

Comparison of standards and criteria in the nine areas of evaluation for quality assurance between the first and second edition of the Code of Practice for Institutional Audit (COPIA).

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

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
1.1 Statements of Vision, Mission and Educational Goals	1.1 Statement of Vision, Mission and Educational Goals	
1.1.1 Benchmarked Standards	1.1.1 Benchmarked Standards	
	<ul style="list-style-type: none"> The HEP must formulate educational goals consistent with its vision and mission. 	This standard is moved to the first bullet from the previous position at the third bullet.
<ul style="list-style-type: none"> Every HEP must state its vision, mission and educational goals and make them known to its internal and external stakeholders. 		Moved to the fourth bullet, rephrased.
<ul style="list-style-type: none"> The mission statements and educational goals must reflect the crucial elements of the processes and outcomes of higher education that is in line with national and global developments. 	<ul style="list-style-type: none"> The mission statement and educational goals must reflect the crucial elements of the processes and outcomes of higher education that is in line with national and global developments. 	No change.
<ul style="list-style-type: none"> The HEP must formulate educational goals consistent with HEP's vision and mission. 		Moved to the first bullet.
<ul style="list-style-type: none"> The vision, mission, and educational goals must be approved by the governing board or other appropriate body. 	<ul style="list-style-type: none"> The vision, mission, and educational goals must be approved by a governing board or other appropriate body whose membership is made up of those 	Same standard but the competency of the governing body is stressed in the second edition.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	competent to discharge such duties and responsibilities.	
	<ul style="list-style-type: none"> Every HEP must disseminate its vision, mission and educational goals to its internal and external stakeholders. 	Reworded and repositioned from the standard in the first bullet of the first edition.
<ul style="list-style-type: none"> Appropriate publications must accurately cite the current vision and mission statements. 		This standard is deleted in second edition.
1.1.2 Enhanced Standards	1.1.2 Enhanced Standards	
<ul style="list-style-type: none"> The mission and goals should encompass leadership qualities in the areas of social responsibility, research attainment, community involvement, ethical values, professionalism, and knowledge creation. 	<ul style="list-style-type: none"> The mission and educational goals should encompass leadership qualities in the areas of social responsibility, research and scholarly attainment, community engagement, ethical values, professionalism, and knowledge creation. 	No change.
<ul style="list-style-type: none"> The HEP should demonstrate that its planning and evaluation processes, educational programmes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfil its stated purpose of mission and goals. 	<ul style="list-style-type: none"> The HEP should demonstrate that its planning and evaluation processes, educational programmes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfil its stated goals. 	Same standard but deleted “purpose of mission”.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
1.2 Participation in the Formulation of Vision, Mission and Educational Goals	2.2 Participation in the Formulation of Vision, Mission and Educational Goals	
1.2.1 Benchmarked Standards	1.2.1 Benchmarked Standards	
<ul style="list-style-type: none"> The vision, mission and goals must be developed in consultation with principal stakeholders which may include school or faculty (staff and students), administration and governing board, alumni, industry and the government. 	<ul style="list-style-type: none"> The vision, mission and goals must be developed in consultation with principal stakeholders which include departments, schools or faculties, research centres, governing boards, academic staff, student organisations, and administration and management staff. 	Same standard but changed the sequence and example of principal stakeholders.
1.2.2 Enhanced Standards	1.2.2 Enhanced Standards	
<ul style="list-style-type: none"> The vision, mission and goals should be reviewed in consultation with a wider range of stakeholders that may include the community, non-governmental organisations and international peers. 	<ul style="list-style-type: none"> The vision, mission and goals should be periodically reviewed in consultation with a wider range of stakeholders that may include the community, civil society, international peers, alumni, industry, professional bodies, funding agencies, and the government. 	Same standard but included periodical review of the vision, mission and goals, and changed the examples of stakeholders.
1.3 Academic Autonomy	1.3 Academic Autonomy	
1.3.1 Benchmarked Standards	1.3.1 Benchmarked Standards	
<ul style="list-style-type: none"> The programme and its activities must be conducted in an ethical manner. 		Moved to area 2.1 and reworded.
<ul style="list-style-type: none"> The HEP must have appropriate autonomy to design the curriculum and to allocate the resources necessary for its implementation to ensure the 	<ul style="list-style-type: none"> The HEP must have sufficient autonomy to design the curriculum of the qualifications that it is conferring and to allocate the resources necessary for their 	Same standard but changed “appropriate” autonomy” to “sufficient autonomy”. Included a statement which used to be a standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
achievement of learning outcomes.	implementation to ensure the achievement of their learning outcomes. <i>(Where applicable, this provision must also cover programmes and activities conducted in collaboration with others within or outside the country in accordance with national interest and international best practices.)</i>	
<ul style="list-style-type: none"> Where applicable, the above provision must also cover programmes franchised or licensed to other collaborative HEPs in accordance with national policies. 		Deleted as a standard, reworded and stated at the end of the above standard.
<ul style="list-style-type: none"> The contributions of the academic staff must be focussed on curriculum development and implementation, on social responsibility, on academic supervision of students, on research and writing, on scholarly activities and community engagement in achieving the vision, mission and goals of the HEP. 	<ul style="list-style-type: none"> The academic staff must be given sufficient autonomy to focus on areas of his expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement. 	Reworded to state sufficient autonomy of the academic staff, previous standard is a bit unclear.
1.3.2 Enhanced Standards	1.3.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should have a policy on conflict of interest, particularly in the area of private practice and part-time employment. 		This standard is moved to 8.1.2 (enhanced standards of governance); seems irrelevant under this area.
	<ul style="list-style-type: none"> The HEP should strive to expand the boundaries of academic autonomy to reflect the progression of its intellectual maturity. 	New standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
1.4 Learning Outcomes	1.4 Learning Outcomes	
1.4.1 Benchmarked Standards	1.4.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must formulate learning outcomes and educational goals consistent with its vision and mission. 	<ul style="list-style-type: none"> The HEP must formulate learning outcomes and educational goals consistent with its vision and mission. 	No change.
<ul style="list-style-type: none"> The HEP must define the specific competencies that students should demonstrate upon completion of the period of study. 	<ul style="list-style-type: none"> The HEP must define the specific competencies that students should demonstrate upon completion of the period of study. <i>(The competencies include mastery of the body of knowledge; practical skills; social skills and responsibility; ethics and professionalism; scientific method, critical thinking and problem solving; communication skills and teamwork; information management and lifelong learning; and entrepreneurship and management.)</i> 	Same standard. Included a statement which used to be a standard.
<ul style="list-style-type: none"> The competencies must include mastery of body of knowledge; practical skills; social skills and responsibility; ethics and professionalism; scientific method, critical thinking and problem solving; communication skills and teamwork; information management and lifelong learning; and entrepreneurship and management. 		Deleted as a standard, reworded and stated at the end of the above standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
1.4.2 Enhanced Standards	1.4.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should specify the link between competencies expected at completion of studies and those required during career undertakings and further studies. 	<ul style="list-style-type: none"> The HEP should specify the link between competencies expected at completion of studies and those required for career undertakings, further studies and good citizenship. 	Same standard but broadened to include "good citizenship"

