying graduates in defining programme objectives in their periodic evaluation and updating, and in the subsequent monitoring of graduate performance in employment.

On the other hand, academic staff are encouraged to be involved in professional and industrial activities such as the involvement with BQSM, RISM, and other relevant professional bodies, and active participation at relevant conferences, seminars, workshops and short courses either as organisers or presenters. In addition to this, the HEP shall also support students' participation in professional activities and promote student membership in the relevant professional bodies.

CHAPTER 4

SUBMISSION FOR PROGRAMME ACCREDITATION

4.1 INTRODUCTION

This chapter is intended to assist HEPs in the preparation of their submissions for Provisional Accreditation, Full Accreditation, and Re-Accreditation of a programme from BQSM. This chapter presents the general guidelines on the documents and information to be submitted for the application of programme accreditation.

4.2 DOCUMENTS FOR PROGRAMME ACCREDITATION

The HEP applying for programme accreditation from BQSM shall submit all the documents and information as specified in this Standard. All documents and information submitted shall be verified by the respective management level within the HEP. Any false information provided by the HEP in any form that misleads during the accreditation process shall be considered an offence, and the HEP shall be liable for any claim subject to the applicable law.

The HEP may furnish additional information that may not be covered explicitly in this Standard but is useful in the evaluation. The HEP is expected to provide the appropriate information with evidence that supports and best illustrates its specific case. Submissions must be concise, comprehensive and easily readable.

The documents for the application of Provisional Accreditation, Full Accreditation and Re-Accreditation consist of 3 main parts: A, B and C. However, the different stages of accreditation sought, or different delivery modes may require additional information in addition to Parts A, B and C. Additional information and requirements are required for franchise/twinning programmes and programmes conducted via the open and distance format.

4.2.1 Part A: General Information on the HEP

Part A is an institutional profile of the HEP, which is required for all stages of accreditation and all modes of programme delivery. Appendix E describes the detailed information needed for Part A.

4.2.2 Part B: Programme Description

Part B of the document requires the HEP to furnish information on the programme. The information to be provided in Part B includes the name of the programme, the MQF level, graduating credits, duration of study, entry requirements, mode of delivery and the awarding body. These are required for all stages of accreditation and all modes of programme delivery. Detailed information required for Part B is described in Appendix E.

4.2.3 Part C: Programme Standards

Part C of the document requires the HEP to furnish information on all the criteria and standards in the seven (7) areas of evaluation for programme accreditation as follows.

- i. Programme development and delivery;
- ii. Assessment of student learning;
- iii. Student selection and support services;
- iv. Academic staff;
- v. Educational resources;
- vi. Programme management;
- vii. Programme monitoring, review and continual quality improvement.

Part C is required to be provided for all stages of accreditation and all modes of programme delivery. Detailed information required for Part C is described in Appendix E. In circumstances where information is not available, such as for a Provisional Accreditation application, the HEP shall provide the necessary and appropriate forecast data where applicable, as well as the academic delivery plans for the proposed programme.

4.2.4 Additional Information for Franchise/Twinning Programme

The following additional information is required for franchise/twinning programmes:

- i. Detail information on the partners of the franchise/twinning programme;
- ii. The mode of programme delivery;
- iii. Duration of the programme to be conducted;
- iv. Academic qualifications to be awarded and the HEP issuing the academic qualifications shall be specified;
- v. Complete curriculum for the franchise/twinning programme (in addition to the requirements as described in Appendix E);
- vi. Recognition/accreditation by local and foreign professional bodies (if applicable).

4.2.5 Other Additional Requirements

For programmes conducted via the Open and Distance Learning format and for modes of programme delivery other than face-to-face, the HEP is required to furnish additional information, such as the particular expertise and resources required. The HEP shall also provide information on other related requirements as specified by BQSM and MQA.

CHAPTER 5

EVALUATION FOR PROGRAMME ACCREDITATION

5.1 INTRODUCTION

This chapter describes the evaluation process for programme accreditation, which includes document evaluation, accreditation visits, outcomes from the evaluation process, and recommendations for accreditation.

5.2 EVALUATION PROCESS

The evaluation process for programme accreditation is carried out by the Evaluation Panel (EP), who are appointed by BQSM through two (2) main stages of evaluation as follows:

- i. Document evaluation;
- ii. Accreditation visit.

The evaluation process shall be undertaken for all the stages of accreditation sought, whether Provisional Accreditation, Full Accreditation or Re-Accreditation. During the evaluation process, the EP shall evaluate the programme's compliance with the stipulated seven (7) accreditation criteria and standards. Although the evaluation for Provisional Accreditation is similar to that of the Full Accreditation and Re-Accreditation, there shall be differences in emphasis and the extent of compliance in the seven (7) areas of evaluation due to its provisional status and as an interim phase before attaining Full Accreditation.

The evaluation exercise shall commence with document evaluation, followed by an accreditation visit to the HEP. The EP shall prepare a Programme Accreditation Report based on the findings from the document evaluation and accreditation visit, and make recommendations on the outcome of the accreditation application.

5.3 DOCUMENT EVALUATION

Upon receipt of the documents for accreditation application from MQA (or from foreign HEPs for programmes conducted in their respective countries), the QSAC secretariat shall check the documents to ensure that they are complete. QSAC shall nominate members for the EP to be appointed by BQSM. The document evaluation process shall be conducted based on the information provided in the documents submitted by the HEP. In evaluating the information required for programme accreditation, the EP shall be guided by the criteria and standards for accreditation, as well as the format for the Programme Accreditation Report (with the contents as described in Appendix F). Although the process for document evaluation is common for the different stages of accreditation, each stage has a distinct quality focus.

Document evaluation for Provisional Accreditation evaluates the curriculum design and programme delivery planning prior to the programme's offering. In circumstances where the HEP is not able to provide any of the documents or information required due to the provisional stage, the evaluation shall be based on the preparatory arrangements for the proposed programme. For

Full Accreditation and Re-Accreditation, document evaluation evaluates the planning and implementation of the programme's academic quality, including its relevancy and sustainability.

5.3.1 Outcome of Document Evaluation

Upon the completion of the document evaluation, the EP shall derive the preliminary outcome for the respective stage of accreditation sought. The preliminary outcome from the document evaluation shall be presented in the respective and appropriate sections of the Programme Accreditation Report (with the contents as described in Appendix F). If the preliminary outcome is favourable, the QSAC secretariat shall arrange for an accreditation visit to the HEP.

If the documents submitted are inadequate, or there are indications of non-compliance to criteria and standards that can lead to a decline of accreditation, and that the overall evaluation process is considered not viable by the EP, the HEP shall be required to re-submit their documents to MQA within the time frame as defined by BQSM and MQA. The EP shall indicate clearly the deficiencies in order to assist the HEP with the revised documents. Failure to submit the revised documents within the stated time frame shall be deemed to be a withdrawal of the accreditation application by the HEP, and no refund of accreditation fees shall be given.

5.3.2 Typical Process for Document Evaluation

Table 5.1 summarises a typical document evaluation process for the different stages of accreditation.

Table 5.1: Typical process for document evaluation

Item	Activities	Responsibilities
i.	Receipt of documents from MQA (or from HEPs for applications from foreign HEPs operating in their respective countries)	QSAC secretariat
ii.	Check and ensure the documents are complete	QSAC secretariat
iii.	Nominate and appoint members of the Evaluation Panel	QSAC/BQSM
iv.	Forward the documents and evaluation format to the EP	QSAC secretariat
v.	Coordination meeting amongst the EP	EP/QSAC secretariat
vi.	Document evaluation exercise	EP
vii.	Derive preliminary outcome from the document evaluation process	EP
viii.	Submit preliminary outcome for the accreditation based on document evaluation to QSAC	EP/QSAC

5.4 ACCREDITATION VISIT

The accreditation visit provides an avenue for interaction between the EP and the programme team. The EP shall be able to validate areas of concern drawn from the document evaluation, clarify issues raised from the document evaluation, and verify the evidence in accordance with statements claimed by the HEP in the documents. In addition, the accreditation visit shall enable

the EP to verify the improvements made by the HEP based on the conditions imposed by BQSM through previous accreditation evaluations.

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

During the accreditation visit, the EP shall have the opportunity to discuss with the HEP's senior management, the programme's management team, academic staff of the department, external examiners, students, graduates, and employers of graduates on their views of the programme. These, together with the evaluation of students' work and other relevant documents during the visit, shall provide additional insights into the quality of the students and graduates and the programme's overall delivery and performance.

5.4.1 Programme for Accreditation Visit

The programme for the accreditation visit is devised based on the stage of accreditation sought, and the requirements identified by the EP. The duration of the accreditation visit is usually two (2) days, and the typical programme is shown in Table 5.2.

Table 5.2: Typical programme for accreditation visit

Items	Activities	Provisional Accreditation	Full Accreditation & Re-Accreditation
i.	EP's preparatory meeting	√	√
ii.	Session with senior management and briefing by HEP	√	√
iii.	Session with the programme's management team	√	√
iv.	Review of students' work and all other relevant & necessary documents	√ (relevant documents)	√
v.	Inspection of facilities	√ (preparatory arrangements for programme delivery)	√
vi.	Meeting with the department's academic staff	-	√
vii.	Meeting with students	-	√
viii.	Meeting with external examiners	-	√
ix.	Meeting with graduates, employers of graduates, and representative from the external advisory panel	-	√ (upon EP's request)
x.	Private meetings of the EP	√	√
xi.	Feedback session/Exit meeting	√	√

5.4.1.1 The evaluation panel's preparatory meeting prior to the accreditation visit

A Preparatory Meeting of the EP shall be conducted ideally two (2) weeks before the accreditation visit to the HEP. The preliminary outcome for the accreditation derived from the document evaluation shall be discussed during the meeting, where areas of concern, issues for evaluation, additional documents and information, clarifications or evidence required from the HEP shall be identified. Following this, the QSAC secretariat shall advise the HEP on the documents and information, clarifications, or evidence to be provided during the accreditation visit. These shall guide the preparation by the HEP for the visit. The preparatory meeting also provides an opportunity for the EP members to develop the team's dynamics with a common purpose and determine the roles of individual EP members for the visit.

5.4.1.2 Session with the HEP's senior management

While programme accreditation focuses on a particular programme, it is also important to consider the institutional context within which the programme is conducted. Relevant issues to be discussed during the session with the senior management of the HEP may include (but are not limited to) the following:

- i. Development plans for the programme in the context of overall institutional development;
- ii. Policies and procedures relating to internal programme review and validation, programme development and management;
- iii. Policies for staff including recruitment and appointment, staff development and scholarly activities including research, consultancy, study leave, and grants for professional development and attaining professional qualifications;
- iv. Support services in terms of physical resources and student services;
- v. Funding considerations and constraints.

5.4.1.3 Session with the programme's management team

The principal agenda with the programme's management team is the discussion on the issues and concerns raised from the document evaluation process. As per the EP's requests, the team needs to provide information or documents, clarifications, and evidence in responding to the issues and concerns raised, as well as verify statements and descriptions as claimed by the HEP in the documents. On the other hand, the EP shall be able to acquire further insights into the programme's delivery and operations through interaction and discussion with the team. This shall provide opportunities for exploring possible improvements, where necessary, that may be made as conditions or recommendations for the programme accreditation.

5.4.1.4 Meeting with the department's academic staff

The EP and the department's academic staff shall meet without the presence of the management team and programme leader. Matters to be discussed with the department's academic staff shall relate to their workloads, work environment, support from management, opportunities for self-development, and other matters or issues that may be raised by the staff. This shall help the EP derive the staff's satisfaction and motivation and provide more insights into the capability and adequacy of the academic staff for effective programme delivery.

5.4.1.5 *Review of programme documents and students' work*

The EP shall review documents pertinent to the programme delivery and students' performance, including individual course files, examination papers, students' answer scripts, students' projects and coursework, students' Final Year Projects, students' results, and other documents deemed necessary by the EP.

5.4.1.6 *Inspection of facilities*

The inspection of facilities by the EP is to ensure that the physical facilities, equipment, and resources, including IT facilities needed for the programme delivery, are sufficient and appropriate. This shall also verify that the facilities and equipment listed by the HEP in the documents are available and in place.

5.4.1.7 *Meeting with students and graduates*

This involves meetings with students from various levels of study who are on the programme during the accreditation visit (to be selected randomly by the EP) and graduates from the programme. An insight into students' and graduates' experiences and achievements on the programme are important elements of the accreditation process.

5.4.1.8 *Meeting with external examiners*

The HEP needs to arrange a meeting between the EP and the external examiners and provide the EP with the external examiners' reports and the HEP's responses to their comments. The meeting will help clarify issues regarding the programme's effectiveness in achieving its PEOs and PLOs.

5.4.1.9 *Meeting with external advisory panel and employers*

This meeting is not mandatory but will depend on the EP's request. BQSM encourages the HEP to seek advice from the industry regarding the programme contents. The HEP may seek advice from the industry through ad-hoc meetings with industry leaders and through calling together working groups with specific expertise. The external advisory panel, as well as employers, shall be able to indicate the needs/expectations of the industry towards the graduates. Meeting with the representatives of the external advisory panel and employers of graduates or employers who provide Industrial Training for students on the programme shall provide additional insights into the performance of the programme and the quality of the graduates/students.

5.4.2 EP's Deliberation and Feedback Session

The EP shall have a private meeting to deliberate on all aspects of the accreditation process, generate findings from the outcomes of both the document evaluation and accreditation visit, and shall be able to derive recommendations on the outcome of the accreditation application for the programme. The outcome shall reflect a consensus decision by the EP and not of individual EP members.

The feedback session is a short formal session where the chairperson of the EP shall deliver orally the findings of the accreditation evaluation process, highlighting the strengths of the programme, emphasising the areas of concern, and suggesting opportunities for improvement. It is crucial to

note at this point that the EP shall not provide their recommendation for the accreditation decision for the programme to the HEP during the feedback session. The EP is not mandated to deliver the outcome of the accreditation application without verification from QSAC and endorsement by BQSM.

However, the chairperson of the EP shall inform the HEP that the EP shall present the findings of the accreditation evaluation process in the Programme Accreditation Report. The report, which includes the recommendations for the accreditation decision, shall be submitted to QSAC for verification before being presented to BQSM for the decision on the programme accreditation. The outcome of the accreditation application shall be conveyed to MQA, who shall officially inform the HEP of the outcome.

5.5 RECOMMENDATIONS FOR PROGRAMME ACCREDITATION

Based on the outcomes of the evaluation process, the EP shall recommend one of the statuses for programme accreditation described in Table 5.3.

Table 5.3: Recommendations for programme accreditation

No.	Recommendations	Accreditation duration* (each cycle)
i.	Award Accreditation without conditions	5 years
ii	Award Accreditation with conditions	3 years
iii.	Decline of Accreditation	Re-Submission

**Applicable for Full Accreditation and Re-Accreditation. The accreditation duration for Provisional Accreditation shall be until the HEP is awarded Full Accreditation, subject to MQA's procedures and requirements.*

5.5.1 Considerations for the Recommendations

The EP shall derive the recommendations for accreditation based on the programme's compliance with the seven (7) areas of evaluation with respect to the outcomes of the evaluation process. The criteria for consideration in deriving the different statuses of recommendation are described in Table 5.4.

Table 5.4: Considerations for the recommendations for programme accreditation

No.	Recommendation	Criteria for recommendation	Remarks
i.	Award Accreditation without conditions	<ul style="list-style-type: none"> All the accreditation criteria and standards are adequately and effectively complied by the programme. Minor improvements (not due to the programme's compliance to accreditation criteria and standards) may be required. 	<ul style="list-style-type: none"> The EP shall describe the improvements to be addressed by the HEP, and the time frame for the improvements to be completed. The improvements shall be submitted to QSAC for verification and shall be approved by BQSM.

