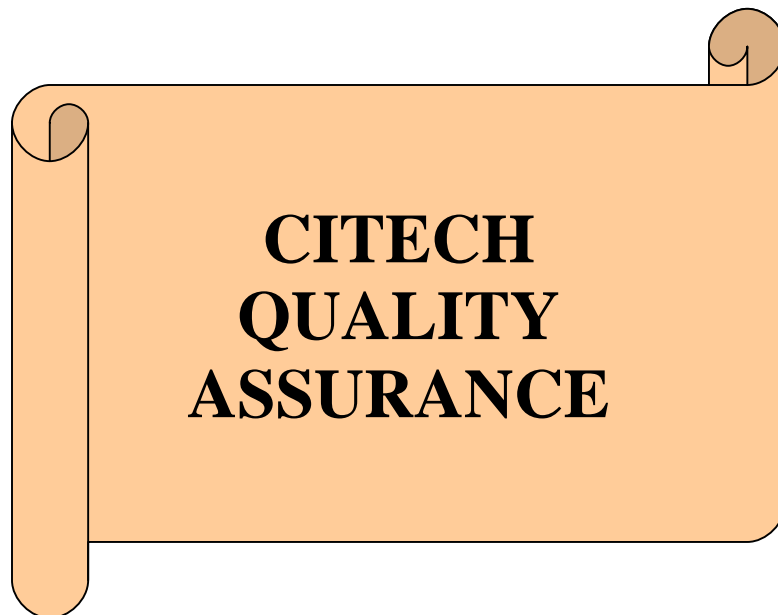


**CHARTERED INSTITUTE
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CITECH QUALITY ASSURANCE MANUAL

INTRODUCTION

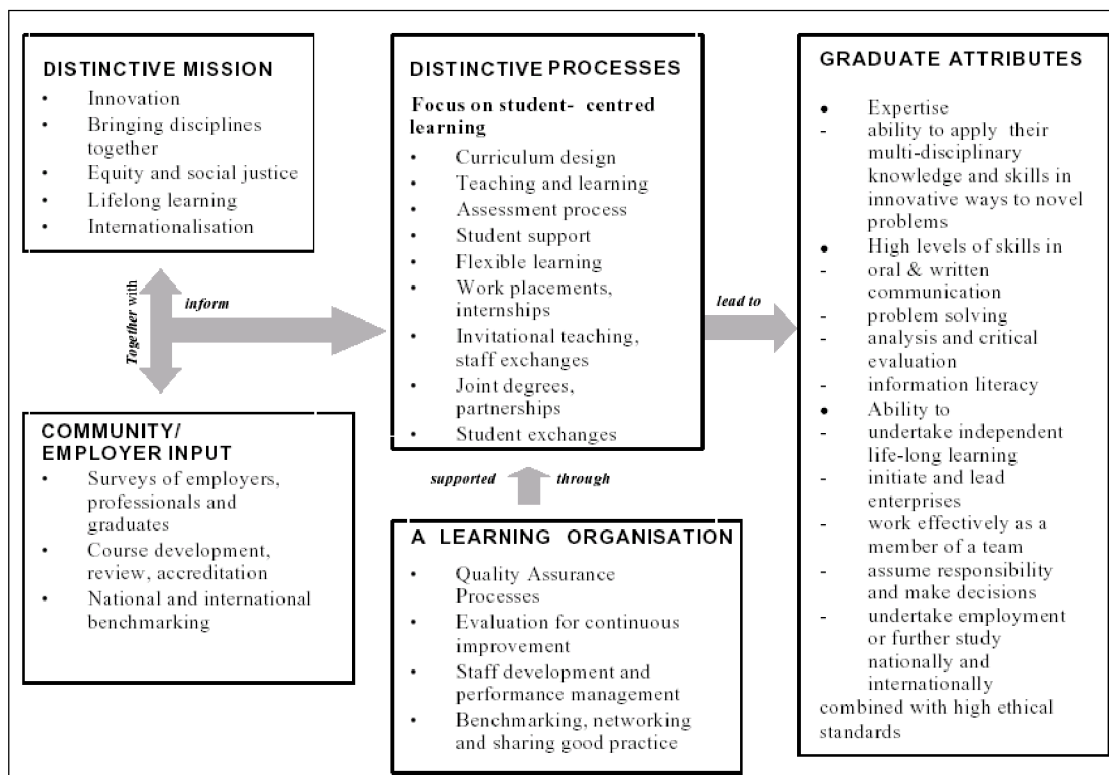
As a private education provider, we recognise the importance of offering reliable and quality programmes and courses to our students. To ensure a consistent high quality in our programmes offering, we have adopted a quality management system.