AREA 2: CURRICULUM DESIGN AND DELIVERY

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
2.1 Curriculum Design and Teaching-Learning Methods	2.1 Curriculum Design and Teaching-Learning Methods	
2.1.1 Benchmarked Standards	2.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have a clearly defined process by which the curriculum is established, reviewed and evaluated. This process must recognise the various roles of the faculty, the administration and the governing board. 	<ul style="list-style-type: none"> The HEP must have a clearly defined process to establish, review and evaluate the curriculum in which the faculty, the administration and the governing board plays an active role. 	Same standard, reworded to make it concise.
<ul style="list-style-type: none"> Where required, all educational programmes must be considered only after a needs assessment has been completed. 	<ul style="list-style-type: none"> All programmes must be considered only after their needs assessment has indicated that there is a need for them to be conducted. 	Same standard, reworded.
<ul style="list-style-type: none"> All educational programmes must be considered only after the resources to support the programmes have been identified. 	<ul style="list-style-type: none"> All programmes must be considered only after the resources to support them have been identified. 	Same standard, sentence shortened.
<ul style="list-style-type: none"> All aspects of the educational programmes must be related to the HEP's vision and mission. 	<ul style="list-style-type: none"> The aims and objectives of all programmes must be consistent with, and supportive of, the HEP's vision and mission. 	Reworded to mean that the aims of objectives of the programmes, not all aspects of programmes, must be consistent with, and supportive of, the HEP's vision and mission.
<ul style="list-style-type: none"> The HEP must show that the educational content and approach, and the teaching-learning methods are appropriate, consistent with and support the attainment of the learning outcomes. 	<ul style="list-style-type: none"> The HEP must show that the content, approach, and teaching-learning methods of the curricula are consistent with, and supportive of, their learning outcomes. 	Same standard, reworded.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> There must be a variety of teaching-learning methods to inculcate intellectual and practical skills, as well as positive attitudes. 	<ul style="list-style-type: none"> There must be a variety of teaching-learning methods in order to achieve the eight domains of the learning outcomes and to ensure that students take responsibility for their own learning. 	Same standard, combined the two standards in the first edition.
<ul style="list-style-type: none"> The teaching-learning methods must ensure that students take responsibility for their own learning and prepare them for lifelong learning. 		Deleted, combined with the standard above it.
	<ul style="list-style-type: none"> The teaching and learning activities must be consistent with the curriculum. 	Moved from area 1.3 and reworded.
2.1.2 Enhanced Standards	2.1.2 Enhanced Standards	
<ul style="list-style-type: none"> The curriculum should encourage multi-disciplinary approaches to enhance personal development through electives, study pathways and other means which should be monitored and appraised. 	<ul style="list-style-type: none"> The curriculum should encourage multi-disciplinary approaches to enhance personal development through electives, study pathways and other means which should be monitored and appraised. 	No change.
	<ul style="list-style-type: none"> The needs analysis for all programmes should involve feedback from external sources including the market, students, alumni, peers, and international experts whose commentaries are utilised for purposes of curriculum improvement. 	New standard.
<ul style="list-style-type: none"> There should be co-curricular activities that will enrich students' experiences, foster personal development and responsibility. 	<ul style="list-style-type: none"> There should be co-curricular activities that will enrich students' experiences, and foster personal development and responsibility. 	No change.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
2.2 Curriculum Content and Structure	2.2 Curriculum Content and Structure	
2.2.1 Benchmarked Standard	2.2.1 Benchmarked Standards	
<ul style="list-style-type: none"> Academic programmes must incorporate core disciplines that are essential for understanding the concepts, principles and methods that support the programme outcomes. 	<ul style="list-style-type: none"> All academic programmes must incorporate the core content of the discipline that are essential for understanding the concepts, principles and methods that support the programme outcomes. 	Same standard, reworded for clarity.
<ul style="list-style-type: none"> Academic programmes must fulfil the requirements for the core disciplines for an award to be given in the major or minor fields taking into account the appropriate discipline standards and international best practices for the field. 	<ul style="list-style-type: none"> All academic programmes must fulfil the requirements of the discipline and incorporate topics of local, national and international importance, taking into account the appropriate discipline standards and international best practices for the field, as well as changes in them. 	Same standard, reworded for clarity.
<ul style="list-style-type: none"> The content of the core disciplines must be reviewed from time to time to up-date with scientific, technological and knowledge development, and to meet the needs of society. 		This standard is deleted because it overlaps with the standard in area 2.3.
2.2.2 Enhanced Standards	2.2.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should establish mechanisms for identifying topics of contemporary importance at local, national and global levels for appropriate inclusion in the curriculum. 	<ul style="list-style-type: none"> The HEP should establish mechanisms - through the use of the latest technology and through global networking -- to access to real time information and to identify up-to-date topics of importance for inclusion in the curriculum and its delivery. 	Same standard, rephrased to make it more comprehensive.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
2.3 Management of Programmes	2.3 Management of Programmes	
2.3.1 Benchmarked Standards	2.3.1 Benchmarked Standards	
<ul style="list-style-type: none"> Students must be provided with written information about the programme aims, programme outlines and learning outcomes, and the methods of assessment of each course or module within the programme. 	<ul style="list-style-type: none"> Students must be provided with the most current written information about the aims, outline, learning outcomes, and methods of assessment of programmes offered by the HEP. 	Same standard, rephrased to reflect all the programmes in the HEP, not just one programme.
<ul style="list-style-type: none"> Each programme must have a leader and a team of appropriate academic staff (e.g., programme committee or team) that is responsible for the planning, implementation and improvement of the programme where applicable. 	<ul style="list-style-type: none"> All programmes must have a coordinator and a team of appropriate academic staff (e.g., programme committee or team) that is responsible for the planning, implementation, evaluation and improvement of the programme. 	Same standard, deleted “where applicable” to show that it applies to all programmes.
<ul style="list-style-type: none"> Academic programme team must have authority and established procedures for planning and monitoring the programme. 	<ul style="list-style-type: none"> All programme teams must have authority and established procedures for programme planning and monitoring. 	Same standard, reworded.
<ul style="list-style-type: none"> The programme team must be given adequate resources to implement the teaching-learning activities, and conduct programme evaluation for quality improvements. 	<ul style="list-style-type: none"> All programme teams must be given resources to implement the teaching-learning activities, and to conduct programme evaluation for quality improvement. 	Same standard, but states “all programmes” to reflect the institutional dimension, not just one programme.
<ul style="list-style-type: none"> Teaching and learning must also be evaluated regularly and the results used to ensure quality. 		Deleted.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> All programmes -- in particular their content and delivery -- must be regularly reviewed and evaluated and the results utilised to assure quality. (At level 6 and above of the MQF, the review must involve external examiners.) 	New standard.
<ul style="list-style-type: none"> The HEP must provide for its students an appropriate learning environment in which scholarly and creative achievement is encouraged. 	<ul style="list-style-type: none"> The HEP must provide a conducive learning environment for its students in which scholarly and creative achievements are nurtured. 	Same standard, rephrased.
	<ul style="list-style-type: none"> The HEP must have effective structures and processes when fulfilling the necessary criteria and standards of qualifications awarded. 	Moved from the enhanced standards, rephrased.
2.3.2 Enhanced Standards	2.3.2 Enhanced Standards	
<ul style="list-style-type: none"> There should be appropriate stakeholder representation or consultation in the development and review of the programmes. 		Deleted, covered in area 7.
	<ul style="list-style-type: none"> Innovations to improve teaching and learning should be continuously developed, adequately supported, and critically evaluated, in consultation with principal stakeholders and experts, internally and externally. 	Moved from the last bullet, rephrased.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> The HEP should have effective structures and processes when setting the necessary criteria and standards for the qualifications awarded. 		Moved to benchmarked.
	<ul style="list-style-type: none"> The review and evaluation of programmes should involve external expertise nationally and internationally. 	New standard.
<ul style="list-style-type: none"> Innovation to improve teaching and learning should be adequately supported and critically evaluated. 		Moved to the first bullet.
2.4 Linkages with External Stakeholders	2.4 Linkages with External Stakeholders	
2.4.1 Benchmarked Standards	2.4.1 Benchmarked Standards	
<ul style="list-style-type: none"> Programmes must have linkages with stakeholders outside the HEP at the local, national, regional or global levels for the purposes of planning, implementation and review. 	<ul style="list-style-type: none"> The HEP must have linkages with all external stakeholders at the local, national, regional or global levels for the purposes of planning, implementing and reviewing its programmes. 	Changed “programme” to “HEP” to reflect the institutional dimension.
2.4.2 Enhanced Standards	2.4.2 Enhanced Standards	
<ul style="list-style-type: none"> The programme team should obtain feedback from employers and use the information for curriculum improvement. 	<ul style="list-style-type: none"> The HEP should obtain feedback from employers and utilise the information for curriculum improvement as well as for purposes of student placement, training and workplace exposure. 	Same standard made more comprehensive.
<ul style="list-style-type: none"> Students should be given the opportunity to develop linkages with external stakeholders. 	<ul style="list-style-type: none"> The HEP should facilitate students to develop linkages with external stakeholders. 	Same standard, but rephrased to ensure the HEP’s active role.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
2.5 Articulation Regulations, and Credit Transfer and Exemption		The whole sub-area is moved to 4.2 under student selection and support services.