No.	Recommendation	Criteria for recommendation	Remarks
ii	Award Accreditation with conditions	<ul style="list-style-type: none"> Various aspects of the accreditation criteria and standards are not adequately complied by the programme, leading to conditions that need to be rectified and fulfilled by the HEP. The shortcomings shall not be those that can prevent accreditation but requires rectification to adequately comply with the accreditation criteria and standards. 	<ul style="list-style-type: none"> Conditions to be rectified and fulfilled by the HEP shall be clearly described by the EP. The HEP shall take actions to rectify and fulfil all the conditions within a specified period as determined by the EP. The HEP must comply with the conditions within the specified time frame to remain accredited, and BQSM may withdraw accreditation where conditions are not fulfilled. The rectification and fulfilment of the conditions shall be verified by QSAC and approved by BQSM.
iii.	Decline of Accreditation	<ul style="list-style-type: none"> Inadequate and non-compliance for most of the accreditation criteria and standards, leading to deficiencies for programme accreditation. Non-compliance to any of the following criteria and standards: <ul style="list-style-type: none"> External examiners; Minimum graduating credits; Minimum duration of study; Industrial Training; Final Year Project (for Bachelor's degree programme); Core Quantity Surveying courses. 	<ul style="list-style-type: none"> The EP shall provide reasons and justifications for decline of accreditation. The EP may propose improvements for the programme to be considered for accreditation.

CHAPTER 6

ANNUAL MONITORING AND QUALITY CONTROL

6.1 INTRODUCTION

To remain accredited, programmes at both the Bachelor's degree and diploma qualification levels shall be monitored annually during the accredited period. This chapter presents the guidelines for monitoring and quality control during the accredited period, including the requirements to be fulfilled by HEPs, the preparation and submission of the Annual Report, and the repercussions for failing to fulfil such requirements.

6.2 CONTINUOUS MONITORING

Accredited programmes shall be monitored continuously on an annual basis where the HEP needs to submit an Annual Report to QSAC. Continuous monitoring shall ensure that accreditation criteria and standards are maintained. For Full Accreditation and Re-Accreditation, if the accreditation status is attained after 30 June, the HEP is not required to submit the Annual Report for that particular year. For Provisional Accreditation, the HEP is required to submit the Annual Report once the HEP has offered and conducted the programme.

Continuous monitoring involves evaluating the Annual Report submitted by the HEP and any other reports and documents relating to the programme's changes, achievements, and advancement. In addition, BQSM may refer to and adopt any latest policies and procedures from MQA, MOHE, or other relevant authorities as part of the process for monitoring and reviewing accredited programmes.

6.2.1 Annual Report Requirements

The HEP with the accredited programme is responsible for ensuring that the Annual Report is received by QSAC before 31 December of each year during the accredited period. The Annual Report shall contain the following information for the particular reporting year:

- i. Accreditation conditions as specified by BQSM, or issues raised from the evaluation of the previous Annual Report, and the responses by the HEP;
- ii. Data on students, including intake, enrolment, and performance;
- iii. Data on academic staff including the total number of staff, number of full-time and part-time staff, number of staff on study or sabbatical leave, and the number of CQS, PQS and PVQS amongst the full-time staff;
- iv. External examiners' reports, including the responses/feedback by the HEP;
- v. Statistics on Malaysian students (for foreign HEPs operating in their respective countries).

In addition to the above, the HEP shall furnish information on any changes, developments or improvements relating to the seven (7) areas of the criteria and standards for programme accreditation as follows:

- i. Programme development and delivery;
- ii. Assessment of student learning;
- iii. Student selection and support services;
- iv. Academic staff;
- v. Educational resources;
- vi. Programme management;
- vii. Programme monitoring, review and continual quality improvements.

The HEP is also required to include in the Annual Report any institutional changes to policies and regulations and other changes applying to the accredited programme. Information and documents to be provided by the HEP for the Annual Report are described in Appendix G.

6.2.2 Annual Report Evaluation

Upon receipt of the Annual Report from the respective HEP, the QSAC secretariat shall forward the report to the EP. The evaluation of the Annual Report shall be guided by the programme monitoring requirements and the evaluation format as described in Appendix H. The Annual Report evaluation may give rise to a request for additional information. The HEP shall furnish the additional information required within the time frame specified by the EP. The EP shall prepare a report on the outcome of the evaluation based on the format in Appendix H. The report for the Annual Report evaluation shall be submitted to QSAC not later than one (1) month from the date of the receipt of the Annual Report by the EP.

6.2.3 Review Accreditation Visit

If a review accreditation visit to the HEP is required, the QSAC secretariat shall arrange for the visit. The review accreditation visit shall focus on issues arising from the evaluation of the Annual Report. The outcome from the review accreditation visit shall be included in the report for Annual Report evaluation as described in subsection 6.2.2. If a review accreditation visit is conducted, the EP shall submit the report for the Annual Report evaluation to QSAC not later than one (1) month from the date of the review accreditation visit.

6.2.4 Outcome of the Annual Monitoring Evaluation

If the outcome of the annual monitoring evaluation reveals that the programme is in order as per the accreditation decision or that the conditions for accreditation are satisfactorily fulfilled, the programme shall remain accredited.

However, if it is found that the HEP has undertaken changes and that the accreditation conditions are not fulfilled within the time frame stipulated in the accreditation decision, the HEP shall be advised to take the necessary actions as described in this Standard for changes to the programme and to fulfil the accreditation conditions as specified.

The outcome of the annual monitoring evaluation, as contained in the EP's Annual Report evaluation, shall be verified by QSAC before being submitted to BQSM for endorsement. The QSAC secretariat shall notify the HEP of the outcome of the annual monitoring evaluation.

6.2.5 Failure to Submit the Annual Report and Unfulfilled Requirements

Failure to submit the Annual Report and non-compliance with the programme monitoring requirements may result in the programme's accreditation status being withdrawn. The conditions and procedures for withdrawal of the accreditation status shall apply.

CHAPTER 7

THE EVALUATION PANEL

7.1 INTRODUCTION

The evaluation for Quantity Surveying programme accreditation is undertaken by the Evaluation Panel (EP) appointed by BQSM. This chapter describes the EP's appointment, attributes and qualifications of the EP, roles and responsibilities of the EP, and preparation of the Programme Accreditation Report.

7.2 APPOINTMENT OF THE EVALUATION PANEL

BQSM keeps a database, which is constantly updated, of the EP comprising experienced and qualified CQS and PQS from the industry and academics. Members of the EP are nominated by QSAC from the BQSM register of evaluators and appointed by BQSM to represent the council as independent persons to conduct evidence-based evaluations for programme accreditation. The selection of the EP is guided by the qualification level of the programme to be accredited, availability, suitability, expertise and experience of the prospective members of the EP. The EP as a whole shall possess the attributes, expertise and experience to enable the accreditation evaluation process to be carried out effectively.

The EP shall comprise three (3) members: a chairperson and two (2) members, one from the industry (public or private practices) and the other from the academics, to provide a balanced perspective and experience to the evaluation of a programme. MQA may appoint a representative to be part of the EP. The EP may comprise more than three (3) members as and when necessary.

7.2.1 Attributes of the Evaluation Panel

Members of the EP shall be competent, ethical, mature, and possess sound judgment, analytical skills and tenacity. They shall have the ability to perceive situations realistically, understand complex operations from a broad perspective, and understand the role of the individual units conducting the Quantity Surveying programme within the overall HEP organisation. The EP also needs to be aware of BQSM policies regarding accreditation criteria and standards. Hence, equipped with these attributes, members of the EP shall be able to:

- i. Assess evidence objectively and fairly;
- ii. Remain true to the purpose of the evaluation exercise;
- iii. Evaluate the effects of observations and personal interactions during the accreditation visit;
- iv. Treat personnel concerned in a way that will best achieve the purpose of the evaluation;
- v. Commit full attention and support to the evaluation process without being unduly distracted;
- vi. React effectively in stressful situations;
- vii. Arrive at generally objective conclusions based on evidence and rational considerations;
- viii. Remain true to a conclusion derived from the evaluation process.

7.2.2 Qualifications of the Evaluation Panel

It is not expected that each panel member possesses all the qualifications, competencies and experiences required of an evaluator, but as a group, the panel should collectively possess qualities in the following aspects:

7.2.2.1 *Academic qualification and experience*

- i. Appropriate higher education qualifications with Quantity Surveying background;
- ii. Appropriate subject-matter knowledge;
- iii. Sufficient industrial or academic experience;
- iv. Knowledge of curriculum design and delivery;
- v. Programme leadership or management experience;
- vi. Experience in scholarly activities;
- vii. Up to date with current developments in the field of Quantity Surveying.

The chairperson of the EP shall be a CQS or PQS with at least fifteen (15) years post Bachelor's degree experience in the industry or as an academic. The chairperson also needs to have prior experience as a member of the EP. The members of the EP shall be a CQS or PQS with at least ten (10) years post Bachelor's degree experience in the industry or as an academic.

7.2.2.2 *Quality evaluation*

An understanding of the context and environment within which the department/unit conducting the Quantity Surveying programme operates and commitment to the principles of quality and quality assurance in higher education:

- i. Knowledge of quality assurance, methods and terminologies;
- ii. Experience in quality reviews and accreditation processes;
- iii. Ability to relate processes to outcomes;
- iv. Ability to communicate effectively;
- v. Ability to focus on knowledge and experience to evaluate quality assurance procedures and techniques and to suggest good practices and ways for improvements;
- vi. Ability to produce quality reports in a timely manner;
- vii. Familiar with MQA and BQSM quality assurance documents, and current policies;
- viii. Ability to work in a team.

In addition to the above qualification aspects, all prospective members of the evaluation panel must attend the EP workshop conducted by BQSM. After attending the workshop, prospective members of the evaluation panel shall be supervised by an experienced EP for at least two (2) accreditation exercises before qualifying to be appointed as full members of the EP.

7.3 ROLES AND RESPONSIBILITIES OF THE CHAIRPERSON

The chairperson is the key person in an accreditation exercise. It is the chairperson's responsibility to create an atmosphere in which critical professional discussions can take place, where opinions can be liberally and considerably exchanged, and in which integrity and transparency prevail. Much of the mode and accomplishment of the accreditation exercise

depends on the chairperson's ability to facilitate the panel to work as a team. During the accreditation visit, the chairperson shall lead the EP through the reviews of the respective processes and chair the relevant meetings during the visit.

The chairperson is responsible for ensuring that the oral exit report accurately summarises the outcomes of the accreditation exercise and is consistent with the reporting framework. The oral exit report to be presented to the HEP shall consist of the programme's areas of strength, concerns and opportunities for improvement in relation to the seven (7) areas of evaluation. The chairperson shall not present the decision on the accreditation for the programme to the HEP during the oral exit report. The chairperson has a major role in the preparation of the written Programme Accreditation Report and in ensuring that the report is not materially different from the oral exit report.

7.4 ROLES AND RESPONSIBILITIES OF THE EVALUATION PANEL

The main task of the EP is to verify that the criteria and standards for accreditation are fulfilled and that the processes, mechanisms, and resources are suitable for effective programme delivery. Verification shall include an evaluation of the effectiveness of the quality assurance procedures. For this purpose, the EP shall investigate the application of these procedures and the extent to which the programme achieves the expected learning outcomes. In undertaking these tasks, the roles and responsibilities of the EP are described based on the different phases of the evaluation process. In addition to these roles, the EP is also responsible for evaluating the Annual Report submitted by the HEP to ensure the maintenance and enhancement of accredited programmes. The process of evaluating the Annual Report by the EP is described in Chapter 6 of this Standard.

It is crucial that the members of the EP work together as an evaluation team and not attempt to apply preconceived templates to their consideration of the programme being evaluated, nor appear to address inquiries from entirely within the perspective of their speciality or the practices of their own HEP. Throughout the accreditation process, the EP shall not communicate directly with the HEP. All communications between the EP and HEP shall be via QSAC unless it is deemed necessary for the EP to communicate directly with the HEP and approved by QSAC.

7.4.1.1 Roles and responsibilities of the EP during document evaluation

It is imperative for the members of the EP to thoroughly read the documents to enable a thorough understanding of the HEP's quality assurance for the programme and to ensure adequate exploration of issues relating to the criteria and standards for programme accreditation. This shall ensure the credibility of, and confidence in, the evaluation process for programme accreditation. The roles and responsibilities of the EP during document evaluation shall include:

- i. Understanding the major characteristics of the HEP and department relevant to the programme evaluation and identifying topics or items for investigation that may arise from the characteristics;
- ii. Understanding the HEP and the department's policies, regulations, procedures, mechanisms and criteria as provided in the documents for assuring the quality of the programme;

- iii. Forming preliminary views on the HEP's quality management systems, as well as on the plans and strategies to achieve the PEOs and PLOs;
- iv. Evaluating the seven (7) areas of criteria and standards for programme accreditation and determining the depth of the HEP's compliance with the criteria and standards for accreditation;
- v. Generating the list of additional information and/or documents to be made available by the HEP during the accreditation visit and identifying issues that may be raised during the visit;
- vi. Identifying relevant persons or groups to be interviewed during the accreditation visit;
- vii. Deriving preliminary outcomes from the document evaluation process;
- viii. Identifying the strengths and areas of concern of the programme from the preliminary outcomes.

7.4.2 Roles and responsibilities of the EP during the accreditation visit

The roles and responsibilities of the EP during the accreditation visit shall include:

- i. Clarifying issues and seeking clarifications, justifications and further information on the issues and concerns derived from the document evaluation process;
- ii. Exploring discrepancies between what is written and what is said during the discussion with the programme's management team and the academic staff, seek clarification and confirmation as required;
- iii. Verifying procedures relating to the delivery and management of the programme that are being implemented. The EP shall decide what documentary or oral evidence is needed for evaluation within these aspects;
- iv. Reviewing individual course files. The EP shall determine whether the body of knowledge, as detailed in Appendix C for the Bachelor's degree programme and Appendix D for the diploma programme, has been fully addressed. The EP shall determine the appropriateness of the credit value, SLT, mode of delivery, and assessment methods for the respective courses;
- v. Reviewing students' work and assessments, including tests, examinations, assignments, projects, capstone projects, and Final Year Projects. The EP shall determine that students' work and assessments are appropriate to the level of study and of an acceptable standard;
- vi. Inspecting and verifying that the physical facilities and other educational resources as described in the documents are available, adequate, and appropriate for programme delivery;
- vii. Conducting interviews/meetings with the academic staff, students, external examiners and others as necessary. The EP shall ensure that the interviewees are at ease to ensure their full and active contributions in order to be able to derive issues that may impact effective programme delivery and the overall performance of the programme;
- viii. Identifying issues that may be identified as significant or problematic and are detracting from the achievement of the PEOs and PLOs. These may require further investigations where further information, clarifications and evidence may be required;
- ix. Identifying specific strengths or good practices by the HEP, as well as the areas of concern, and offering suggestions for improvement where appropriate, but without slipping into the role of a consultant;

- x. Conducting exit meeting and delivering the findings derived from the overall evaluation process for programme accreditation. However, this shall be limited to conveying the strengths of the programme, areas of concern, and potential for improvement in the HEP.