CITECH pursues excellence in teaching, research and community service. Its mission drives a set of strategic initiatives to develop desirable attributes in graduating students. The CITECH's quality management goals are explicitly based on the principles of a learning organisation, applied in daily operations. The Advisory and Academic Board assure academic program quality through rigorous approval mechanisms for courses and programs. The quality of the Institute's programs is monitored annually. In response to changes arising out of the performance indicators considered as part of the Annual Program Monitoring process or other changes in circumstance, 'stocktake' evaluations of programs are undertaken, using data from employers, experts in the relevant professions, staff, market demand and students. All courses are required to be evaluated after each offering.

This document sets out the ways in which CITECH will seek to ensure that its programmes attain the highest possible standards and provide a high quality student experience so that its students may be assured that their awards have the reputation and status to support their career aspirations and enjoy more employment opportunities. The principles and procedures in this document will be applied to all programmes and awards delivered within the institutions, and all programmes and awards validated by the institutions and its respective partners and delivered elsewhere within the Asia Pacific Region etc. for programmes delivered outside Singapore are set out in Quality Assurance Manual.

Teaching and Learning

The relationships between the Institute mission, its processes and graduate outcomes with respect to teaching and learning are illustrated below, with reference to the impact of external influences (the community/employers) and internal quality assurance practices.



The Institute's Strategic Plan has four major teaching and learning objectives: (1) focusing on student-centred education and innovation, (2) providing flexibility for students, (3) offering high quality innovative work-related courses and (4) producing highly sought-after graduates with globally applicable skills for an international market.

In relation to the first two objectives, CITECH's flexible learning offers students choice, access, and independence, consistent with the development of capacities for independent and critical thinking. Flexible learning entails multi-mode approaches that may include face-to-face interaction with lecturers, peer group learning, and the use of printed materials and web-based activities that develop self-direction. Our future plan is to introduce methods enabling academic staff to create their own technology-supported materials and an academic development program to help them effectively use these methods will be a major contribution to the next generation of web supported learning opportunities.



The third and fourth objectives are addressed by (a) industry and professional placement officers throughout the Institute collaborating as the Industry Placement Network, and (b) development program that focuses on generalisable, marketable academic and professional skills.

These initiatives will lead, among other things, to consistently high performance in areas of special strength, including generic skills development among graduates.

Teaching Excellence

CITECH is always on the concerned of providing good teaching which promotes, recognises and rewards. This will inadvertently promotes the branding of quality teaching at CITECH. This can be achieved through a variety of strategies, including:

- CITECH Development Grants for individual teachers or teaching teams. Grants will be provided to staff to encourage them to develop projects that will assist the Institute to implement or further its Teaching and Learning objectives.
- CITECH will also look into awarding AWARDS for Excellence in Teaching in two different schemes - "Innovation Teaching" and "Excellence in Teaching" operating across individual lecturers, teaching teams, new lecturers/tutors. The Innovation Teaching Scheme will be established to recognize excellence by the organizational elements of the Institute in developing innovative approaches to the provision of support services that assist the learning of students, educational services to the local community, the enhancement of the quality of teaching and learning.

Delivery of Programmes

We have a set of stringent selection criteria for our academic team to ensure that our lecturers are suitably qualified to conduct and deliver our programmes. During our selection process, we shortlist our candidates based on their relevant academic qualifications and teaching experience. To assess and ascertain our candidates' classroom presentational and communication skills, and their ability to stimulate students' learning process, we also require them to conduct mock lectures.

Our academic team comprises dedicated full time lecturers who are complemented by a group of associate lecturers. The latter are practitioners in their respective industries who are able to share their relevant industry experience and thereby enhancing students' ability to relate theories to actual industries practices. In addition, we also conduct regular lecturers' exchange programmes with our university partners. We believe that such programmes would improve the quality of our lecturing staff.



Advisory Board

To ensure that programmes delivered maintain high quality and are industry relevant, CITECH programme is under the scrutiny of our Board of Academic Advisors from high profile Universities of the following countries: New Zealand, United Kingdom and Australia.

International Advisory & Academic Committee of Chartered Institute of Technology-CITECH is to provide advice on both academic and business development and pursuit of strategic initiatives for the growth of CITECH across all countries and centres.