AREA 3: ASSESSMENT OF STUDENTS

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
3.1 Relationship Between Assessment and Learning	3.2 Relationship Between Assessment and Learning	
3.1.1 Benchmarked Standards	3.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> Assessment principles, processes, methods and practices must be aligned with learning outcomes and programme content. 	<ul style="list-style-type: none"> The principles, methods and practices of student assessment must be aligned with learning outcomes and the curricula. 	Same standard, rephrased.
<ul style="list-style-type: none"> The process and methods of assessment must reflect the change to the programme outcomes from any review exercise. 		Moved to assessment methods in 3.2 and rephrased.
<ul style="list-style-type: none"> The assessment must be consistent with the levels defined in the MQF and the MQF eight domains of learning outcomes (e.g., critical thinking, problem solving, integrated learning, lifelong learning). 	<ul style="list-style-type: none"> Assessment must be consistent with the levels defined in the MQF, the eight domains of learning outcomes and the programme standards. 	Same standard, rephrased and added consistency to the programme standards.
3.1.2 Enhanced Standards	3.1.2 Enhanced Standards	
	<ul style="list-style-type: none"> The link between assessment and programme learning outcomes should be reviewed periodically to ensure its effectiveness. 	New standard.
<ul style="list-style-type: none"> Assessment methodology should be reviewed periodically to ensure currency with development in best practices. 		Moved to assessment methods in 3.2.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
3.2 Assessment Methods	3.3 Assessment Methods	
3.2.1 Benchmarked Standards	3.2.1 Benchmarked Standards	
<ul style="list-style-type: none"> The frequency and methods of student assessment, including the grading criteria and all awards, must be documented and communicated to students on commencement of the programme. 		Moved to the last bullet, rephrased.
<ul style="list-style-type: none"> A variety of methods and tools must be used appropriately for assessing the given learning outcomes and competencies such as communication, problem solving, teamwork and self-directed learning. 	<ul style="list-style-type: none"> A variety of methods and tools must be used appropriately to assess learning outcomes and competencies. 	Moved to the first bullet from the third position, rephrased.
<ul style="list-style-type: none"> The assessment methods must comprise of summative and formative purposes as well as theory and practical assessments which are compatible with the learning outcomes. 	<ul style="list-style-type: none"> Assessment must be summative and formative. 	Same standard made more succinct.
<ul style="list-style-type: none"> There must be mechanisms to ensure the validity, reliability and fairness of the assessment system. 	<ul style="list-style-type: none"> There must be mechanisms to ensure the validity, reliability, consistency, currency and fairness of the student assessment system. 	Same standard, added the word "student" for clarity.
	<ul style="list-style-type: none"> The assessment methods must be reviewed at appropriate scheduled intervals to ensure currency. 	Moved from 3.1 and rephrased.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> The methods of student assessment -- including the grading criteria -- must be documented and communicated to students on commencement of a programme. 	Moved from the first bullet and rephrased.
3.2.2 Enhanced Standards	3.2.2 Enhanced Standards	
<ul style="list-style-type: none"> Methods of assessing should be comparable to international best practices. 	<ul style="list-style-type: none"> The methods of assessing should be comparable to international best practices. 	No change.
	<ul style="list-style-type: none"> The review of the assessment methods should incorporate current global developments and best practices in the discipline. 	New standard.
<ul style="list-style-type: none"> The assessment systems should be reviewed periodically. 	<ul style="list-style-type: none"> The review of the assessment system should be done in consultation with external experts, both locally and internationally. 	Same standard but expanded.
3.3 Management of Student Assessment	3.3 Management of Student Assessment	
3.3.1 Benchmarked Standards	3.3.1 Benchmarked Standards	
	<ul style="list-style-type: none"> The HEP must provide sufficient autonomy to the relevant departments in the management of student assessment. 	New standard.
<ul style="list-style-type: none"> The programme grading, assessment and appeal policies must be published and practices must be consistent with the policy. 		Moved to the fourth bullet and reworded.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> Student assessment results must be communicated to the student within reasonable time. 	New standard.
<ul style="list-style-type: none"> The programme must identify the process whereby changes to regulations made are communicated to students and demonstrate compliance with the process. 	<ul style="list-style-type: none"> Changes to student assessment methods must follow established procedures and regulations and communicated to students prior to their implementation. 	Standard rephrased for clarity.
	<ul style="list-style-type: none"> The programme grading, assessment and appeal policies must be publicised. 	Rephrased the standard in the first bullet of first edition.
<ul style="list-style-type: none"> There must be mechanism to ensure the security of all documents and records related to assessment. 	<ul style="list-style-type: none"> There must be mechanisms to ensure the security of assessment documents and records. 	Same standard,reworded.
3.3.2 Enhanced Standards	3.3.2 Enhanced Standards	
	<ul style="list-style-type: none"> There should be independent external scrutiny to evaluate and improve the management of student assessment, including formal certification of the processes. 	New standard.
<ul style="list-style-type: none"> The programme team should have mechanisms to review and implement new methods of assessment. 		Deleted, covered in 3.2.
<ul style="list-style-type: none"> Representatives of relevant stakeholders should be involved in assessment review exercises. 		Deleted, covered in 3.2.