7.5 PREPARATION OF THE PROGRAMME ACCREDITATION REPORT

The outcome of the evaluation process for programme accreditation shall be formulated into the Programme Accreditation Report. Upon completing the document evaluation, the EP shall be able to derive the preliminary outcomes of the evaluation for accreditation. These shall be presented in the respective and appropriate sections of the Programme Accreditation Report format as attached in Appendix F. However, due to the preliminary outcome status and as an interim evaluation before the overall evaluation process is completed, there shall be differences in the evaluation emphasis and the degree of compliance for the seven (7) areas of evaluation, whereby further evaluation is required during the accreditation visit.

Once the overall evaluation process is completed after the accreditation visit, the EP shall complete the Programme Accreditation Report. The preliminary outcomes presented in the various sections of the report shall be updated, finalised, and completed. The format and contents of the report shall be in accordance with the format provided in Appendix F. In general, the report outlines the findings on the seven (7) areas of evaluation, including the strengths, areas of concern, and potential improvements for the respective accreditation criteria and standards.

The Programme Accreditation Report shall also contain a summary of the findings of the evaluation process. The summary shall focus on the programme's strengths, commendable practices, and areas of concern. For the areas of concern, the EP shall indicate their relative urgency and seriousness, propose improvements in generic or alternative terms, and avoid giving prescriptive solutions unless the issue requires specific recommendations.

The EP shall include in the report the recommendations for the outcome of the HEP's application for programme accreditation. If the recommendation is to award accreditation with conditions or decline accreditation, the EP shall specify the accreditation conditions and justifications for the decline of accreditation in the report.

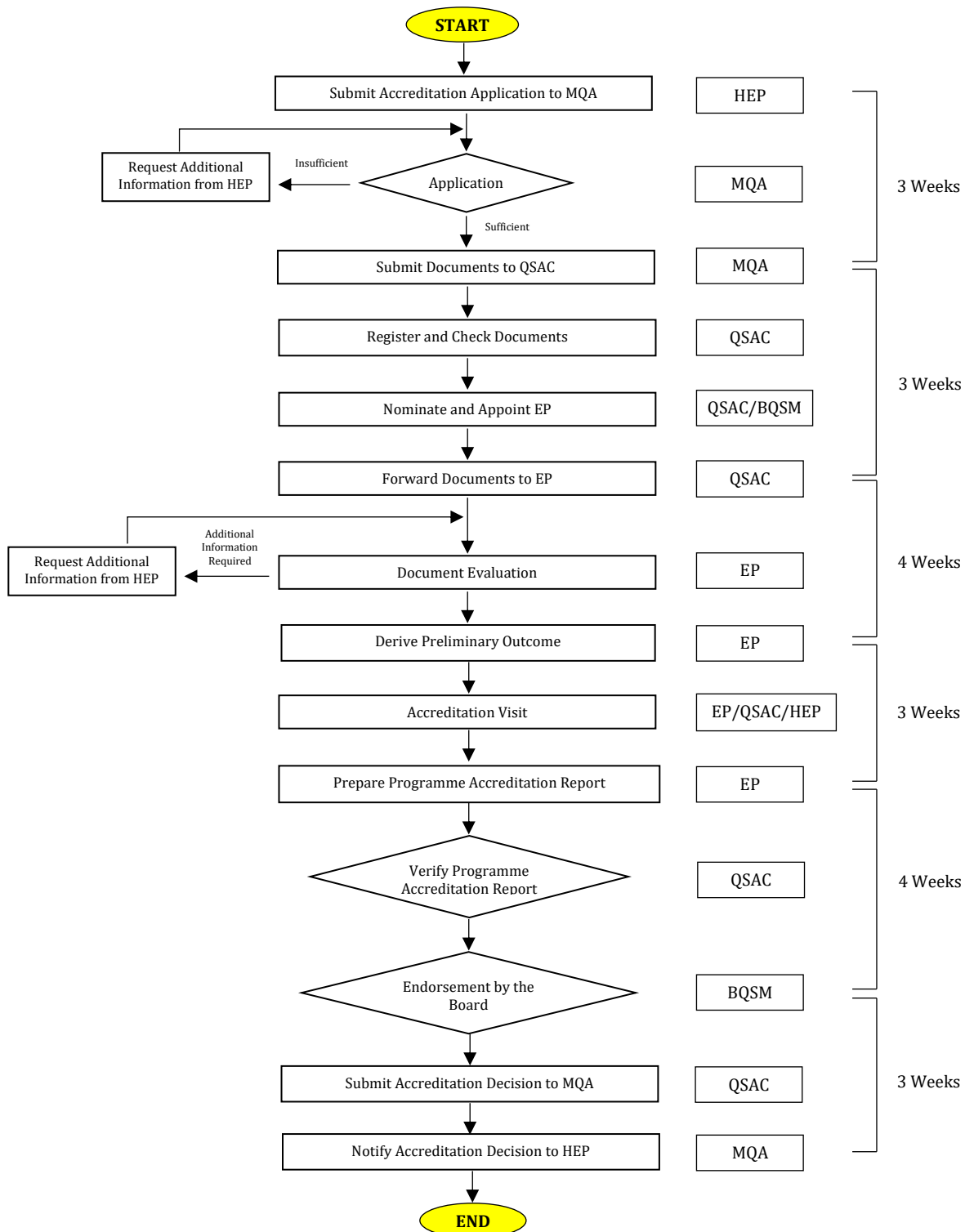
Generally, the Programme Accreditation Report shall not contain vague or unsubstantiated statements and shall not comment on individuals nor appeal to irrelevant standards. The EP shall submit the final Programme Accreditation Report to QSAC not later than two (2) weeks from the date of the accreditation visit.

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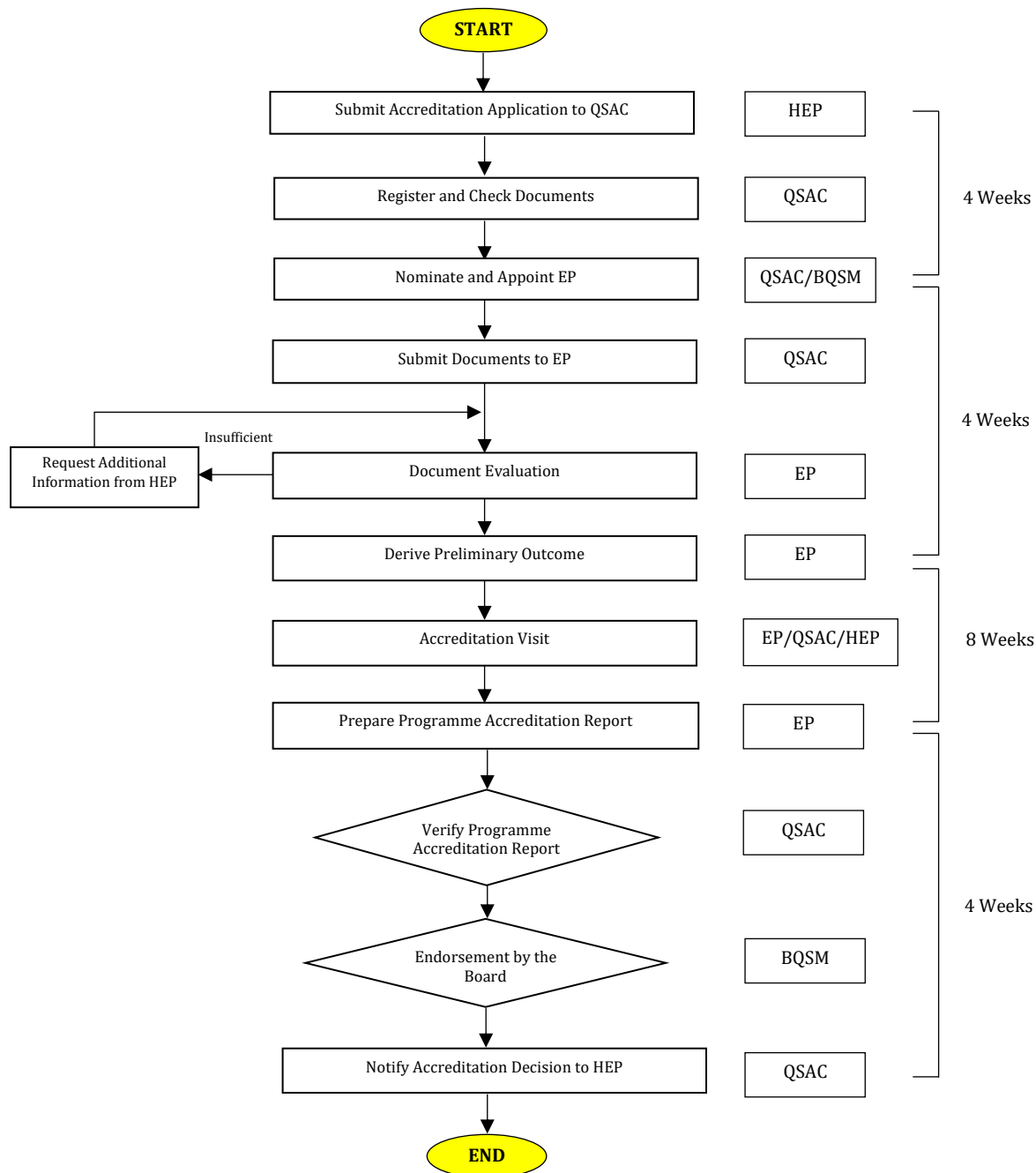
APPENDIX A1

FLOW CHART FOR THE APPLICATION OF PROVISIONAL ACCREDITATION, FULL ACCREDITATION AND RE-ACCREDITATION OF QUANTITY SURVEYING PROGRAMMES (For local HEPs and foreign HEPs operating in Malaysia)



APPENDIX A2

FLOW CHART FOR THE APPLICATION OF FULL ACCREDITATION AND RE-ACCREDITATION OF QUANTITY SURVEYING PROGRAMMES (For Foreign HEPs conducting Quantity Surveying programmes in their respective countries)



APPENDIX B

LEVEL DESCRIPTORS GUIDE FOR THE MAIN DOMAINS OF THE PROGRAMME LEARNING OUTCOMES

Domain	Bachelor's Degree	Diploma
Knowledge & understanding	<ul style="list-style-type: none"> Describe advanced and comprehensive theoretical and technical knowledge of quantity surveying core and related competencies and demonstrate relevant skills in the application of knowledge to broadly defined quantity surveying procedures, processes, systems, and methodologies. 	<ul style="list-style-type: none"> Possess relevant knowledge of quantity surveying core competencies; and demonstrate systematic understanding & comprehension of a broad range of quantity surveying technical and theoretical knowledge and skills to undertake well-defined quantity surveying procedures and practices.
Cognitive skills	<ul style="list-style-type: none"> Demonstrate intellectual capability in the application of quantity surveying knowledge components by applying critical, analytical and evaluation skills to manage and provide solutions for broadly defined or complex problems and handle unpredictable issues with creative and innovative solutions. 	<ul style="list-style-type: none"> Establish investigative thinking abilities (identify, interpret, apply and evaluate quantity surveying general concepts, theory and operational principles) to resolve common and well-defined problems.
Practical skills	<ul style="list-style-type: none"> Propose and apply a range of essential methods and procedures to solve broadly defined and complex problems. Review, make adjustments and supervise quantity surveying practices and processes. 	<ul style="list-style-type: none"> Apply essential tools, methods and procedures to perform required tasks and to solve well-defined problems. Reflect and make adjustments to quantity surveying practices and processes, as necessary.
Interpersonal and communication skills	<ul style="list-style-type: none"> Communicate effectively and flexibly both orally and in writing, convey ideas both in written or oral forms using appropriate and different forms of presentation confidently, accurately and coherently in appropriate context in a well-structured 	<ul style="list-style-type: none"> Communicate and explain clearly, both orally and in writing, ideas, information, problems and solutions to others, interact effectively, individually or as member of a team with supervisors, peers and subordinates.

Domain	Bachelor's Degree	Diploma
	manner to a diversity of audiences, and work efficiently in diverse learning and working communities.	
Digital and Numeracy skills	<ul style="list-style-type: none"> Use a broad range of information, media and technology applications to support work processes. Use and combine numerical and graphical/visual data for work processes and interpret complex numerical and graphical/visual data. 	<ul style="list-style-type: none"> Use a range of digital applications to support work processes. Demonstrate skills to use and interpret routine and well-defined numerical and graphical/visual data.
Leadership, autonomy and responsibility	<ul style="list-style-type: none"> Work autonomously and manage responsibilities within broad organisational parameters. Illustrate leadership character by leading, mentoring and managing issues, and work efficiently in diverse teams. Illustrate the understanding of corresponding issues related to the society and the subsequent responsibilities to broadly defined quantity surveying practices. 	<ul style="list-style-type: none"> Perform work with significant degree of personal responsibility and autonomy under broad guidance and direction on well-defined activities performed in a variety of contexts. Illustrate leadership character and work efficiently in diverse technical teams. Illustrate the understanding of the issues related to the society and the subsequent responsibilities appropriate to a well-defined quantity surveying practices.
Personal and entrepreneurial skills	<ul style="list-style-type: none"> Acknowledge the requirement of professional establishment and to engage effectively in independent lifelong learning in specialised quantity surveying competencies. Demonstrate entrepreneurial competency with selected projects. Demonstrate an appreciation of broader socio-political, economic and cultural issues at local, national and regional level. 	<ul style="list-style-type: none"> Acknowledge the requirement of career establishment and to engage effectively in independent lifelong learning in specialised quantity surveying knowledge areas. Identify self-improvement initiatives and possibilities for further education. Develop realistic career and professional goals. Explore and engage in activities relating to entrepreneurship.
Ethics and professionalism	<ul style="list-style-type: none"> Demonstrate adherence, and ability to identify ethical 	<ul style="list-style-type: none"> Illustrate ethical awareness and demonstrate ability to

Domain	Bachelor's Degree	Diploma
	<p>issues, make decisions ethically, and act professionally within the social and professional environment and practice.</p> <ul style="list-style-type: none"> ▪ Ethical awareness and professionalism in managing responsibilities within broad organisational parameters. 	<p>understand and comply with organisational and professional ethics in work environment.</p>

APPENDIX C

CORE QUANTITY SURVEYING COURSES FOR THE BACHELOR'S DEGREE PROGRAMME

1.0 MEASUREMENT

Expected outcome: Possess and apply the knowledge of technical fundamentals to broadly defined systems and methodologies in construction measurement & quantification for the management of construction documentation.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
MEASUREMENT	Principles and standards	<ul style="list-style-type: none"> i. Brief history & development of construction measurement & quantification ii. Principles and the process of measurement iii. Mensuration iv. Standard methods of measurement v. Management of construction measurement & quantification documentation vi. Fundamentals of embodied carbon emissions quantification 		
	Measurement of Building Works	<ul style="list-style-type: none"> i. Preliminaries items ii. Sub-structure works: site preparation, excavation, foundations, piling works, works below the lowest floor finish iii. Building elements/work processes: frames, upper floors, staircases, internal & external walls, roof structures, coverings & drainage, doors & windows, finishes iv. Precast panels & components 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
		v. Structural steel works vi. Demolition & alteration works		
	Measurement of External Works	i. External works: fencing, turfing, surface water drainage, soil drainage and other external works related to building works		
	Measurement of Mechanical, Electrical and Plumbing Services	i. Building services installation, which include but not limited to mechanical, electrical, wastewater, cold water, and plumbing services ii. Mechanical, electrical and plumbing works		
	Measurement of Civil Engineering Works	i. Introduction to civil engineering measurement: principles of CESMM ii. Civil engineering measurement: Measurement & quantification of simple and advanced civil engineering works		
	Technology-assisted measurement approaches	i. Application and adoption of software for measurement & quantification processes in line with BQSM's BIM Education Framework. ii. Application of other emerging technologies for measurement & quantification processes.		