This Advisory Committee reviews work and provides comments and opinions on the following matters:

- The strategic academic matters
- The systems and procedures
- Advise on curriculum documentation design and development
- Helps guide the planning program by identifying alternative policy actions or solutions.

Accreditation and Validation Panels

Accrediting and approving courses has obvious value where staff are required to take on new courses and directions in which they may have had little experience. In such cases, course accreditation provides useful scaffolding to ensure minimal standards. It can however block innovative teaching.

One danger is that accreditation panels exert strong pressure to include more and more content. Each panel member thinks his or her own specialization must be given “adequate” (= intensive) treatment. Committees tend to resolve matters by including the lot, to the detriment of the students’ learning. The same effect can be achieved when the course director anticipates such pressures by overloading the curriculum from the start. Inevitably, courses are designed that are thought most likely to be approved, so that course teams err on the conservative side: “Let’s get the validation over first!” Being innovative by using the unique strengths of teaching staff is easily perceived as too risky. Yet the advantage of the institution is precisely to strengthen teaching with the insights and knowledge of scholars at the cutting edge of their discipline.

CITECH programmes are all quality assured by the Christchurch Polytechnic Institute of Technology, NZ and The Chartered Institute of Marketing, UK, on our curriculum, assessment and admission criteria. This would lead the holder of the Professional Diploma to direct final year undergraduate programme at accredited Commonwealth Universities. We are confident that with the continuous enhancement of the quality of our programmes offering and service delivery, we will be able to maintain and strengthen our collaborative arrangements with our university partners.

Course Operations



We have an internal audit team, which conducts internal audits on the work processes of the various departments responsible for course operations and administration.

Research and Curriculum Design

We are committed to and place great emphasis on our research and curriculum design activities to ensure the quality and industry relevance of our education programmes.

We continually review our existing courses in the context of new and emerging industry trends and where relevant, seek to modify or augment them such that we can provide our students with an education that will meet the needs of both the marketplace and their future employers. We believe that our research and curriculum design efforts will ensure that we constantly stay abreast of industry developments and in the process, foster course innovation.

We carry out our research and curriculum design activities by conducting market analysis on information gathered from a variety of sources including government policies, the development and course offerings of our competitors, newspapers, industry journals and publications. We also receive feedback on our courses and programmes from our marketing staff and also our various university partners.

Academic Grievance Procedures and Appeals Relating to Assessment

CITECH is committed to equity and fairness in all aspects of teaching. It has clearly specified appeals processes relating to a variety of academic decisions including: admission to a program; conditions attached to enrolment in, or progression through a program (such as exclusions and probation); penalties for academic misconduct; refusal of academic credits; and grades awarded in courses, and examination. It also has procedures to allow students to raise grievances with respect to academic operations (including teaching quality, course quality, behavior of academic or general staff members and administrative decisions), library penalties, harassment, discrimination and bullying.

The grievance and appeals procedures are readily accessible from the Institute's Students Care Reception. Students who are considering lodging an appeal are advised on how to obtain supporting help.

In addition the Institute's Students Care Reception contains a user-friendly set of guidelines. These are designed to ensure that, so far as possible, students are equipped to make their appeals properly. The guidelines cover principles of confidentiality, natural justice, supporting evidence and the need to keep adequate records. The aim is to avoid legitimate appeals being dismissed on technical or structural grounds.



The Assessment Policy includes the following requirements: the assessment requirements for all courses being published on the Institute's web site; students having a responsibility to keep informed about assessment requirements; academic staff varying assessment requirements only within strict guidelines and with due approval and notice; and course examiners or their qualified delegates being present for the first part of all examination sessions.

The Assessment Policy and Student Appeals and Grievances Policy, and the procedures associated with these policies, ensure an environment where good practice in all matters of assessment, maintenance of academic standards, review of academic decisions and response to grievances, is supported.

Student Support and Development Services

The Student Care Services (careers, counselling, welfare, health services) enhance the learning environment for students and contribute to their academic and career success. These services will be responsive to client need, proactive rather than reactive, innovative, visible and accessible to students, and will embed quality assurance mechanisms to inform best practice.

Student Feedback Questionnaires/Evaluation of Quality of Teaching

We have mandatory Student Feedback Questionnaires/Evaluation of Quality Teaching as summarize evaluations at the end of each course, using standard questions across all courses. This allows us to assess the capability of these lecturing staff to deliver and conduct our programmes and to ensure that they meet and satisfy our standards and requirements of teaching.