AREA 4: STUDENT SELECTION AND SUPPORT SERVICES

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
4.1 Admission and Selection	4.1 Admission and Selection	
4.1.1 Benchmarked Standards	4.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have an admission policy with clear statements on the criteria and processes of student selection including transferring students. 	<ul style="list-style-type: none"> The HEP must have clear criteria and processes of student admission -- including those affecting transfer and exchange students -- and select students whose capabilities are consistent with these criteria and processes. 	Same standard, more comprehensive.
<ul style="list-style-type: none"> The criteria and processes of selection must be published and disseminated to students subject to existing policies. 	<ul style="list-style-type: none"> The criteria and processes of selection must be published, disseminated and publicly accessible, especially to students. 	Same standard, stressed accessibility to students, and deleted "subject to existing policies".
<ul style="list-style-type: none"> Pre-requisite knowledge and skills must be clearly stated and must neither be too broad nor too narrow for each programme or discipline. 	<ul style="list-style-type: none"> Prerequisite knowledge and skills for purposes of student entry into each programme must be appropriate and clearly stated. 	Same standard, made more concise.
<ul style="list-style-type: none"> If a selection interview is used, the HEP must demonstrate that it is objectively and fairly structured. 	<ul style="list-style-type: none"> If a selection interview is utilised, the process must be structured, objective and fair. 	Same standard, reworded.
<ul style="list-style-type: none"> Student selection must be free from discrimination and bias. 	<ul style="list-style-type: none"> Student selection must be fair and transparent. 	Changed the wordings for clarity.
<ul style="list-style-type: none"> The HEP must provide evidence that it selects students whose capabilities are consistent with the admission policies. 		Deleted, "provide evidence" does not reflect a standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> There must be a clear policy for appeal and appropriate mechanisms where applicable. 	<ul style="list-style-type: none"> There must be a clear policy on, and appropriate mechanism for, appeal. 	Same standard, deleted “where applicable”.
<ul style="list-style-type: none"> The relationship between student selection, the educational programme and the desired characteristics of graduates must be stated. 		Rephrased and moved to enhanced.
<ul style="list-style-type: none"> HEP must offer appropriate developmental or remedial support to assist students who do not meet the academic competency level. Diagnostic testing is an important aspect of a developmental or remedial programme. 	<ul style="list-style-type: none"> The HEP must offer appropriate developmental or remedial support to assist students who need such support. 	Rephrased and made more concise.
<ul style="list-style-type: none"> HEP admission and retention policies must not be compromised to maintain a desired enrolment. 		Deleted as a standard, moved into the preamble.
<ul style="list-style-type: none"> The size of student intake for each session must be stated and related to the capacity of the HEP to effectively deliver the programmes at all stages of education and training subject to stated conditions where applicable. 	<ul style="list-style-type: none"> The number for each student intake must be related to the resources, capacity and capability of the HEP to effectively deliver its programmes. 	Same standard, made more comprehensive.
<ul style="list-style-type: none"> Visiting, exchange or transfer students must be accounted for to ensure the adequacy of the HEP’s resources to accommodate additional students. 	<ul style="list-style-type: none"> Visiting, exchange and transfer students must be accounted for to ensure the adequacy of the HEP’s resources to accommodate them. 	Same standard, sentence made shorter.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> The admission policy must be monitored and reviewed periodically to continuously improve the selection processes. 	Moved from enhanced standards and made concise.
<ul style="list-style-type: none"> If campuses are geographically separated, the selection and assignment of all students must be the ultimate responsibility of the awarding HEP subject to national policies. 		Deleted, move into preamble.
4.1.2 Enhanced Standards	4.1.2 Enhanced Standards	
<ul style="list-style-type: none"> The admission policy should be reviewed periodically to reflect the social responsibilities of the HEP, the language requirements, the changing human resource and societal needs and opportunities for lifelong learning. 		Moved to benchmarked standards.
<ul style="list-style-type: none"> The outcome of selection and student performance should be monitored to improve the selection processes. 	<ul style="list-style-type: none"> Student performance should be monitored as a feedback mechanism to assist in improving selection processes. 	Same standard, rephrased.
<ul style="list-style-type: none"> The size of student intake should be reviewed in consultation with relevant stakeholders and modified periodically to meet the needs of society and the country. 		Deleted.
	<ul style="list-style-type: none"> The review of the admission policy and processes should be in consultation with relevant stakeholders, nationally and internationally. 	New standard, covers the deleted standard above.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> Student intake should include a consideration of gender and ethnic balance and social responsibilities such as special policies for disadvantaged students. 	<ul style="list-style-type: none"> Student intake should incorporate social responsibility by privileged consideration for people with special needs. 	Same standard, reworded.
	<ul style="list-style-type: none"> There should be a relationship between student selection, programmes, and the desired learning outcomes. 	Moved from benchmarked standards, rephrased.
2.5 Articulation Regulations, and Credit Transfer and Exemption	4.2 Articulation Regulations, Credit Transfer and Credit Exemption	Moved from 2.5 to 4.2 because it is more relevant in area 4. Title reworded for clarity.
2.5.1 Benchmarked Standards	4.2.1 Benchmarked Standards	
<ul style="list-style-type: none"> HEP must have well defined and effectively disseminated policies, regulations and processes concerning articulation practices, and credit transfers and exemptions. 	<ul style="list-style-type: none"> HEP must have well defined and effectively disseminated policies, regulations and processes concerning articulation practices, credit transfers and credit exemptions. 	Same standard, inserted “credit” before the word “exemptions” for clarity.
2.5.2 Enhanced Standards	4.2.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should always be in touch with the latest development and thinking about processes of articulation, credit transfers and credit exemptions including cross-border collaborative provisions. 	<ul style="list-style-type: none"> The HEP should be in touch with the latest development and thinking about the processes of articulation, credit transfers and credit exemptions including cross-border collaborative provisions. 	No change.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
4.2 Transfer of Students	4.3 Transfer of Students	Previously sub-area 4.2
4.2.1 Benchmarked Standards	4.3.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have a well disseminated policy with clear criteria, mechanisms and processes, both academic and non-academic, to enable qualified students to transfer to another programme. 	<ul style="list-style-type: none"> The HEP must have a well disseminated policy with clear criteria, mechanisms and processes, both academic and non-academic, to enable qualified students to transfer to another programme, within it or in another HEP. 	Same standard, added “within it or in another HEP”.
	<ul style="list-style-type: none"> Incoming transfer students must have comparable achievement in their previous institution of study. 	New standard.