2.0 TECHNOLOGY AND SERVICES

Expected outcome: Possess and apply relevant knowledge of advanced construction and technical fundamentals related to building elements and construction processes to perform Quantity Surveying-related tasks.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
TECHNOLOGY AND SERVICES	Principles and standard	<ul style="list-style-type: none"> i. Brief history of standard legislation/regulation for construction ii. Brief history and theory of Architectural and Structural components 		
	Construction materials	<ul style="list-style-type: none"> i. Introduction to construction materials and its terminologies ii. Engineering properties iii. Standard testing methods iv. Advanced construction materials 		
	Technical drawing	<ul style="list-style-type: none"> i. Technical drawing principles and techniques ii. Visual literacy which includes creating, recognising, analysing, and communicating visual information iii. Technical drawings using computer-aided software 		
	Building components	<ul style="list-style-type: none"> i. Concepts of loads distribution to different elements of a structure ii. Construction process from foundation until roof structure 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
		iii. Special components which include but not limited to modular components, and green components		
	Civil Engineering Construction	i. Civil Engineering construction which includes but not limited to the maintenance, design and construction of natural and physically built environments such as roads, railways, buildings, water reservoirs, subdivisions, airports, bridges, sewer systems, tunnels and dams ii. The construction process for each structure		
	Mechanical, Electrical and Plumbing Services	i. Brief history and standard legislation/regulation for construction ii. Brief history and theory of Building Systems iii. Building services installation which include but not limited to mechanical, electrical, and plumbing services iv. Mechanical services installation: lift, escalator, travelator v. Services system integration in building		
	Sustainability	i. Fundamentals of sustainable construction which include but not limited to implementing strategies and best practices that minimise environmental impact,		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
		<p>promote resource efficiency and contribute to the long-term well-being of communities.</p> <p>ii. Embodied carbon emissions calculation fundamental and methods; Green Building Index (GBI) rating</p>		
	Technology-assisted construction technology approaches	<p>i. Exposure to technology-assisted approaches to transform the construction industry, including but not limited to Building Information Modelling (BIM), Augmented Reality (AR) and Virtual Reality (VR), Drones and Unmanned Aerial Vehicles (UAVs); Robotics and Automation, Internet of Things (IoT), Artificial Intelligence (AI), and Machine Learning (ML) which can assist in QS related tasks</p>		

3.0 ECONOMICS AND ANALYSIS OF PRICES

Expected outcome: Possess and apply relevant knowledge of principles of economics in relation to the construction industry and technical fundamentals on procedures and techniques in construction economics and related fields.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
ECONOMICS AND ANALYSIS OF PRICES	Principles and basic concepts	<ul style="list-style-type: none"> i. Introduction to economics, definitions, theories ii. Microeconomics including concepts of scarcity, opportunity costs and choices, theory of supply and demand, market structure, market equilibrium iii. Macroeconomics including fiscal and monetary policy, national income, monetary system, inflation, international trade 		
	Construction economics	<ul style="list-style-type: none"> i. Definition and overview of construction economics: nature, classification, industry stakeholders ii. Economics of construction industry: construction products and outputs, demand and supply of construction, price mechanism iii. Construction industry and national economy: contribution to national economy, growth trends, government policies 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Design economics	<ul style="list-style-type: none"> i. Definitions and introduction to design economics ii. Building design/morphology and design economics iii. Cost data, indices and trends iv. Cost analysis v. Preliminary estimate - methods vi. Pre-contract cost planning, feasibility study, outline design vii. Post-contract cost control; cash flow, life cycle cost viii. Construction finances which include but not limited to understanding financial statements, cash forecast, real estate finance, and an introduction to the concept of total cost of ownership 		
	Development economics	<ul style="list-style-type: none"> i. Introduction to development economics ii. Property investment and development: classification and types, legal titles, restrictions, development approval and process, valuation and development appraisal iii. Development finance and life cycle costing iv. Land economics: urban land use, value and pattern, economics of urbanisation, urban renewal and redevelopment 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Analysis of price	<ul style="list-style-type: none"> i. Introduction to analysis of prices ii. Pricing strategies; tender pricing iii. Tendering and bidding strategies iv. Rates build-up principles and methods: understanding of material, labour, plant and equipment, overhead and profit components for rates build-up v. Unit rate pricing: preliminaries, substructure, superstructure, finishes, mechanical, electrical and plumbing, and external work 		
	Emerging trends in economics and analysis of prices in construction	<ul style="list-style-type: none"> i. Application and adoption of software for estimating processes in line with BQSM's BIM Education Framework ii. Economics of construction sustainability practices 		

4.0 LAW, CONTRACT AND PROFESSIONAL PRACTICE

Expected outcome: Possess and apply the knowledge of fundamental legal principles to broadly defined procedures, processes, systems, and methodologies in the administration of construction contracts and documentation management.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
PRINCIPLES OF LAW	Malaysian Legal System	i. Introduction to the Malaysian Legal System which include but not limited to, the sources of law, administration of law, and classification of law		
	Law of Tort	i. Introduction to the law of tort relevant to the construction industry which include but not limited to trespass and negligence		
	Law of Contract	i. Legal principles relevant to Malaysian Law of Contract 1950 and other related laws		
CONSTRUCTION CONTRACT	Construction Contract Administration	i. Introduction to the standard form of contracts commonly used in the Malaysian construction industry ii. Understanding of essential terms and conditions related to construction project iii. Analysis of clauses, the application of related legal principles and its impact from the adoption of the standard form of contract in regards but not limited to: <ul style="list-style-type: none"> • Time • Suspension and Termination Contract 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
		<ul style="list-style-type: none"> Financial Remedies for breach of contract Insurance, guarantee and bond Stages of Work, Valuation and Workmanship Payment Variation Breach of Contract 		
	Dispute Resolution	i. Alternative Dispute Resolution which includes but not limited to: <ul style="list-style-type: none"> Mediation Adjudication Arbitration 		
PROFESSIONAL PRACTICE	Roles and Duties of Quantity Surveyors and Stakeholders	i. Introduction to duties of Quantity Surveyors and other stakeholders in the construction industry, and the interrelationship between parties in different stages of construction projects		
	Professional Liabilities and Ethics	i. Introduction to Professional Liabilities ii. Introduction to Quantity Surveyor's Act		
	Procurement and Contractual Arrangements	i. Understanding of different types of procurement and contractual arrangements ii. Understanding of relevant government and treasury circulars		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Condition of Contract	i. Local and international standard forms of contract which include but not limited to the PWD, PAM, IEM, CIDB and FIDIC series form of contract		
	Tendering procedures and evaluation	i. Preparation of tender, tendering procedures and evaluation		
	International Contracting	i. Involvement of QS, contractors and other practices in international contracting ii. Introduction to the Free Trade Agreement (FTA), excise duty and others relevant to construction		
	Emerging trends in quantity surveying practices	i. Emerging latest trends such as e-tendering, Building Information Modelling practice, green procurement, collaborative arrangements		

5.0 CONSTRUCTION PROJECT MANAGEMENT

Expected outcome: Apply the knowledge of technical fundamentals to broadly defined procedures, processes, systems, and methodologies in the field of construction project management.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
CONSTRUCTION PROJECT MANAGEMENT	Principles and standards	<ul style="list-style-type: none"> i. Brief history & development of management theories ii. Standards and guideline within the project management aspect iii. Fundamentals of project/construction management competencies iv. Roles and responsibilities of project/construction manager 		
	Management practice	<ul style="list-style-type: none"> i. Theories and principles of management in relation to the construction industry including planning, organising, leading and controlling ii. Stages in project lifecycle 		
	Planning techniques	<ul style="list-style-type: none"> i. Fundamentals of planning ii. Work Breakdown Structure (WBS) in project planning iii. Planning Methods: Critical path methods (CPM), Bar chart and network, Line of Balance, PERT, Linear Programming 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
		iv. Resource scheduling and Project Control: strategies for optimising timeline, resource allocation, resource levelling v. Ethical and Legal Considerations in Planning		
	Construction resources management	i. Site management ii. Labour management iii. Materials management iv. Human resources management		
	Element of project management	i. Health and Safety management ii. Risk Management iii. Productivity and Quality management iv. Sustainable Environmental management v. Value Management		
	Financial Management	i. Project Financial and Funding ii. Cash flow management iii. Financial reports, accounts and financial ratios		
	Technology-assisted construction management approaches.	i. Emerging Trends in Project Management e.g. Agile, Lean, data-driven project management, digital transformation and automation ii. Introduction to advanced computer-based planning and project management systems		

APPENDIX D

CORE QUANTITY SURVEYING COURSES FOR THE DIPLOMA PROGRAMME

1.0 MEASUREMENT

Expected outcome: Possess and apply relevant knowledge of technical fundamentals on well-defined procedures and practices in construction measurement & quantification.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
MEASUREMENT	Principles and standards	<ul style="list-style-type: none"> i. Brief history & development of construction measurement & quantification ii. Principles and the process of measurement iii. Mensuration iv. Standard methods of measurement 		
	Measurement of Building Works	<ul style="list-style-type: none"> i. Preliminaries items ii. Sub-structure works: site preparation, excavation, foundations, piling works, works below the lowest floor finish iii. Building elements/work processes: frames, upper floors, staircases, internal & external walls, roof structures, coverings & drainage, doors & windows, finishes iv. Precast panels & components v. Structural steel works vi. Demolition & alteration works 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Measurement of External Works	i. External works: fencing, turfing, surface water drainage, soil drainage and other external works related to building works		
	Measurement of Mechanical, Electrical and Plumbing Services	i. Building services installation, which include but not limited to mechanical, electrical, and plumbing services		
	Measurement of Civil Engineering Works	i. Introduction to civil engineering measurement: principles of CESMM ii. Civil engineering measurement: measurement of simple civil engineering works		
	Technology-assisted measurement approaches	i. Application and adoption of software for measurement & quantification processes in line with BQSM's BIM Education Framework		

2.0 TECHNOLOGY AND SERVICES

Expected outcome: Possess and apply relevant knowledge of construction and technical fundamentals related to building elements and construction processes to perform Quantity Surveying-related tasks.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
TECHNOLOGY AND SERVICES	Principles and standard	<ul style="list-style-type: none"> i. Brief history of standard legislation/ regulation for construction ii. History and theory of Architectural and Structural components 		
	Construction materials	<ul style="list-style-type: none"> i. Introduction to construction materials and its terminologies ii. Engineering properties iii. Standard testing methods 		
	Technical drawing	<ul style="list-style-type: none"> i. Technical drawing principles and techniques ii. Visual literacy which includes creating, recognising, analysing, and communicating visual information iii. Technical drawings using computer-aided software 		
	Building components	<ul style="list-style-type: none"> i. Concepts of loads distribution to different elements of a structure ii. Construction process from foundation until roof structure 		
	Civil Engineering Construction	<ul style="list-style-type: none"> i. Introduction to Civil Engineering construction, scope and types 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Mechanical, Electrical and Plumbing Services	<ul style="list-style-type: none"> i. Brief history and standard legislation/regulation and Theory of Building Systems ii. Building services installation which include but not limited to mechanical, electrical, wastewater, cold water, and plumbing services 		
	Sustainability	<ul style="list-style-type: none"> i. Fundamental of sustainable construction which include but not limited to implementing strategies and best practices that minimise environmental impact 		
	Technology-assisted construction technology approaches	<ul style="list-style-type: none"> i. Exposure to technology-assisted approaches to transform the construction industry which can assist in Quantity Surveying related tasks 		

3.0 ECONOMICS AND ANALYSIS OF PRICES

Expected outcome: Possess and apply relevant knowledge of principles of economics in relation to the construction industry and technical fundamentals on procedures and techniques in construction economics and analysis of prices.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
ECONOMICS AND ANALYSIS OF PRICES	Principles and basic concepts	<ul style="list-style-type: none"> i. Introduction to economics, definitions, theories ii. Microeconomics including concepts of scarcity, opportunity costs and choices, theory of supply and demand, market structure, market equilibrium iii. Macroeconomics including fiscal and monetary policy, national income, monetary system, inflation, international trade 		
	Construction economics	<ul style="list-style-type: none"> i. Definition and overview of construction economics: nature, classification, industry stakeholders ii. Economics of construction industry including construction products and outputs, demand and supply of construction, price mechanism iii. Construction industry and national economy: contribution to national economy, growth trends, government policies 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Design economics	<ul style="list-style-type: none"> i. Definitions and introduction to design economics ii. Building design/morphology and design economics iii. Cost data, indices and trends iv. Cost analysis v. Preliminary estimate - methods 		
	Analysis of prices	<ul style="list-style-type: none"> i. Introduction to analysis of prices ii. Pricing strategies; tender pricing iii. Tendering and bidding strategies iv. Rates build-up principles and methods; understanding of material, labour, plant and equipment, overhead and profit components for rates build-up v. Unit rate pricing: preliminaries, substructure, superstructure, finishes, mechanical, electrical, plumbing, and external works 		
	Emerging trends in economics and analysis of price in construction	<ul style="list-style-type: none"> i. Application and adoption of software for estimating processes in line with BQSM's BIM Education Framework. Application and adoption of software for estimating processes in line with BQSM's BIM Education Framework 		

4.0 LAW, CONTRACT AND PROFESSIONAL PRACTICE

Expected outcome: Possess and apply relevant knowledge of fundamental legal principles on well-defined procedures and practices in construction contract management and professional training.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
PRINCIPLES OF LAW	Malaysian Legal System	i. Introduction to the Malaysian Legal System which include but not limited to, the sources of law, administration of law, and classification of law		
	Law of Tort	i. Introduction to the law of tort relevant to the construction industry which include but not limited to trespass and negligence		
	Law of Contract	i. Legal principles relevant to Malaysian Law of Contract 1950		
CONSTRUCTION CONTRACT	Construction Contract Administration	i. Introduction to the standard forms of contract commonly used in the Malaysian construction industry ii. Understanding of essential terms and conditions related to construction project		
PROFESSIONAL PRACTICE	Roles and Duties of Quantity Surveyors and Stakeholders	i. Introduction to duties of Quantity Surveyors and other stakeholders in the construction industry and the interrelationship between parties in different stages of construction projects		
	Professional Liabilities and Ethics	i. Introduction to Professional Liabilities ii. Introduction to Quantity Surveyor's Act		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Condition of Contract	i. Local standard forms of contract which include but not limited to the PWD and PAM series form of contract		
	Tendering procedures and evaluation	i. Preparation of tender and tendering procedures		

5.0 CONSTRUCTION PROJECT MANAGEMENT

Expected outcome: Possess relevant knowledge of technical fundamentals on well-defined procedures and practices in the field of construction project management.