4.2.2 Enhanced Standards	4.3.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should have in place policies and mechanisms that facilitate student mobility between programmes and institutions, within the country or cross-border through articulation arrangements, joint degrees, exchange semesters, advanced standing arrangements and the like. 	<ul style="list-style-type: none"> The HEP should have in place policies and mechanisms that facilitate student mobility between programmes and institutions, within the country or cross-border, through articulation arrangements, joint degrees, exchange semesters, advanced standing arrangements, and the like. 	No change.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
4.3 Student Support Services and Co-Curricular Activities	4.4 Student Support Services and Co-Curricular Activities	Previously sub area 4.3
4.3.1 Benchmarked Standards	4.4.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must make available appropriate and adequate student support services, such as physical, social, recreational and sporting facilities. These must be evaluated regularly to ensure their adequacy and safety. 	<ul style="list-style-type: none"> The HEP must make available appropriate and adequate support services, such as physical, social, financial and recreational facilities, and counselling and health services. 	<p>Same as the standard in the first edition, but made more comprehensive by adding the part on counselling and health services.</p> <p>NB: The second part of the standard in the first edition is moved to another bullet in second edition.</p>
	<ul style="list-style-type: none"> Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety. 	Second standard from the first bullet of the first edition.
<ul style="list-style-type: none"> There must be a mechanism for grievances and appeal relating to student support services. 	<ul style="list-style-type: none"> There must be a mechanism for students to air grievances and make appeals relating to student support services. 	Same standard, rephrased.
<ul style="list-style-type: none"> The HEP must clearly designate an administrative unit responsible for planning and implementing student support services and staffed by individuals who have appropriate experience consistent with their assignments. 	<ul style="list-style-type: none"> The HEP must designate an administrative unit responsible for planning and implementing student support services, staffed by individuals who have appropriate experience consistent with their assignments. 	Same standard, deleted “and”.
<ul style="list-style-type: none"> Counselling must be provided by adequate and qualified staff and all issues pertaining to counselling must remain confidential. 	<ul style="list-style-type: none"> Academic and career counselling must be provided to students by adequate and qualified staff. 	Same standard, but rephrased, included “academic and career”, deleted the part on confidentiality.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> An effective induction to the programme must be made available to all students and evaluated regularly. Special attention must be given to out of state and international students. 	<ul style="list-style-type: none"> Induction programmes must be made available to students and evaluated regularly with special attention given to out of state and international students as well as students with special needs. 	Same standard, rephrased and turned into one sentence only.
4.3.2 Enhanced Standards	4.4.2 Enhanced Standards	
<ul style="list-style-type: none"> Student support services should be given appropriate organisational status within the HEP given the significant role they play. 	<ul style="list-style-type: none"> Student support services should be given prominent organisational status in the HEP and a dominant role in supplementing programme learning outcomes. 	Same standard made broader.
<ul style="list-style-type: none"> Student academic and non-academic counselling should include ongoing monitoring of the student's progress. 		Moved to the third bullet.
<ul style="list-style-type: none"> An equipped and well staffed unit dedicated to academic and non-academic counselling should be established. 	<ul style="list-style-type: none"> An equipped and adequately staffed unit dedicated to academic and non-academic counselling should be established. 	No change.
	<ul style="list-style-type: none"> Student academic and non-academic counselling should include ongoing monitoring of the student's progress to measure the effectiveness of, and to improve, the counselling services. 	Moved from the second bullet and included elements of effectiveness and improvement of the counselling services.
	<ul style="list-style-type: none"> There should be a structured training and development plan to enhance the skills and professionalism of the academic and non-academic counsellors. 	New standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
4.4 Student Representation	4.5 Student Representation and Participation	Included “participation” in the title. Previously sub-area 4.4.
4.4.1 Benchmarked Standards	4.5.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have a policy on student representation and should respect the national policy and law. 	<ul style="list-style-type: none"> The HEP must have a widely disseminated policy on student representation and participation in line with national policies and laws. 	Same standard made broader and clearer.
<ul style="list-style-type: none"> The HEP must publish a statement of student rights and responsibilities and make it available to the campus community. 	<ul style="list-style-type: none"> The HEP must publish a statement of student rights and responsibilities and make it available to the campus community. 	No change.
<ul style="list-style-type: none"> The jurisdiction of judicial bodies, the disciplinary responsibilities of HEP officials, and all disciplinary procedures must be clearly defined and broadly disseminated. 	<ul style="list-style-type: none"> The jurisdiction of judicial bodies, the disciplinary responsibilities of HEP officials, and all disciplinary procedures must be clearly defined and broadly disseminated. 	No change.
	<ul style="list-style-type: none"> There must be a policy and programmes for active student participation in areas that affect their welfare, for example, peer counselling, co-curricular activities, and community engagement. 	New standard.
4.4.2 Enhanced Standards	4.5.2 Enhanced Standards	
<ul style="list-style-type: none"> Student activities and student organisations should be facilitated to provide managerial and leadership experience, to inculcate a sense of belonging and responsibility, and to encourage active citizenship. 	<ul style="list-style-type: none"> Students and student organisations should be facilitated to gain managerial and leadership experience, to encourage character building, to inculcate a sense of belonging and responsibility, and to promote active citizenship. 	Same standard, rephrased for clarity.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> When student publications or other media exist, the HEP should provide a written statement of its policies regarding such publications. 	<ul style="list-style-type: none"> Where student publications or other media exist, the HEP should provide a clear, formal and well-publicised policy regarding such publications. 	Same standard, reworded for clarity and to include the dissemination of the policy.
<ul style="list-style-type: none"> Students should have appropriate participation in the formulation, management and evaluation of the curriculum, and in other academic matters relevant to students. 	<ul style="list-style-type: none"> There should be appropriate channels to allow student participation in the formulation, management and evaluation of the curriculum, and in academic matters relevant to them. 	Same standard, rephrased.
	<ul style="list-style-type: none"> The HEP should have adequate facilities to encourage students to be involved in publication activities. 	New standard.
4.5 Alumni	4.6 Alumni	
4.5.1 Benchmarked Standards	4.6.1 Benchmarked Standards	
Not applicable.	<ul style="list-style-type: none"> The HEP must encourage active linkages and continuous relationship between it and its alumni. 	New standard.
4.5.2 Enhanced Standards	4.6.2 Enhanced Standards	
<ul style="list-style-type: none"> The views of the alumni should be incorporated in curriculum development, the achievement of the learning outcomes and the future direction of the HEP. 	<ul style="list-style-type: none"> The views of the alumni should be incorporated in curriculum development, the achievement of the learning outcomes and the future direction of the HEP. 	No change.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> The HEP should encourage the alumni to play a role in preparing students for their professional future, and to provide linkages with industry and the professions. 	New standard.