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
CONSTRUCTION PROJECT MANAGEMENT	Principles and standards	<ul style="list-style-type: none"> i. Brief history & development of management theories ii. Standards and guidelines within the project management aspect iii. Fundamentals of project/construction management competencies iv. Roles and responsibilities of project/construction manager 		
	Management practice	<ul style="list-style-type: none"> i. Theories and principles of management in relation to the construction industry including planning, organising, leading and controlling ii. Stages in project life cycle 		
	Planning techniques	<ul style="list-style-type: none"> i. Fundamentals of planning ii. Work Breakdown Structure (WBS) in project planning iii. Understanding of Planning Methods; Critical path methods (CPM), Bar chart and network and, Line of Balance 		

Competency Area	Knowledge Area	Body of Knowledge	HEP to specify the courses where the respective body of knowledge is placed	Verification by EP
	Construction resources management	<ul style="list-style-type: none"> i. Site management ii. Labour management iii. Materials management 		
	Elements of project management	<ul style="list-style-type: none"> i. Health and Safety management ii. Risk Management iii. Productivity and Quality Management 		
	Technology-assisted construction management approaches.	<ul style="list-style-type: none"> i. Technology and its impact on management practices ii. Introduction to industry standard planning software 		

APPENDIX E

DOCUMENTS AND INFORMATION TO BE SUBMITTED BY THE HIGHER EDUCATION PROVIDER FOR PROGRAMME ACCREDITATION

PART A GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER

(This section seeks general information on the Higher Education Provider (HEP), which shall include the following:)

1. General particulars of HEP:
 - i. Name of HEP
 - ii. Address
 - iii. Telephone Number
 - iv. Email
 - v. Website
2. Particulars of registration:
 - i. Date of establishment/registration
 - ii. Reference no. of registration
3. Names and addresses of branch campuses *(if applicable)*.
4. List of faculties/schools in the HEP and in the branch campuses *(if applicable)*.
5. Faculty responsible for Quantity Surveying programme and year of establishment.
6. Address of faculty if located outside the main campus or branch faculty *(if available)*.
7. Programmes conducted by the faculty, their respective qualification levels *(e.g. certificate, diploma, Bachelor's degree, etc)*, modes of delivery *(e.g. full-time or part-time)*, and locations *(if conducted outside the main campus)*.

Table E1: Programmes conducted by the faculty (EXAMPLE)

No.	Names of programmes conducted by the faculty	Level of qualifications	Modes of delivery	Location

8. Department responsible for Quantity Surveying programme and year of establishment.
9. Name of the HEP's Vice Chancellor/Chief Executive Officer *(or however is designated)*.
10. Name of the Head of the Faculty and qualifications.
11. Name of the Head of the Quantity Surveying Department and qualifications.

12. Contact person for the submission of accreditation documents:
 - i. Name and title
 - ii. Designation
 - iii. Telephone number
 - iv. Email

PART B PROGRAMME DESCRIPTION

(This section seeks a general programme description, which shall include the following):

1. General information about the programme:
 - i. Name of the programme (as in the scroll to be awarded)
 - ii. Level of qualification (e.g. Bachelor's degree or diploma)
 - iii. Language of instruction
 - iv. Type of programme (e.g. home-grown/own, collaboration, franchised, or other modes)
 - v. Awarding body (e.g. own/others (with evidence of collaboration))
 - vi. Address of the location where the programme is/to be conducted
2. Stage of accreditation application (e.g. Provisional Accreditation, Full Accreditation, Re-Accreditation).
3. Previous accreditation status and accredited period *(if applicable)*.
4. Mode, duration and graduating credits of the programme:
 - i. Mode of study (e.g. full-time or part-time)
 - ii. Mode of delivery (e.g. conventional/ODL)
 - iii. Graduating credits
 - iv. Duration of study
5. Annual academic calendar:

(Submit the typical annual academic calendar for the programme and tabulate the following information as per the example in Table E2).

 - i. Number of semesters or levels of study per year
 - ii. The typical session used in conducting the programme (e.g. 3 semesters per year: Januari – April, May-June, or indicate the number of long and short semesters, etc.)
 - iii. Academic session in weeks (excluding examination weeks & semester breaks. e.g. 14-week of academic session per semester)
 - iv. Typical mid-semester breaks at each semester
 - v. Study leave week, examination week, semester break (state when and duration)

Table E2: Annual academic calendar (EXAMPLE)

Calendar	Semester 1	Semester 2	Semester 3
	Long Semester (state weeks)	Long Semester (state weeks)	Short Semester (state weeks)
Academic session	14 weeks	14 weeks	9 weeks
Mid-semester break	1 week	1 week	

Calendar	Semester 1	Semester 2	Semester 3
	Long Semester (state weeks)	Long Semester (state weeks)	Short Semester (state weeks)
Study leave	1 week	1 week	
Examinations	2 weeks	2 weeks	
Semester break	8 weeks	8 weeks	

Note: The HEP shall adhere to MQA's requirements relating to the maximum number of weeks in an academic year.

6. Targeted date (month/year) of intake for the first cohort (applicable for Provisional Accreditation).
7. Projected intake and enrolment for five (5) years (applicable for Provisional Accreditation).
8. Targeted graduation date (month/year) of first cohort.
9. A sample of the scroll to be awarded shall be attached.
10. Frequency of student intake per year.
11. Student enrolments for the past 5 years: (tabulate as per the example in Table E3).

Table E3: Student enrolment for the past 5 years (EXAMPLE)

Students Enrolment for Past 5 Years																
Year/Level of Study	Year 1			Year 2			Year 3			Year 4			Year 5			Total
Semester	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
No. of students																

Note: HEP operating under 5 years shall complete the details from year 1 to the current year.

12. Graduates for the past 5 years: (tabulate as per the example in Table E4).

Table E4: Graduates for the past 5 years (EXAMPLE)

Year	No. of Graduates
2020	
2021	
2022	
2023	
2024	

Note: HEP operating less than 5 years shall complete the details up to the current year.

13. Requirements for the award of the Bachelor's degree/diploma: (e.g. students must fulfil minimum total credit hours, CGPA, pass all subjects, and other requirements imposed by the HEP and BQSM).

14. Classification of the Bachelor's degree/diploma: (tabulate as per the example in Table E5).

Table E5: Graduates' degree classification for the past 5 years (EXAMPLE)

Classification of degree	1st Class	2nd Upper	2nd Lower	3rd Class	Ordinary
Cumulative Grade Point Average (CGPA)					

Note: Explain clearly if other classification methods are adopted.

PART C PROGRAMME STANDARD

AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Programme Educational Objectives (PEOs) and Programme Learning Outcomes (PLOs)

- 1.1.1 For new programmes applying for Provisional Accreditation, the HEP shall provide evidence that a need assessment that considers market and societal demand for the programme has been conducted and indicated demand for the programme.
- 1.1.2 Describe the Programme Educational Objectives (PEOs) encompassing intellectual, practical and soft skills that graduates shall attain upon completion of the programme. Explain how the programme aligns with, and supports the HEP's vision, mission and goals.
- 1.1.3 Describe the Programme Learning Outcomes (PLOs) that students are to achieve upon completion of the programme. The HEP shall ensure that the main domains of PLOs for the programme are in line with MQF 2nd Edition 2024, which encompasses the 5 clusters of learning outcomes or any latest edition published by MQA. The formulation of PLOs shall be appropriate to the Bachelor's degree or diploma level qualifications. Appendix B provides the level descriptors guideline for the main domains of the PLOs.
- 1.1.4 Map PLOs against PEOs as per the example in Table E6.

Table E6: Matrix of PLOs against PEOs (EXAMPLE)

Programme Learning Outcomes (PLOs)	Programme Educational Objectives (PEO)					
	PEO1	PEO2	PEO3	PEO4		
PLO1						
PLO2						
PLO3						

- 1.1.5 Map the PLOs against MQF's 5 clusters of learning outcomes as per the example in Table E7.

Table E7: Matrix of PLOs against the 5 clusters of learning outcomes (EXAMPLE)

Programme Learning Outcomes (PLOs)	Cluster of Learning Outcomes									
	Cluster i	Cluster ii	Cluster iii(a)	Cluster iii(b)	Cluster iii(c)	Cluster iii(d)	Cluster iii(e)	Cluster iii(f)	Cluster iv	Cluster v
PL01										
PL02										
PL03										

1.2 Curriculum Design and Competency Areas

- 1.2.1 Describe the provisions and practices that indicate the autonomy of the department in the design of the curriculum and its utilisation of the allocated resources.
- 1.2.2 Describe the processes to develop and approve the programme curriculum.
- 1.2.3 Describe who, and how the stakeholders are engaged in developing the programme curriculum.
- 1.2.4 Illustrate the computation of the graduating credits and the maximum credits per semester based on Students Learning Time (SLT) as defined by MQF 2nd Edition 2024, where 1 credit is equivalent to 40 notional learning hours (NLHs) or any latest edition published by MQA. Explain clearly if other methods of computation are adopted.
- 1.2.5 Tabulate the curriculum components and the distribution of credits as per the example in Table E8.

Table E8: Curriculum Components and Credit Value (EXAMPLE)

No.	Curriculum Components	Credit Value	% of total credits
i	Compulsory courses (General & HEP courses)		
ii.	Core Quantity Surveying courses		
iii.	Final Year Project		
iv.	Industrial Training		
v.	Related Quantity Surveying courses (including field electives)		
vi.	Open electives (optional)		
Total Credit Value			

- 1.2.6 Tabulate the courses across knowledge areas according to curriculum components and competency areas, as per the example in Table E9.

Table E9: Distribution of courses across knowledge areas according to curriculum components and competency areas (EXAMPLE)

Curriculum components	Competency areas*	Knowledge areas		Credits
		Course Code	Course Name	
Compulsory courses (General and HEP courses)				
Core Quantity Surveying courses	a. Measurement			
	b. Technology and Services			
	c. Economics and Analysis of Prices			
	d. Law, Contract and Professional Practice			
	e. Construction Project Management			
Final Year Project				
Industrial Training				
Related Quantity Surveying courses (including field electives)				
Open electives (if applicable)				
Total Credits				

*Apart from the competency areas for the Core Quantity Surveying courses component (which has been determined in the above table), the HEP shall include the competency areas for other curriculum components.

- 1.2.7 Establish the curriculum structure by tabulating all the courses offered in the programme according to years and semesters (including long and short semesters), teaching-learning approaches, and the corresponding credits, as per the example in Table E10.

Table E10: Courses offered according to years and semesters (EXAMPLE)

No.	Course Code	Course Name	Credits	Teaching & Learning Approaches				Academic Staff
				Lecture	Tutorial	Studio	Lab	
YEAR 1, SEMESTER 1:								
1.								
2.								
3.								
SUBTOTAL								

No.	Course Code	Course Name	Credits	Teaching & Learning Approaches				Academic Staff
				Lecture	Tutorial	Studio	Lab	
YEAR 1, SEMESTER 2:								
1.								
2.								
3.								
SUBTOTAL								
1.								
2.								
SUBTOTAL								

1.2.8 Indicate that the body of knowledge for the core Quantity Surveying courses component have been fully addressed in the relevant courses by completing the allocated column in Appendix C for the Bachelor's degree programme and Appendix D for the diploma programme. The HEP shall request the softcopy of Appendix C/D from the QSAC secretariat and attach the completed Appendix C/D to the accreditation documents to be submitted. The HEP is also required to submit a softcopy of the completed Appendix C/D to QSAC.

1.2.9 Provide information on policies and regulations for Industrial Training. Describe the process for attaining Industrial Training placements for students.

1.2.10 Establish a matrix linking the courses to PLOs to identify and track the contributions of each course to the PLOs, as per the example in Table E11. Please arrange courses by year and semester.

Table E11: Matrix of Courses Against PLOs (EXAMPLE)

Year	Semester	Code	Course	Programme Learning Outcomes (PLOs)							
				1	2	3	4	5	6	7	8
1	1	QSD1214	Measurement I	/	/						
		QSD1232	TITAS	/	/						
		QSD1222	Building Design			/	/				
	2										
2											

1.2.11 Provide information on individual courses for all the courses offered in the programme, as per the example in Table E12.

Table E12: Information on Individual Course (EXAMPLE)

1.	Code and name of course	QSD2213 Principles of Construction Economics
2.	Curriculum component	Core Quantity Surveying course <i>(state whether the course is a compulsory course, core Quantity Surveying course, related Quantity Surveying course or others [please specify])</i>
3.	Semester/Year offered	Semester 1/Year 2
4.	Credit Value	3 credits
5.	Total Student Learning Time (SLT)	120
6.	Pre-requisite	None <i>(state the name of the prerequisite course, if applicable)</i>
7.	Mode of delivery	Lecture and Tutorial <i>(state all the teaching-learning approaches adopted for the course)</i>
8.	Academic staff	Dr Saisham bin Dato Alee <i>(state the name of academic staff teaching and responsible for this course)</i>
9.	Synopsis	This course is aimed to introduce the macroeconomics and microeconomics factors which affect construction and the market structure in the Malaysian construction industry. <i>(provide a brief description of the course)</i>
10.	Course Learning Outcomes	By the end of the course, students should be able to: i. Distinguish between macroeconomics and microeconomics concepts in relation to construction industry ii. Recognise the environment of market structure in Malaysian construction industry and the effectiveness of government monetary and fiscal policies. <i>(describe the course learning outcomes (CLOs), CLOs should be related to the course contents)</i>
11.	Assessment methods	Final Examination : 50% Assignment : 30% Presentation : 10% Test : 10% <i>(state the various assessment components for this course and the corresponding percentage breakdown)</i>

12.	<p>Matrix of Course Learning Outcomes against Programme Learning Outcomes</p> <p><i>(Establish a mapping of the Course Learning Outcomes to the Programme Learning Outcomes, as per the following example)</i></p> <table><tr><td rowspan="6">Course Learning Outcomes (CLOs)</td><td colspan="8">Programme Learning Outcomes (PLOs)</td></tr><tr><td>PLO1</td><td>PLO2</td><td>PLO3</td><td>PLO4</td><td>PLO5</td><td>PLO6</td><td>PLO7</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)								PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7																																	
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)																																																	
	PLO1		PLO2	PLO3	PLO4	PLO5	PLO6	PLO7																																										
13.	<p>Course contents and distribution of Student Learning Time</p> <p><i>(Describe the course contents and the distribution of Student Learning Time (SLT), according to the various teaching-learning activities as well as assessment methods adopted under the Face to Face and Self-Learning modes as per the following example)</i></p> <table><tr><td rowspan="2">Course contents (according to topics)</td><td colspan="2">Student Learning Time (SLT)</td></tr><tr><td>Face to Face</td><td>Self-Learning</td></tr><tr><td>Macroeconomics<ul style="list-style-type: none">• Introduction to Macroeconomics• Principle of Macroeconomics• Business cycles international economy• Unemployment• Inflation• Macroeconomic policy</td><td>12</td><td>24</td></tr><tr><td>SLT/Topic</td><td colspan="2">36</td></tr><tr><td>Microeconomics<ul style="list-style-type: none">• Introduction to Microeconomics• Principle of Microeconomics• Themes of Microeconomics• Supply and demand</td><td>12</td><td>24</td></tr><tr><td>SLT/Topic</td><td colspan="2">36</td></tr><tr><td>Market Structure in Malaysian Construction Industry<ul style="list-style-type: none">• Role and importance of construction industry to economy• Type of market structure in the context of Malaysian construction industry• Market failure and government intervention</td><td>12</td><td>12</td></tr><tr><td>SLT/Topic</td><td colspan="2">24</td></tr></table>	Course contents (according to topics)	Student Learning Time (SLT)		Face to Face	Self-Learning	Macroeconomics <ul style="list-style-type: none">• Introduction to Macroeconomics• Principle of Macroeconomics• Business cycles international economy• Unemployment• Inflation• Macroeconomic policy	12	24	SLT/Topic	36		Microeconomics <ul style="list-style-type: none">• Introduction to Microeconomics• Principle of Microeconomics• Themes of Microeconomics• Supply and demand	12	24	SLT/Topic	36		Market Structure in Malaysian Construction Industry <ul style="list-style-type: none">• Role and importance of construction industry to economy• Type of market structure in the context of Malaysian construction industry• Market failure and government intervention	12	12	SLT/Topic	24																											
Course contents (according to topics)	Student Learning Time (SLT)																																																	
	Face to Face	Self-Learning																																																
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SLT/Topic	36																																																	
Market Structure in Malaysian Construction Industry <ul style="list-style-type: none">• Role and importance of construction industry to economy• Type of market structure in the context of Malaysian construction industry• Market failure and government intervention	12	12																																																
SLT/Topic	24																																																	

	Assessment <ul style="list-style-type: none">• Summative Assessments• Formative Assessments	3 6	9 6
	SLT/Assessment method	24	
	Total SLT =	120	
14.	References <i>(List down the references for this course. References should be appropriate and current)</i>		
15.	<i>(Provide other additional Information as applicable)</i>		

1.3 Programme Delivery

- 1.3.1 Describe the manner in which the programme leader/coordinator and the academic team manage the programme delivery, including their authority and responsibility.
- 1.3.2 Describe how the programme integrates the element of industry and professional practices to the achievement of the learning outcomes.