AREA 5: ACADEMIC STAFF

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
5.1 Recruitment and Management	5.1 Recruitment and Management	
5.1.1 Benchmarked Standards	5.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have a clear and documented staff recruitment policy related to qualifications, expertise, responsibilities and incentives. The criteria for staff selection must include recognition of meritorious academic and other activities that can be measured by formal qualifications, research and teaching output, other employment and social achievements, as well as peer recognition. 	<ul style="list-style-type: none"> The HEP must have a clear and documented academic staff recruitment policy where the criteria for selection are based on academic merit. 	Same standard, but deleted the examples.
<ul style="list-style-type: none"> The staff to student ratio for each programme must be appropriate to the teaching-learning methodologies and discipline standards. 	<ul style="list-style-type: none"> The staff to student ratio for each programme must be appropriate to the teaching-learning methods and comply with the programme discipline standards. 	Same standard, stressed on the compliance to the discipline standards.
<ul style="list-style-type: none"> The core staff for implementing each programme must be determined. 	<ul style="list-style-type: none"> The HEP must have an adequate number of full-time academic staff for each programme. 	The standard in second edition suggests HEP must have the adequate number of staff, not just determine it.
<ul style="list-style-type: none"> The HEP must clarify the roles of the academic staff in teaching, research and scholarly activities, consultancy, community services and administrative functions. 	<ul style="list-style-type: none"> The HEP must clarify the roles of the academic staff in teaching, research and scholarly activities, consultancy, community services and administrative functions to show a balance of functions and responsibilities in line with academic conventions. 	Same standard, reworded.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> The HEP policy must reflect an equitable distribution of responsibilities among the academic staff. 	<ul style="list-style-type: none"> The HEP policy must reflect an equitable distribution of responsibilities among the academic staff. 	No change.
<ul style="list-style-type: none"> The equitable work distribution and meritorious academic roles must be recognised and appropriately rewarded through promotion, salary increment or other remuneration using clear and transparent policies and procedures. 	<ul style="list-style-type: none"> Recognition and reward through promotion, salary increment or other remuneration must be based on equitable work distribution and meritorious academic roles using clear and transparent policies and procedures. 	Rephrased for clarity.
<ul style="list-style-type: none"> The HEP must have clear policies, criteria and processes in awarding academic positions, for example Professorship and Associate Professorship, which are in line with national policy and international best practices. 	<ul style="list-style-type: none"> The HEP must have clear policies, criteria and processes in academic appointment and promotion exercise -- for example, that of Professors and Associate Professors -- guided by considerations which are in line with national policy and international best practices. 	Same standard, rephrased.
5.1.2 Enhanced Standards	5.1.2 Enhanced Standards	
<ul style="list-style-type: none"> The recruitment policy should seek a balance between senior and junior academic staff, between academic and non-academic staff, and between full-time and part-time staff. The responsibilities of each must be explicitly specified. 	<ul style="list-style-type: none"> The recruitment policy should seek a balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches to the subject, and between local and international academic staff with multi-disciplinary backgrounds. 	Same standard, deleted the last sentence of the standard in the first edition.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> The HEP should have national and international linkages to provide for the involvement of renowned academics and professionals to enhance its scholarly activities. 	New standard.
5.2 Service and Development	5.2 Service and Development	
5.2.1 Benchmarked Standards	5.2.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must provide for an effective staff development. 	<ul style="list-style-type: none"> The HEP must provide for an effective academic staff development programme. 	Same standard, added the word “programme”.
<ul style="list-style-type: none"> The staff policy must address matters related to service, development and appraisal of staff. 	<ul style="list-style-type: none"> The policy on the academic staff must address matters related to service, development and appraisal. 	Same standard, rephrased.
<ul style="list-style-type: none"> The HEP must provide mentoring and formative guidance for new staff as part of the staff development programme. 	<ul style="list-style-type: none"> The HEP must provide mentoring and formative guidance for new academic staff as part of its staff development programme. 	No change.
<ul style="list-style-type: none"> The academic staff must be provided with training, necessary tools and technology for self-learning, access to information and for communication. 	<ul style="list-style-type: none"> The academic staff must be provided with the necessary training, tools and technology for self-learning, access to information and for communication. 	No change.
<ul style="list-style-type: none"> The HEP must provide for a suitable environment for the student appraisal of the academic staff. 	<ul style="list-style-type: none"> The HEP must provide for a suitable environment for the student appraisal of the academic staff. 	No change.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
5.2.2 Enhanced Standards	5.2.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should provide for a suitable academic staff appraisal of their participation in professional, academic and other relevant activities, national and international, and demonstrates that it uses the results of this appraisal for improvement of the student experience. 	<ul style="list-style-type: none"> The HEP should provide opportunities -- including funding -- for academic staff participation in professional, academic and other relevant activities, national and international. It should appraise this participation and demonstrate that it utilises the results of this appraisal for improvement of the student experience. 	Same standard, added the element of funding by the HEP, and that the HEP should appraise the said staff participation.
<ul style="list-style-type: none"> The HEP should have appropriate provision to allow for advanced staff enhancement through research leave, sabbatical, and sponsored participation in, and organisation of, conferences. 	<ul style="list-style-type: none"> The HEP should have appropriate provision to allow for advanced enhancement for its academic staff through research leave, sabbatical, and sponsored participation in, and organisation of, conferences. 	Same standard, reworded.

AREA 6: EDUCATIONAL RESOURCES

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
6.1 Physical Facilities	6.1 Physical Facilities	
6.1.1 Benchmarked Standards	6.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> Educational resources must be distributed according to the educational needs, which include infrastructure and support for academic staff development programmes. 		Moved to the second bullet.
<ul style="list-style-type: none"> The HEP must have sufficient and appropriate physical facilities to ensure effective delivery of the curriculum. 	<ul style="list-style-type: none"> The HEP must have sufficient and appropriate resources, including equipments and facilities for training, to ensure effective delivery of the curriculum. 	Same standard, added the part “including equipments and facilities for training”.
	<ul style="list-style-type: none"> Educational resources, including infrastructure and resources in support of academic staff development programmes, must be distributed according to the educational needs. 	Same standard as in the first bullet of the first edition, reworded.
<ul style="list-style-type: none"> The physical facilities must correspond with health and safety measures, and comply with the relevant laws. 	<ul style="list-style-type: none"> The physical facilities must comply with the relevant laws, and with health and safety regulations. 	Same standard, stressed on compliance to relevant laws, and with health and safety regulations.
<ul style="list-style-type: none"> There must be adequate and up-to-date reference materials that meet the needs of each programme and research amongst staff and students, and there must be provisions for qualified staff. This must include provisions for 	<ul style="list-style-type: none"> The library and resource centre must have adequate and current references, qualified staff and other facilities -- including appropriate information and communication technology-mediated reference materials -- to support 	Same standard, added the part on library and resource centre.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
appropriate computer and information technology-mediated reference materials.	academic programmes and research activities.	
<ul style="list-style-type: none"> Equipments and facilities for training must be adequately provided for HEPs with practical-based programmes. 		Deleted.
	<ul style="list-style-type: none"> The HEP must provide adequate and suitable facilities to promote research activities. 	New standard.
<ul style="list-style-type: none"> The HEP must have a policy regarding the selection and effective use of computers, internal and external networks and other effective means of using information and communication technology in the educational programme. This includes coordination with the library services. 	<ul style="list-style-type: none"> The HEP must have a policy regarding access to information and external linkages for effective teaching and learning, for example, through the use of the most current electronic devices, library databases, networks and linkages and other effective means of using information and communication technology. 	Same standard, new wording.
6.1.2 Enhanced Standards	6.1.2 Enhanced Standards	
<ul style="list-style-type: none"> The students' learning environment should be regularly improved through renovations, building new facilities as well as acquisition of the latest and appropriate equipment to keep up with the development in educational practices and changes in society. 	<ul style="list-style-type: none"> The physical learning environment should be periodically reviewed to assess its quality and appropriateness for current education and training, and regularly improved through renovations, building new facilities and the acquisition of the latest and appropriate equipment to keep up with the development in educational practices and changes. 	Same standard, added the part on periodical review of the physical learning environment before improving it, deleted "in society".