AREA 2: ASSESSMENT OF STUDENT LEARNING

2.1 Relationship between Assessment & Learning Outcomes

- 2.1.1 Describe how the department constructively aligns between learning outcomes and assessment methods, teaching strategies and learning activities of the programme.
- 2.1.2 Describe how the department systematically and regularly reviews the assessment methods to ensure effectiveness.

2.2 Assessment Methods

- 2.2.1 Provide the grading scale adopted for programme assessment.
- 2.2.2 Describe the frequencies of assessments, criteria, assessment methods, and tools adopted by the programme to assess student learning. The department shall also provide information on how these are documented and communicated to students.
- 2.2.3 Describe the procedures and regulations regarding changes to student assessment methods and how the department ensures that the students are well-informed prior to their implementation.

2.3 Management of Student Assessment

- 2.3.1 Describe the level of autonomy allocated to the department and its academic staff in the management of student assessment.

- 2.3.2 Describe assessment procedures for the programme, including examinations, Final Year Project, coursework, Industrial Training and other assessment methods.
- 2.3.3 Describe the mechanisms to ensure the security of assessment documents and records.
- 2.3.4 Describe how the assessment results are communicated to students before the commencement of a new semester to facilitate progression decisions.
- 2.3.5 Provide information on policies and describe mechanisms for students to appeal their results.
- 2.3.6 Provide information on policies and regulations relating to academic integrity, including plagiarism, collusion, improper use of Artificial Intelligence (AI) tools and other means of misconduct.

AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

3.1 Entry Requirements

- 3.1.1 Provide information on the policies, criteria, processes and entry requirements for student selection (including that of transfer students, if applicable).
- 3.1.2 Provide the minimum qualifications and requirements from various qualification levels set by the department for entrance into the programme as per the example in Table E13.

Table E13: Entry Requirements (EXAMPLE)

Level	Minimum qualifications and requirements
SPM/SPMV	
STPM	
Matriculation	
Others (please specify)	

- 3.1.3 Describe how the department ensures the criteria and processes of student selection are transparent and objective.
- 3.1.4 Describe the strategies to ensure that student enrolment is related to the capacity of the department to effectively deliver the programme.
- 3.1.5 Provide information on policies and mechanisms for appeal on student selection.

3.2 Advanced Entry

- 3.2.1 Describe the regulations and the requirements for advanced entry into the programme. Illustrate or describe the derivation of the pathway and duration of study for advanced entry.

3.3 Articulation and Transfer

- 3.3.1 Provide information on how the department facilitates the various aspects of student mobility and progression.

3.4 Credit Transfer

- 3.4.1 Describe the procedures on how the department facilitates the application for credit transfer.
- 3.4.2 Provide the maximum percentage of credit transfer allowable by the department for both the vertical and horizontal credit transfers.
- 3.4.3 Describe the procedures on how the department facilitates the application for credit transfer through Accreditation of Prior Experiential Learning for Credit Award (APEL.C) (if applicable).

3.5 Student Support Services

- 3.5.1 Provide information on the various student support services, such as physical, social, financial, recreational, online facilities, academic and non-academic counselling, and health services.
- 3.5.2 Provide information on how the HEP structurally manages student support services.
- 3.5.3 Describe how the HEP manages new students, both local and international, as well as students with special needs.
- 3.5.4 Describe the mechanisms available to identify and assist students who are in need of academic, financial, spiritual, psychological and social support.
- 3.5.5 Provide information on how the HEP handles student disciplinary cases.
- 3.5.6 Describe the mechanisms for students to voice their grievances and seek resolution on academic and non-academic matters.
- 3.5.7 Describe how the student support services are evaluated and the frequency of review to ensure their adequacy, effectiveness and safety.

3.6 Student Representation and Participation

- 3.6.1 Describe how the HEP ensures adequate student representation and organisation at the institution, department and programme levels.
- 3.6.2 Describe how the department facilitates students in developing their linkages with external stakeholders, including alumni, and participate in activities to gain managerial, entrepreneurial and leadership skills in preparation for the workplace.

- 3.6.3 Describe how the HEP facilitates student activities and organisations to encourage character building and inculcate a sense of belonging and responsibility towards society and the nation.

AREA 4: ACADEMIC STAFF

4.1 Policy and Regulations

- 4.1.1 Provide information on policies and describe the procedures for academic staff recruitment.
- 4.1.2 Provide information on policies and describe the procedures for staff recognition such as promotion, salary increment or other remunerations.
- 4.1.3 Provide information on policies or describe the procedures related to conflict of interest and professional conduct, including procedures for handling disciplinary cases amongst academic staff.

4.2 Competency, Capabilities and Adequacy of Academic Staff

- 4.2.1 Provide information on the number of staff in relation to their academic qualifications as per the example in Table E14.

Table E14: Academic qualifications of academic staff (EXAMPLE)

Academic qualifications	No. of staff
PhD/Doctoral Degree	
Master's Degree	
Bachelor's Degree	
Diploma	
Others (please specify)	
Total No. of Staff	

- 4.2.2 Provide information on full-time academic staff who are registered with BQSM as Consultant Quantity Surveyor (CQS) and Professional Quantity Surveyor (PQS).
- 4.2.3 Provide information on the staff-student ratio for the programme and describe how the staff-student ratio is derived.
- 4.2.4 Provide information on part-time staff engaged with the programme, including their composition in terms of percentage of the total academic staff for the programme (total academic staff shall comprise both the department's full-time and part-time staff).
- 4.2.5 Provide information on the teaching loads of academic staff.
- 4.2.6 Tabulate information on academic staff as per the example in Table E15.

Table E15: Information on academic staff (EXAMPLE)

No.	Full name	Designation (also specify full-time or part-time)	Nationality	Date of appointment	Academic qualifications, awarding institution & year awarded	Area of specialisation	Courses taught	Professional qualifications/ Memberships & year awarded	Previous working experience & year/duration
1.									
2.									
3.									

4.2.7 Provide the individual profile of all academic staff, including part-time staff, as per the example in Table E16.

Table E16: Individual academic staff profile (EXAMPLE)

Name	:	
Qualifications	:	
Working status	:	
Professional qualification/ membership	:	
Working experience (state number of years)		
Academics	:	
Industry	:	
Courses taught		
Current	:	
Previous	:	
Other involvement (in the last 5 years)		
Publications (books, journals, proceedings, policy papers, etc.)	:	
Research grants/ project (title, duration, total amount of grant)	:	
Consultation (project title, duration, client, total value of project)	:	

Seminar/ Conference/ Workshop (state whether as participants/ presenters, keynote speakers, etc.)	:	
Administrative post held in HEP	:	
Awards received (state name of award, awarding body/event, year)	:	

4.3 Staff Development

- 4.3.1 Describe how the HEP provides opportunities for academic staff to participate in professional, academic and other relevant activities at national and international levels to enhance knowledge and teaching-learning experiences.
- 4.3.2 Describe how the HEP encourages academic staff to be actively involved in professional bodies and institutions.
- 4.3.3 Provide information on the relevant development programmes available for new academic staff and continuous professional enhancement for existing staff.
- 4.3.4 Provide information on policies and mechanisms for the development of academic staff, such as sponsorship for further studies, sabbatical leave, industrial attachments and attaining professional qualifications.
- 4.3.5 Describe how the HEP regulates and encourages research activities and consultancy works amongst the academic staff.

4.4 Academic Staff Assessment

- 4.4.1 Describe the procedures and mechanisms for annual staff performance evaluation.
- 4.4.2 Describe the procedures and mechanisms for periodic student evaluation of the academic staff.

AREA 5: EDUCATIONAL RESOURCES

5.1 Policy and Regulations

- 5.1.1 Provide information on policies and procedures to ensure that the HEP's financial resources for the programme are sufficient and managed efficiently.

- 5.1.2 Describe how the HEP manages the line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the programme.

5.2 Physical Educational Facilities

- 5.2.1 Provide information on the physical educational facilities, which include lecture theatres, lecture/discussion/tutorial rooms, and studios.
- 5.2.2 Provide information on computer laboratories, including IT facilities, software and other related educational resources.
- 5.2.3 Provide information on the up-to-date library resources relevant to the programme, including electronic and digital collections.
- 5.2.4 Provide information on facilities for students' well-being, including student residencies, eateries, sports and recreational facilities, health centres, student centres, transportation, and others.
- 5.2.5 Tabulate the lists of facilities according to the examples in Tables E17, E18, E19, and E20, respectively.

Table E17: Physical educational facilities (EXAMPLE)

No.	Room	Capacity of Seats / Room	IT Facilities	Audio Visual Equipment					No. of Room Shared with Faculty	No. of Room Dedicated to Programme
				LCD	Direct Projector	Computer	TV	Microphone		
1.										
2.										
3.										

Table E18: Computer laboratory facilities (EXAMPLE)

Room	Capacity of Seats/ Room	No. of Room	No. of Room Shared with Faculty	No. of Room Dedicated to Programme
General Computer Laboratory				
AUTOCAD Computer Laboratory				
BIM Computer Laboratory				
Others (please specify)				

Table E19: Information technology facilities (EXAMPLE)

Type/ Name of Software	No.

Table E20: Library collection and facilities (EXAMPLE)

Collection	Total Titles	Total Volume	Loan facilities	Remarks
Main and additional reference books				
Journals (related to Quantity Surveying & Built Environment)				
Final Year Projects				
Others (please specify)				

AREA 6: PROGRAMME MANAGEMENT

6.1 Programme Governance

- 6.1.1 Provide information on the governance structure and related functions, their relationships, and how they are communicated to all parties involved based on responsibility, accountability, and transparency principles.
- 6.1.2 Describe how the accurate, relevant and timely information about the programme is easily and publicly accessible, especially to prospective students.
- 6.1.3 Provide information on policies and procedures for regular review and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement of the programme.
- 6.1.4 Provide information on the mechanisms to ensure functional integration and comparability of educational quality for the programme.
- 6.1.5 Provide information on how the HEP ensures a sufficient number of qualified administrative staff to support the programme's implementation and related activities.
- 6.1.6 Provide information on how the HEP conducts regular performance reviews of the programme's administrative staff.

- 6.1.7 Provide information on policies and describe the procedures related to training schemes for the advancement of the administrative staff and fulfilling the programme's specific needs.

6.2 Programme Leadership

- 6.2.1 Describe the criteria and procedures for the appointment, and the responsibilities of the programme leader.
- 6.2.2 Provide the profile of the current programme leader.
- 6.2.3 Describe the processes and mechanisms for the communication between the programme leader, department, faculty and institution on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

6.3 Record Management

- 6.3.1 Provide information on policies and practices concerning the nature, content, and security of students, academic staff, and other academic records.
- 6.3.2 Describe how the HEP maintains students' records relating to their admission, performance, completion and graduation.
- 6.3.3 Describe how the HEP implements policies on the rights of individual privacy and the confidentiality of records.
- 6.3.4 Describe how the HEP continually reviews the policies on the security of records, including increased use of electronic technologies and safety systems.

6.4 Management of Teaching Materials

- 6.4.1 Describe how the teaching materials are managed and documented.
- 6.4.2 Describe the mechanisms for students' accessibility of teaching materials.
- 6.4.3 Describe the frequency and mechanisms undertaken by the department in reviewing the teaching materials to ensure its sustainability, sufficiency and relevancy.

AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

7.1 Quality Management and Monitoring Systems

- 7.1.1 Provide information on the Quality Assurance (QA) unit or personnel responsible for internal quality assurance of the department and describe the linkages between the departmental QA processes and the achievement of the institutional purpose.

- 7.1.2 Describe the quality management process to ensure continuous improvement of the programme. This includes policies and mechanisms for regular monitoring and review of the programme.
- 7.1.3 Describe how the quality management systems constructively engage and consider the views of relevant stakeholders, including alumni, employers and other relevant external experts.
- 7.1.4 Provide information on the analysis of various aspects of student performance, progression, attrition, graduation and employment for continual quality improvement.

7.2 Programme Approval and Review

- 7.2.1 Describe the processes for programme planning, curriculum development and approval, and regular curriculum and contents review.
- 7.2.2 Describe the processes of securing feedback and comments from relevant stakeholders (e.g. students, academicians, external examiners, professional bodies, industry, graduates and employers), including evidence on the utilisation of the feedback for curriculum development and review for continuous programme improvement.

7.3 External Examiners

- 7.3.1 Provide information on policies and describe the procedures regarding the appointment, criteria and functions of external examiners.
- 7.3.2 Provide information on the current external examiners for the programme, including qualifications, background and experiences.
- 7.3.3 Provide the latest external examiners' reports and the responses from the department to the comments by the external examiners.

7.4 External Advisory Mechanism

- 7.4.1 Provide information on policies regarding the appointment, criteria and functions of the external advisory panel.
- 7.4.2 Provide information on the external advisory panel, including qualifications, background and experiences.

7.5 Linkages with the Profession and the Industry

- 7.5.1 Describe how the programme engages with the industry and keeps updated with the changes and needs in the Quantity Surveying profession and the industry.

APPENDIX F

PROGRAMME ACCREDITATION REPORT

1.0 PROGRAMME DESCRIPTION

No.	Item	Description
1.1	Name and address of HEP	
1.2	Name of programme	
1.3	Stage of accreditation applied	
1.4	Previous accreditation status and accredited period	
1.5	Faculty responsible for the Quantity Surveying programme	
1.6	Department conducting the Quantity Surveying programme	
1.7	Name of Head of Quantity Surveying department and qualifications	
1.8	Type of programme (own, collaboration, franchised, or other modes)	
1.9	Mode of study (full-time/part-time)	
1.10	Mode of delivery (conventional/ODL)	
1.11	Graduating credits	
1.12	Duration of study	
1.13	Qualification awarding body	

2.0 ACCREDITATION CRITERIA AND STANDARDS

(This section requires the EP to assess the HEP's compliance to the 7 areas of criteria and standards set for programme accreditation. Please tick (✓) as appropriate and provide remarks where applicable).

2.1 AREA 1: PROGRAMME DESIGN AND DELIVERY

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.1.1 Programme Nomenclature:			
a. The name of the programme fulfils the requirements set by BQSM, which is in accordance with MOHE’s guidelines on naming of programmes.			
2.1.2 Programme Educational Objectives:			
a. Need assessment and analysis have been appropriately conducted for Provisional Accreditation application.			
b. Programme Educational Objectives (PEOs) are clearly described, encompassing intellectual, practical and soft skills expected to be achieved by students at the end of the programme.			
c. PEOs are aligned with the HEP’s vision and mission.			
2.1.3 Programme Learning Outcomes:			
a. Programme Learning Outcomes (PLOs) addressed the 5 main domains of learning outcomes; statements are well-defined, achievable and measurable.			
b. The mapping between the PEOs and PLOs are constructively aligned and appropriate.			
2.1.4 Policies and procedures for curriculum design:			
a. The department has sufficient autonomy in the design of the curriculum and utilisation of the allocated resources for its implementation.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
b. The department has appropriate policies and procedures for curriculum development.			
c. Stakeholders and the parties consulted by the department during curriculum development are appropriate and effective.			
2.1.5 Credits and duration of study:			
a. The computation of credits is appropriate and clearly described.			
b. Minimum graduating credit is 120 for the Bachelor's degree programme, or 90 for the diploma programme.			
c. Minimum duration for the full-time mode of study is 3 years for the Bachelor's degree programme, or 2 years for the diploma programme.			
d. The number of semesters (including long and short semesters), and the corresponding number of weeks (including academic session, mid-semester break, study week, examinations & semester break) in an academic year is clearly illustrated and appropriate.			
2.1.6 Curriculum components:			
a. The main curriculum components of the programme and the corresponding credits are appropriately tabulated and in accordance with the minimum credit requirements.			
b. The courses offered in the programme have been appropriately distributed across the various knowledge areas, according to the respective curriculum components and competency areas.			
c. The curriculum structure illustrating all the courses offered in the programme and their corresponding credits according to year of study and semesters is clearly tabulated and appropriate.			
d. Distribution of credits per semester is appropriate.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
<p>e. The body of knowledge for the Core Quantity Surveying Courses as detailed in Appendix C for the Bachelor's degree programme or Appendix D for the diploma programme have been fully addressed in the curriculum and appropriately distributed as contents in the respective courses.</p> <p><i>(the EP shall evaluate Appendix C/D that has been completed by the HEP, and verify accordingly. The QSAC secretariat shall provide the EP with the softcopy of the appendix that have been filled by the HEP).</i></p>			
<p>f. The Related Quantity Surveying Courses that have been incorporated into the programme curriculum are relevant to the Quantity Surveying profession and the related industries.</p>			
<p>g. Course Learning Outcomes (CLOs) for the individual courses offered in the programme are clearly described, adequate, achievable and measurable.</p>			
<p>h. The CLOs, credit value, SLT, assessment components, course contents, teaching-learning approaches, and references for individual courses are adequate and appropriate.</p> <p><i>(the EP shall evaluate the above information on individual courses and provide remarks where applicable)</i></p>			
<p>i. The matrix linking CLOs to PLOs is appropriate and sufficient for identifying and tracking the contribution of each course to the PLOs.</p>			
2.1.7 Industrial Training:			
<p>a. Industrial Training is compulsory with a minimum of 8 credits for a minimum duration of 16 weeks for the Bachelor's degree programme; or a minimum of 6 credits for a minimum duration of 12 weeks for the diploma programme.</p>			

Criteria/Standards	Compliance		Remarks
	Yes	No	
b. There is a well-established assessment procedure for Industrial Training.			
2.1.8 Programme delivery:			
a. There is an identifiable structure such as a department or unit responsible for the Quantity Surveying programme within the HEP, with appropriate responsibilities and sufficient authority in regard to the delivery of the programme.			
b. The programme adopts various teaching-learning approaches which are appropriate and effective to the respective courses, and capable of ensuring the attainment of the CLOs and PLOs.			
c. Exposure to Quantity Surveying practices in the industry and elements of professional formation for students are interwoven into the programme curriculum with appropriate and effective approaches.			

Overall comments/remarks for Area 1: Programme design and delivery

Strengths	
Concerns	
Suggestions for improvement	

2.2 AREA 2: ASSESSMENT OF STUDENT LEARNING

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.2.1 Relationship between assessment & learning outcomes:			
a. The department has constructively and appropriately align learning outcomes with teaching-learning approaches and assessment methods.			
2.2.2 Assessment methods:			
a. The frequency of assessments, criteria and assessment components for all the courses are appropriate, and adequate for assessing the CLOs and competencies for the respective courses.			
b. The grading system for the programme is appropriate.			
c. The department systematically and regularly reviews the assessment methods to ensure their effectiveness.			
d. There is an established procedure in regard to changes to student assessment methods, and the changes are communicated to students prior to their implementation.			
2.2.3 Management of student assessment:			
a. The department and its academic staff have adequate level of autonomy in the management of student assessments.			
b. Assessment policies for the programme are in place and appropriate.			
c. The procedures for the different methods of assessments including examinations, Final Year Project, coursework, Industrial Training and other assessment methods are clearly described and appropriate.			
d. Procedures to ensure the security of assessment documents and records are in place and appropriate.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
e. There is a clear and appropriate communication of the assessment results to students before the commencement of a new semester/term.			
f. Appeal policies and procedures for students to appeal their results are in place and appropriate.			
g. Policies and procedures relating to academic integrity including plagiarism, collusion, improper use of Artificial Intelligence (AI) tools and other means of misconduct are in place and appropriate.			

Overall comments/remarks for Area 2: Assessment of student learning

Strengths	
Concerns	
Suggestions for improvement	

2.3 AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.3.1 Policies and procedures:			
a. Policies and procedures for student selection are in place and appropriate.			
b. There is a clear policy and appropriate procedure for appeal on student selection.			
c. Strategies and mechanisms to ensure that student enrolment are related to the capacity of the department to effectively deliver the programme are in place and appropriate.			
2.3.2 Entry requirements:			
a. The minimum qualifications and requirements set by the department for entry into the programme is appropriate.			
b. There are clear guidelines for advanced entry into the programme; and the qualifications, requirements and pathways for advanced entry are appropriate.			
2.3.3 Articulation and transfer:			
a. The department has well-defined policies and procedures to facilitate various aspects of student mobility including student transfer within and between institutions as well as cross-border.			
2.3.4 Credit transfer:			
a. The department has clear and appropriate guidelines and procedures on credit transfer/credit exemptions.			
b. Maximum credit transfer allowable by the department does not exceed 30% of the total graduating credits.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
c. Procedures on how the department facilitates the application for credit transfer through Accreditation of Prior Experiential Learning for Credit Award (APEL.C) is clearly described and appropriate.			
2.3.5 Students' support services:			
a. The HEP has a designated unit responsible for planning and implementing student support services and staffed by individuals with appropriate qualifications and experiences.			
b. Students have access to appropriate and adequate support services including physical, social, financial, recreational, online facilities, academic and non-academic counselling, and health services.			
c. Induction programmes are conducted for new students, as well as for students with special needs.			
d. Students have avenues to voice their grievances and seek resolutions on academic and non-academic matters.			
e. Students are actively encouraged to participate in activities at the institution, department, or programme levels that provide experiences in self-development, management and governance.			
f. The department facilitates students in developing their linkages with external stakeholders including alumni, and to participate in external activities to gain managerial, entrepreneurial and leadership skills in preparation for the workplace.			

Overall comments/remarks for Area 3: Student selection and support services

Strengths	
Concerns	
Suggestions for improvement	

2.4 AREA 4: ACADEMIC STAFF

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.4.1 Policy and procedures:			
a. Recruitment policy and criteria for the selection of academic staff are in place and appropriate.			
b. Policies and procedures for staff recognition such as promotion, salary increment, or other remunerations are in place and appropriate.			
c. Policies and procedures related to conflict of interest and professional conduct, including procedures for handling disciplinary cases among academic staff are in place and appropriate.			
2.4.2 Competency, capabilities and adequacy of academic Staff:			
a. The academic staff collectively have the appropriate academic qualifications and background, and sufficient teaching or industrial experiences for conducting the programme.			
b. Academic staff are sufficient in numbers with diversity of competencies adequate to cover all the competency areas of the curriculum.			
c. At least 2 of the full-time academic staff are CQS or PQS for the Bachelor’s degree programme, or at least 1 for the diploma programme.			
d. Individual courses are conducted by the academic staff with appropriate and adequate academic qualification and background.			
e. The staff–student ratio is 1:20 or better for the Bachelor’s degree programme and the diploma programme.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
f. Part-time staff engaged in the programme do not exceed 30% of the total academic staff (the total shall comprise full-time department staff and part-time staff).			
g. The average teaching load for academic staff do not exceed 20 hours per week.			
2.4.3 Staff development:			
a. The HEP provides opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications, gain exposure and experiences in enhancing teaching-learning activities.			
b. The HEP has systematically planned and provide appropriate sponsorships for further studies, sabbatical leave, industrial attachment and attaining professional qualifications for academic staff.			
c. Academic staff are given opportunities to conduct research and undertake consultancy works.			
d. The HEP regularly conducts relevant and appropriate development programmes for new academic staff and continuous professional enhancement for existing staff.			
e. Academic staff are involved in appropriate professional/learned bodies providing services towards the development of the Quantity Surveying profession and related industries.			
2.4.4 Staff assessment:			
a. Annual staff performance evaluation system is in place and appropriate.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
b. There are policies and procedures for periodic student evaluation of the academic staff for quality improvement.			

Overall comments/remarks for Area 4: Academic staff

Strengths	
Concerns	
Suggestions for improvement	

2.5 AREA 5: EDUCATIONAL RESOURCES

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.5.1 Policy and procedures:			
a. The HEP has a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the department.			
b. The department has clear procedures in managing financial resources in ensuring viability and sustainability of the programme.			
2.5.2 Lecture/discussion/tutorial rooms and studios:			
a. Lecture/discussion/tutorial rooms and studios are in satisfactory condition, equipped with adequate learning facilities appropriate for effective delivery of the programme.			
b. Maintenance of the rooms and facilities are in proper order and properly documented.			
c. Safety and health practices of the rooms are satisfactory.			
2.5.3 Laboratories:			
a. IT/computer and other relevant laboratories are in satisfactory condition, equipped with adequate facilities and resources to facilitate teaching-learning activities.			
b. IT/computer laboratories are equipped with up-to-date computing and software facilities relevant to the programme, including internet access and online platforms. Quantity Surveying original software to accommodate respective competency areas are adequate and satisfactory.			
c. IT/computer laboratories are managed by qualified staff that meet the needs of the programme.			
d. Maintenance of the laboratories and facilities are in proper order and properly documented.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
e. Safety and health practices of the laboratories are satisfactory.			
2.5.4 Library/resource centre:			
a. The library/resource centre has adequate and up-to-date reference materials including electronic/digital books for the programme.			
b. The library/resource centre is managed by qualified staff that meet the needs of the programme and research requirements of academic staff and students.			
c. Learning spaces and facilities are available and satisfactory. Opening hours are conducive to students.			
d. Maintenance of the library and facilities are in proper order and properly documented.			
e. Safety and health practices of the library/resource centre are satisfactory.			
2.5.5 Facilities for the well-being of students:			
a. Facilities for the well-being of students including student residencies, eateries, sport and recreational facilities, health centre, student centre, transportation, and others are available and appropriate.			
b. Maintenance of the facilities are in proper order and properly documented.			
c. Safety and health practices of the facilities are satisfactory.			

Overall comments/remarks for Area 5: Educational resources

Strengths	
Concerns	
Suggestions for improvement	

2.6 AREA 6: PROGRAMME MANAGEMENT

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.6.1 Programme governance:			
a. The department has a clear management structure and function for programme delivery. These are communicated to all parties involved based on the principles of responsibility and accountability.			
b. The programme has an appropriate programme leader and a team of academic staff (such as course coordinators) with adequate authority for the effective delivery of the programme.			
c. The department has in place policies and procedures for regular reviewing and updating of its structure, functions, strategies or core activities to ensure continuous improvement of the programme.			
d. The academic board of the department is an effective decision-making body with adequate degree of autonomy.			
e. Accurate, relevant and timely information about the programme is easily and publicly accessible, especially to prospective students.			
f. The department has sufficient number of qualified administrative staff to support the implementation of the programme and related activities.			
g. Appropriate training scheme is in place for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.			
2.6.2 Programme leadership:			
a. Criteria for the appointment, and responsibilities of the programme leader is clearly described and appropriate.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
b. The programme leader for the Bachelor's degree programme shall have a minimum Master's degree qualification with a Bachelor's degree in Quantity Surveying. For the diploma programme, the programme leader shall have a minimum Bachelor's degree in Quantity Surveying qualification.			
c. There are procedures for communication between the programme leader, department, faculty, and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.			
2.6.3 Record management:			
a. Systematic procedures are in place for documenting, maintaining, using, distributing and disposing of information considered as programme documents which include student, academic staff and other academic records.			
2.6.4 Management of teaching materials:			
a. Policies and procedures concerning the documentation of teaching materials are in place and appropriate.			
b. Teaching materials are appropriately documented.			
c. The department systematically and regularly reviews the teaching materials to ensure its sustainability, sufficiency and relevancy.			
d. The teaching materials are accessible by students via appropriate platforms.			

Overall comments/remarks for Area 6: Programme management

Strengths	
Concerns	
Suggestions for improvement	

2.7 AREA 7: PROGRAMME MONITORING, REVIEW, AND CONTINUAL QUALITY IMPROVEMENT

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.7.1 Quality management and monitoring system:			
a. There are policies and procedures which are sufficient and appropriate in the department, faculty or HEP towards the improvement of overall programme quality.			
b. The department has an internal programme monitoring and review committee/Quality Assurance unit with a designated leader responsible for continual review of the programme to ensure its currency, relevancy and overall quality management.			
c. Procedures are in place for analysing the various aspects of student performance, progression, attrition, graduation and employment for the purpose of continual quality improvement.			
d. The department has procedures to ensure comparability of quality for programmes conducted in various locations or partner institutions.			
e. The department conducts internal and external consultations, market needs and graduate employability analyses as part of the procedures for programme quality improvement.			
2.7.2 Programme review and approval:			
a. The department has documented procedures for programme review and approval.			
b. A comprehensive curriculum and contents review is conducted at least once every 3 to 5 years.			
c. The views of the stakeholders including alumni, employers, external experts are taken into consideration in the programme review process.			

Criteria/Standards	Compliance		Remarks
	Yes	No	
2.7.3 Examination regulations:			
a. The department has established a working system for examinations including formulation and vetting of question papers, invigilation, markings and assessments, moderation and endorsement of results.			
2.7.4 External examiners and other external advisory mechanism:			
a. Policies regarding the appointment, criteria and functions of the external examiners are in place and appropriate.			
b. Comments by the external examiners as described in the external examiners' report have been appropriately responded by the department.			
c. The department has established an external advisory panel comprising professional QS, industry representatives, external academics, subject-matter experts, other relevant stakeholders whose advice, experiences and expertise are sought for subsequent improvement of the programme.			
d. There are mechanisms for the department's engagement with the industry in keeping updated with the changes and needs from the Quantity Surveying profession and the industry.			