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> The educational resources, services and facilities should be reviewed from time to time to assess the quality and appropriateness for current education and training. 		Deleted and incorporated into the first standard of the second edition.
<ul style="list-style-type: none"> Students should be provided with opportunities to learn how to access information in different formats. 	<ul style="list-style-type: none"> Students and faculty should be provided with adequate and continual support to learn how to utilise new equipments and to access information in the various and ever changing mediums and formats. 	Same standard, added “faculty” and the part on “adequate and continual support” and not just opportunities.
<ul style="list-style-type: none"> The physical facilities should be safe and friendly to those with special needs. 	<ul style="list-style-type: none"> The facilities should be user friendly to those with special needs. 	Same standard, deleted “safe”.
6.2 Research and Development (For HEPs running degree level programmes and above)	6.2 Research and Development <i>(These standards are largely directed to universities and university colleges)</i>	The statement was changed to reflect that the standard are largely directed to universities and university colleges, and not all HEPs (e.g. colleges) running degree level programmes.
6.2.1 Benchmarked Standards	6.2.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have a policy that fosters the relationship between research, scholarly activity and education, and describe the research priorities and facilities. 	<ul style="list-style-type: none"> The HEP must have a policy and planning that identifies the priorities, facilities and development in research and commercialisation. 	Same standard, reworded for clarity, added the element on commercialisation.
	<ul style="list-style-type: none"> The HEP must facilitate and provide incentives for the academic staff and the departments to conduct research. 	New standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
<ul style="list-style-type: none"> The interaction between research and education must be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship and development. 	<ul style="list-style-type: none"> The interaction between research and education must be reflected in the curriculum, inform current teaching, and encourage and prepare students for engagement in research, scholarship and development. 	Same standard, changed “influence” to “inform”.
6.2.2 Enhanced Standards	6.2.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should link research with development and commercialisation. 	<ul style="list-style-type: none"> There should be a link between research, development and commercialisation. 	Same standard, reworded.
	<ul style="list-style-type: none"> The HEP should periodically review research resources and facilities and take appropriate action to enhance its research capabilities and to keep up with latest technology. 	New standard.
	<ul style="list-style-type: none"> The HEP should provide incentives, including funding, to academic staff to engage in publication, including in reputable refereed journals. 	New standard.
6.3 Educational Expertise	6.3 Educational Expertise	
6.3.1 Benchmarked Standards	6.3.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have a policy on the use of educational expertise in the planning of educational programmes and in the development of new teaching and assessment methods. 	<ul style="list-style-type: none"> The HEP must have a policy on the use of educational expertise in planning educational programmes and in the development of new teaching and assessment methods. 	No change.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
6.3.2 Enhanced Standards	6.3.2 Enhanced Standards	
<ul style="list-style-type: none"> There should be access to educational experts and the HEP should encourage the use of such expertise for staff development and educational research in the various disciplines. 	<ul style="list-style-type: none"> The HEP should have access to educational experts whose expertise can be utilised for staff development and educational research in the various disciplines. 	Same standard, rephrased.
6.4 Educational Exchanges	6.4 Educational Exchanges	
6.4.1 Benchmarked Standards	6.4.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEPs must have a policy of collaboration with other HEPs and for the transfer of credits. 	<ul style="list-style-type: none"> The HEP must have a policy on exchanges of students, academic staff and educational resources, and disseminate it to students and faculty. 	Same standard but made more comprehensive, and not just cover “the transfer of credits”
6.4.2 Enhanced Standards	6.4.2 Enhanced Standards	
	<ul style="list-style-type: none"> The HEP should have a clear policy and future planning on educational collaboration with relevant international institutions. 	New standard.
<ul style="list-style-type: none"> The HEP should provide appropriate facilities and resources for exchange of academic staff and students. 	<ul style="list-style-type: none"> The HEP should provide appropriate facilities and adequate financial allocation for exchanges of academic staff, students, and resources. 	Same standard, added the element on exchanges of resources too.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
6.5 Financial Allocation	6.5 Financial Allocation	
6.5.1 Benchmarked Standards	6.5.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have budgetary and procurement policies that demonstrate that its resources are sufficient to achieve its objectives and to maintain high standards of quality. 	<ul style="list-style-type: none"> The HEP must have budgetary and procurement procedures to ensure that its resources are sufficient and that it is capable of utilising its finances efficiently and responsibly to achieve its objectives and maintain high standards of quality. 	Same standard, rephrased for clarity.
<ul style="list-style-type: none"> The HEP must be given clear line of responsibility and authority for budgeting and resource allocation. 	<ul style="list-style-type: none"> The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department. 	Same standard, changed “must be given” to “must have” and added the part on “the specific needs of each department”.
<ul style="list-style-type: none"> There must be written policies for the refund of tuition fees and other allowable payments in accordance with the relevant laws. 	<ul style="list-style-type: none"> The HEP must have a written and well disseminated policy on tuition fees, refunds and other related payments. 	Same standard, rephrased.
6.5.2 Enhanced Standards	6.5.2 Enhanced Standards	
<ul style="list-style-type: none"> Those responsible for the programmes should be given sufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards. 	<ul style="list-style-type: none"> Those responsible for an academic programme should be given sufficient autonomy to appropriately allocate resources to achieve the programme objectives and to maintain high educational standards. 	Same standard, added “academic” before programme, changed programme goals to programme objectives.