Overall comments/remarks for Area 7: Programme monitoring, review, and continual quality improvement:

Strengths	
Concerns	
Suggestions for improvement	

3.0 MEETING WITH THE HEP'S MANAGEMENT TEAM

(Matters to be discussed during the meeting with the HEP's management team shall include (but not limited to) the following):

No.	Matters discussed	Remarks by EP
3.1	HEP's vision and mission, current and future development plans	
3.2	HEP's quality and monitoring procedures	
3.3	Policy on fund distribution to faculty, department or programmes	
3.4	Overall staff development policies and priorities	
3.5	Others (EP to specify)	

4.0 MEETING WITH THE PROGRAMME'S MANAGEMENT TEAM

(Matters to be discussed during the meeting with the programme's management team shall include (but not limited to) the following):

No.	Matters discussed	Remarks by EP
4.1	Department's responses to the issues raised from the Document Evaluation by the EP (responses relating to the department's compliance to the accreditation criteria and standards shall be presented under the respective criteria and standards of evaluation in Section 2 of this report)	
4.2	Structure of the department and programme management	
4.3	Quality control and monitoring procedures for the programme	
4.4	Facilities that support the programme	
4.5	Others (EP to specify)	

5.0 EVALUATION OF STUDENT'S WORK AND OTHER RELEVANT DOCUMENTS

(Students' work and documents to be evaluated during the accreditation visit shall include (but not limited to) the following):

No.	Students' work/documents evaluated	Remarks by EP
5.1	Question papers and answer scripts	
5.2	Coursework (questions & students' answers/work): tests, assignments, projects	
5.3	Final Year Projects	
5.4	Individual course files	
5.5	Teaching materials	
5.6	Policies and procedures deemed necessary by the EP	
5.7	Others (EP to specify)	

6.0 MEETING WITH THE ACADEMIC STAFF

(Meeting with the academic staff shall be conducted without the presence of the management team and the programme leader. Matters to be discussed during the meeting with the academic staff shall include (but not limited to) the following):

No.	Matters discussed	Remarks by EP
6.1	Staff's overall workload	
6.2	Support and opportunities for personal development	
6.3	Professional qualifications/memberships	
6.4	Satisfaction/motivation with work environment	
6.5	Others (EP to specify)	

7.0 MEETING WITH STUDENTS

(Matters to be discussed during the meeting with students shall include (but not limited to) the following):

Number of students who attended the meeting with the EP	Year 1	Year 2	Year 3	Year 4

No.	Matters discussed	Remarks by EP
7.1	Reasons for choosing the programme	
7.2	Introductory session upon admission to the programme	
7.3	Accessibility to lecturers/tutors	
7.4	Appropriateness of teaching-learning approaches	
7.5	Workload and scheduling of coursework	
7.6	Support from lecturers in teaching-learning activities, tutorial support, personal tutor/academic adviser system	
7.7	Guidance and counselling	
7.8	Adequacy and appropriateness of physical educational resources	
7.9	Access to IT facilities & Quantity Surveying software	
7.10	Adequacy and appropriateness of facilities for the well-being of students	
7.11	Knowledge of professional bodies	
7.12	Support for students' activities	
7.13	Students' exposure to the profession and the industry	
7.14	Students' perceptions on the strengths of the programme and areas of concern	
7.15	Others (EP to specify)	

8.0 MEETING WITH EXTERNAL EXAMINER

(Matters to be discussed with the External Examiners shall include (but not limited to) the following):

No.	Matters discussed	Remarks by EP
8.1	Programme curriculum	
8.2	Quality of staff assigned to the programme	
8.3	Quality of examination papers and other assessment components	
8.4	Issues raised in the external examiners' report	
8.5	Others (EP to specify)	

9.0 MEETING WITH EMPLOYERS/GRADUATES/ADVISORY PANEL

(Meeting with employers/graduates/advisory panel shall be conducted upon EP's request. The EP shall state matters discussed with the employers/graduates/advisory panel).

No.	Matters discussed	Remarks

10.0 SUMMARY OF FINDINGS

(The EP shall summarise the overall strengths of the programme, areas of concern and suggestions for improvement).

Strengths	
Concerns	

Suggestions for improvement	
Other remarks	

11.0 RECOMMENDATIONS FOR PROGRAMME ACCREDITATION

(The EP shall tick where appropriate).

Recommendations	Stage of accreditation applied			Accreditation duration* (for one cycle)
	Provisional Accreditation	Full Accreditation	Re-Accreditation	
Award accreditation without conditions				5 years
Award accreditation with conditions				3 years
Decline of accreditation				Re-submission

* Applicable for Full Accreditation and Re-Accreditation. The accreditation duration for Provisional Accreditation shall be until the HEP is awarded Full Accreditation, subject to MQA's procedures and requirements.

12.0 CONDITIONS FOR ACCREDITATION (if applicable)

(For accreditation awarded with conditions, the EP shall describe the conditions that must be fulfilled by the HEP and specify the time frame for HEP to fulfil the conditions).

No.	Conditions to be fulfilled by HEP	Time frame for fulfilling the conditions

13.0 DECLINE OF ACCREDITATION *(if applicable)*

(The EP shall provide reasons/justifications for the decline of accreditation).

No.	Reasons/justifications for decline of accreditation	Recommendations for improvement

14.0 DECLARATION

The EP recommends that the (name of the programme) conducted by (name of HEP) be awarded (stage of accreditation applied) by the Board of Quantity Surveyors Malaysia for a period of (state the duration for the recommended accreditation status), subject to compliance with the requirements and criteria for accreditation and fulfilment of the conditions for accreditation.

Prepared and submitted by the EP:		Signature
Chairperson	:	
Member	:	
Member	:	
Date	:	

APPENDIX G

INFORMATION REQUIRED FOR THE ANNUAL REPORT

1.0 PROGRAMME DESCRIPTION

No.	Item	Description
1.1	Name and address of HEP	
1.2	Name of programme	
1.3	Current accreditation status and accredited period	
1.4	Faculty responsible for the Quantity Surveying programme	
1.5	Department conducting the Quantity Surveying programme	
1.6	Name of the Head of Quantity Surveying department and qualifications	
1.7	Type of programme (own, collaboration, franchised, or other modes)	
1.8	Mode of study (full-time/part-time)	
1.9	Mode of delivery (conventional/ODL)	
1.10	Duration of programme	

2.0 PROGRAMME MONITORING REQUIREMENTS

- 2.1 Describe any accreditation conditions as specified by BQSM for the current accreditation status or issues raised by the EP from the evaluation of the previous Annual Report (if applicable) as per the example in Table G1. Accordingly, describe the responses by the HEP in fulfilling the accreditation conditions or how the issues are being addressed.

Table G1: Accreditation conditions/issues and responses by HEP (EXAMPLE)

No.	Conditions/Issues	Responses by HEP

- 2.2 Provide data on student intake and enrolment at the various levels of study for the reporting year, as per the example in Table G2. For the Bachelor's degree programme, please indicate the entry levels for advanced entry students.

Table G2: Student intake and enrolment (EXAMPLE)

Year	Intake	Year 1		Year 2		Year 3		Total
		S1	S2	S1	S2	S1	S2	
2024	1st Intake							

Year	Intake	Year 1		Year 2		Year 3		Total
		S1	S2	S1	S2	S1	S2	
	2nd Intake (if applicable)							
Total Enrolment								

- 2.3 Provide data on student intake based on entry requirements for the reporting year, as per the example in Table G3. However, Table G3 provides an example of the entry requirements for the Bachelor's degree programme. For the diploma programme, please provide the entry requirements appropriately.

Table G3: Intake based on entry requirements (EXAMPLE)

Year	Intake	Entry Requirements				
		STPM	Matriculation/ Foundation	Diploma in QS	Diploma in other disciplines (please specify)	Others (Please specify)
2024	1st Intake					
	2nd Intake (if applicable)					
Total						

- 2.4 Provide the list of advanced entry students and their entry qualifications for the reporting year.
- 2.5 Provide data on students' overall results and performance for all semesters at the various levels of study for the reporting year, as per the example in Table G4.

Table G4: Students' results and performance (EXAMPLE)

Year	Year 1		Year 2		Year 3		Total
Semester	S1	S2	S1	S2	S1	S2	
CGPA:							
0.00 – 0.49							
0.50 – 0.99							
1.00 – 1.49							
1.50 – 1.99							
2.00 – 2.49							
2.50 – 2.99							
3.00 – 3.49							
3.50 – 4.00							
Total sat for exam							
Passed							
Conditional Pass							
Failed							
Completed							

Year	Year 1		Year 2		Year 3		Total
Semester	S1	S2	S1	S2	S1	S2	
Deferred							
Others (please specify)							
Total registered							

- 2.6 Provide data on the profile of graduates for the reporting year, as per the example in Table G5. Provide the honours classification as adopted by the HEP. If other graduate classification is adopted, please specify.

Table G5: Classification of graduates (EXAMPLE)

Year of Graduate	Semester	Honours Classification				
		1st Class 3.50 – 4.00	2nd Upper 3.00 – 3.49	2nd Lower 2.20 – 2.29	3rd Class 2.00 – 2.19	Total
2024	1st semester					
	2nd semester					

- 2.7 Provide data on academic staff for the reporting year, as per the example in Table G6.

Table G6: Academic staff (EXAMPLE)

No	Description	Numbers
i.	Total number of department's full-time academic staff (including those servicing other programmes, staff on study or sabbatical leave)	
ii.	Academic staff on study leave	
iii.	Academic staff on sabbatical leave	
iv.	Academic staff who are not in the department and do not have any teaching loads	
v.	Full-time equivalent of academic staff servicing other programmes	
vi.	Effective full-time academic staff in the department [i - (ii + iii + iv + v)]	
vii.	Full-time equivalent of academic staff from other programmes servicing this programme	
viii.	Full-time equivalent of part-time academic staff	
ix.	Full-time equivalent of academic staff contributing to academic staff-student ratio (vi + vii + viii)	
x.	Staff-Student ratio	
xi.	Percentage of part-time staff to total staff (total staff shall comprise the total number of department's full-time staff and part-time staff)	

Note: The computation for full-time equivalent of academic staff shall be based on 15 contact hours per week.

- 2.8 The department needs to provide the staff profile (including name, date of appointment, designation, nationality, status whether full-time or part-time, academic qualifications and academic background, professional qualifications, and industrial and/or academic experience) for all new academic staff employed within the reporting year.
- 2.9 Provide data on full-time academic staff with a Bachelor's Degree in Quantity Surveying qualifications and the registration status with BQSM for the reporting year, as per the example in Table G7.

Table G7: Staff qualifications and registration status (EXAMPLE)

Descriptions	Number of staff
Staff with Bachelor's Degree in Quantity Surveying qualification	
Registered with BQSM as CQS	
Registered with BQSM as PQS	
Registered with BQSM as PVQS	

- 2.10 Provide information on external examiners, attach external examiners' reports, and the HEP's responses to issues and comments raised by the external examiners for the reporting year.
- 2.11 Provide statistics on Malaysian students (for foreign HEPs conducting the programme in their respective countries, or elsewhere).

3.0 CHANGES, DEVELOPMENT OR IMPROVEMENT IN THE AREAS RELATING TO THE CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

In addition to the programme monitoring requirements as described in section 2.0, the HEP is required to furnish information on any changes, developments or improvements undertaken by the HEP in the areas relating to the criteria and standards for programme accreditation for the reporting year, as per the example in Table G8.

Table G8: Changes to areas relating to the criteria and standards for programme accreditation (EXAMPLE)

Area	Criteria/Standards	Changes/Development/Improvement (if applicable)
i.	Programme development and delivery	
ii.	Assessment of student learning	
iii.	Student selection and support services	
iv.	Academic staff	
v.	Educational resources	
vi.	Programme management	
vii.	Programme monitoring, review and continual quality improvement	

4.0 INSTITUTIONAL AND OTHER CHANGES

The HEP is also required to include in the Annual Report any institutional changes to policies and procedures or any other changes applying to the accredited programme for the reporting year.

5.0 DECLARATION

The Annual Report shall be verified by the Head of Department/Programme Leader and endorsed by the Dean/Head of Faculty.

APPENDIX H

EVALUATION OF ANNUAL REPORT

1.0 PROGRAMME DESCRIPTION

No.	Items	Description
1.1	Name of the HEP	
1.2	Name of programme	
1.3	Department conducting the programme	
1.4	Current accreditation status and accredited period	
1.5	Mode of study	
1.6	Mode of delivery	
1.7	Duration of programme	
1.8	Graduating credits	
1.9	Annual Report reporting year	

2.0 PROGRAMME MONITORING REQUIREMENTS

(Based on the nature of the programme monitoring requirements, the EP shall indicate (✓) to the HEP's compliance with the criteria and standards for accreditation, or that the information provided by the HEP is adequate and appropriate).

No.	Requirements	Compliance/Adequate/ Appropriate		Remarks
		Yes	No	
2.1	Accreditation conditions, or issues from previous Annual Report have been appropriately addressed by the HEP.			
2.2	Data on student intake, and enrolment at the various levels of study of the programme is adequate and appropriate.			
2.3	Data on student intake based on entry requirements to the various levels of study indicate appropriate entry qualifications.			
2.4	The entry level for the advanced entry students is appropriate and fulfils the 2 years minimum residency period.			

No.	Requirements	Compliance/Adequate/ Appropriate		Remarks
		Yes	No	
2.5	Entry qualifications for the advanced entry students are appropriate and fulfils the criteria for entry requirements.			
2.6	Students' overall results and performance for all levels of study generally reflect acceptable and satisfactory performance by students.			
2.7	The honours' classification is appropriate, and the distribution of graduates across the different classifications is appropriate and acceptable.			
2.8	The number of effective full-time academic staff in the department is adequate for managing and conducting the programme.			
2.9	The part-time staff do not exceed 30% of the total staff.			
2.10	Staff-student ratio is 1:20 or better			
2.11	The profile provided for new academic staff is adequate and appropriate.			
2.12	There is a minimum of 2 CQS/PQS amongst the full-time academic staff for the Bachelor's degree programme; or 1 CQS/PQS for the diploma programme.			
2.13	External examiners' report is provided, findings and comments by external examiners are favourable.			

No.	Requirements	Compliance/Adequate/ Appropriate		Remarks
		Yes	No	
2.14	The HEP has responded appropriately to the external examiners' comments.			
2.15	Statistics on Malaysian students have been adequately and appropriately provided (for foreign HEPs conducting the programme in their respective countries, or elsewhere).			

3.0 CHANGES, DEVELOPMENT OR IMPROVEMENT TO AREAS RELATING TO THE CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

(The EP shall note the appropriateness/suitability/relevancy of any changes, development or improvement to areas relating to the criteria and standards of programme accreditation and indicate whether the changes will impact the accreditation status of the programme).

Areas relating to accreditation criteria and standards	Changes/Development/ Improvement (please summarise)	Appropriate/Suitable/ Relevant
i. Programme development and delivery		
ii. Assessment of student learning		
iii. Student selection and support services		
iv. Academic staff		
v. Educational resources		
vi. Programme management		
vii. Programme monitoring, review and continual quality improvement		

4.0 INSTITUTIONAL AND OTHER CHANGES

(The EP shall note the appropriateness/suitability/relevancy of any institutional changes to policies and procedures, or any other changes applying to the accredited programme and indicate whether the changes will impact the accreditation status of the programme).

Description of institutional or other changes (please summarise)	Appropriate/Suitable/Relevant

5.0 REVIEW ACCREDITATION VISIT (IF APPLICABLE)

Issues/Matters discussed	EP's Remarks

6.0 CONCLUSIONS AND RECOMMENDATIONS

(The EP shall derive conclusions from the evaluation of the Annual Report and the review accreditation visit (if applicable) and provide recommendations accordingly. Please tick (✓) the appropriate box).

No.	Findings/Conclusions	Recommendations	Tick as appropriate
i.	Annual report is in proper order, satisfactory and fulfils the programme monitoring requirements. No review accreditation visit is required.	Programme shall remain accredited.	
ii.	Annual report is in order. However, information for programme monitoring requirements is inadequate or a review accreditation visit is required. HEP to furnish additional information or fulfil conditions that arise from the review accreditation visit within the specified time frame*.	Programme shall remain accredited on the condition that the additional information required are furnished by the HEP, or the conditions are fulfilled within the specified time frame, and verified by the EP as adequate, appropriate and satisfactory.	
iii.	Annual report is not in order, unsatisfactory and programme monitoring requirements are not fulfilled.	To withdraw the accreditation status of the programme.	

**The EP shall clearly describe the additional information to be provided by the EP and specify the time frame for submission of the additional information to QSAC. In circumstances where there are conditions to be fulfilled by the HEP, the EP shall clearly specify the conditions and the time frame for the conditions to be fulfilled.*

6.0 DECLARATION

Evaluation of the Annual Report is prepared and submitted by:

Evaluation Panel	Signature



Quantity Surveying Accreditation Council
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