AREA 7: PROGRAMME MONITORING AND REVIEW

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
7.1 Mechanisms for Programme Monitoring and Review	7.2 Mechanisms for Programme Monitoring and Review	
7.1.1 Benchmarked Standards	7.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> Various aspects of student performance must be analysed in relation to the mission of the HEP, the curriculum and the learning outcomes. 		Deleted.
<ul style="list-style-type: none"> There must be systematic, broad based, and appropriate independent programme evaluation, using proper mechanisms and resources, including benchmark data, teaching and learning methods and technologies, as well as the administration and related educational services. 	<ul style="list-style-type: none"> The HEP must have a policy on the reviewing, monitoring and evaluation of all programmes offered that utilises proper mechanisms and resources, including benchmark data, teaching-learning methods and technologies, administration and related educational services, as well as feedback from principal stakeholders. 	Quite the same standard, added the part on "feedback from principal stakeholders".
<ul style="list-style-type: none"> Teachers and students must be actively involved in the planning of programme evaluation and its results be used for programme improvement. 		Deleted and incorporated into the first bullet of the second edition.
	<ul style="list-style-type: none"> There must be a programme review committee for each department headed by a designated coordinator. 	Rephrased from the last bullet of the first edition.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> In collaborative arrangements, the partners involved must share the responsibility of programme monitoring and review. 	New standard.
	<ul style="list-style-type: none"> The areas of concern and ways to improve programmes as identified by the HEP self-review processes must be brought to the attention of the highest management level to ensure further appropriate measures. 	New standard.
<ul style="list-style-type: none"> There must be provisions for mechanisms and resources to monitor student progress. 	<ul style="list-style-type: none"> Student performance and progression must be analysed to ascertain the achievement of the learning outcomes of each programme. 	Rephrased to make the standard more focused.
<ul style="list-style-type: none"> Stakeholder feedback must be reviewed by an appropriate team for further action. 		
7.1.2 Enhanced Standards	7.1.2 Enhanced Standards	
<ul style="list-style-type: none"> Student performance and progression should be analysed and utilised to provide feedback to the committees responsible for student selection, curriculum planning and student counselling. 	<ul style="list-style-type: none"> Student performance and progression analysis should be utilised to provide feedback to committees responsible for student selection, curriculum planning and student counselling. 	Same standard, changed the part on “should be analysed” to the “analysis” itself.
<ul style="list-style-type: none"> The HEP internal self-review processes and mechanisms should demonstrate improvement of the programme. 		Deleted.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
7.2 Involvement of Stakeholders	7.2 Involvement of Stakeholders	
7.2.1 Benchmarked Standards	7.2.1 Benchmarked Standards	
<ul style="list-style-type: none"> Programme evaluation must involve relevant stakeholders. 	<ul style="list-style-type: none"> The evaluation and review of programmes must involve the relevant stakeholders. 	Same standard, added the part on “review”.
<ul style="list-style-type: none"> For professional programmes, the professional bodies must be involved in programme evaluation. 		This standard is moved to enhanced standards.
7.2.2 Enhanced Standards	7.2.2 Enhanced Standards	
<ul style="list-style-type: none"> Stakeholders should have access to results of the programme evaluation, and their views on the relevance and development of the curriculum be considered. 	<ul style="list-style-type: none"> Stakeholder feedback -- particularly that of the alumni and employers -- should be incorporated into a programme review exercise. 	Deleted the part on “access”, maintained and rephrased the part on incorporation of the stakeholder feedback.
	<ul style="list-style-type: none"> For a professional programme, the HEP should engage the relevant professional bodies and associations in its programme evaluation exercise. 	Moved from benchmarked standards, added the part on “professional association”.

AREA 8: LEADERSHIP, GOVERNANCE AND ADMINISTRATION

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
8.1 Governance	8.2 Governance	
8.1.1 Benchmarked Standards	8.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> The official policy and practice of the HEP must be consistent with its statements of purpose. 	<ul style="list-style-type: none"> The policies and practices of the HEP must be consistent with its statement of purpose. 	Same standard, deleted “official”.
<ul style="list-style-type: none"> The HEP must clarify its governance structures and functions, and the relationships within them, and this must be communicated to all levels of management based on principles of transparency, accountability and authority. 	<ul style="list-style-type: none"> The HEP must clarify its governance structures and functions, and the relationships within them, and these must be communicated to parties involved based on principles of transparency, accountability and authority. 	Same standard, reworded.
<ul style="list-style-type: none"> Evidence must be provided that the board is an active policy-making body for the HEP. 	<ul style="list-style-type: none"> The governing board of the HEP must be an active policy-making body with an adequate degree of autonomy. 	Same standard, added the part on “adequate degree of autonomy”
	<ul style="list-style-type: none"> Mechanisms to ensure functional integration and comparability of educational quality must be established in HEPs which have geographically separated campuses. 	New standard.
	<ul style="list-style-type: none"> The HEP must have a department or unit dedicated to, and responsible for, the internal quality assurance system. 	New standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> The HEP must encourage connectivity of its staff and students with the local community around it, including through cultural, social and community service activities. 	New standard.
8.1.2 Enhanced Standards	8.1.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEPs governance principles should describe the committee structure responsible for the educational programmes. 	<ul style="list-style-type: none"> The HEP should have a comprehensive, interconnected and institutionalised committee system responsible for academic programmes that takes into consideration, among others, internal and external consultation, feedback, market needs analysis and employability projections. 	Expanded the previous standard to make it more comprehensive.
<ul style="list-style-type: none"> The governance principles should reflect the representation of academic staff, students and other stakeholders. 	<ul style="list-style-type: none"> The governance principles should reflect the representation of academic staff, students and other stakeholders. 	No change.
<ul style="list-style-type: none"> The Chairman of the governing board should exercise non-executive powers of the HEP. 	<ul style="list-style-type: none"> The Chair of the governing board should exercise non-executive powers of the HEP. 	No change.
<ul style="list-style-type: none"> The governing board should be free from undue external pressures. 	<ul style="list-style-type: none"> The governing board should be free from undue external pressures. 	No change.
	<ul style="list-style-type: none"> The HEP should have a clearly stated policy on conflict of interest, particularly in relation to private practice and part-time employment of its employees. 	Moved from area 1.3.2 (enhanced standards of academic autonomy).

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	<ul style="list-style-type: none"> The HEP should actively participate in socio-economic activities of the community in which it is located. 	New standard.
8.2 Academic Leadership	8.3 Institutional and Academic Leadership	Sub-area renamed to encompass institutional leadership.
8.2.1 Benchmarked Standards	8.2.1 Benchmarked Standards	
	<ul style="list-style-type: none"> The selection criteria, selection process, job description, and the qualification and experience required of members of the institutional executive management team of the HEP (i.e., the HEP leadership) must be clearly stated. 	New standard.
<ul style="list-style-type: none"> The criteria for appointment and responsibilities of the academic leadership of the HEP and for the educational programme must be clearly stated and filled by those with the appropriate qualifications and experience. 	<ul style="list-style-type: none"> The leadership of academic programmes and departments (i.e., the academic leadership) must be held by those with appropriate qualifications and experience, and sufficiently knowledgeable on issues of curriculum design, delivery and review. 	Rephrased from the first and second bullet of the first edition.
<ul style="list-style-type: none"> The academic leadership of the HEP must have the appropriate authority for curriculum design and delivery. 		Deleted and incorporated into the second bullet of the second edition.
<ul style="list-style-type: none"> Mechanisms and processes must be in place to allow for communication between the programme leadership and the HEP leadership in relation to matters such as resources allocation. 	<ul style="list-style-type: none"> Mechanisms and processes must be in place to allow for communication between the HEP leadership and the academic leadership of departments and programmes in matters such as faculty recruitment and training, student 	Same standard, expanded the examples.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
	admission, allocation of resources, and decision making processes.	
	<ul style="list-style-type: none"> The academic leadership at the department and programme levels must be evaluated at defined intervals with respect to performance and in relation to the achievement of the mission and goals of the HEP. 	Moved from enhanced standards to benchmarked standards, rephrased.
	8.2.2 Enhanced Standards	
<ul style="list-style-type: none"> The academic leadership should be evaluated at defined intervals with respect to the performance of the programme in the achievement of the mission and goals of the HEP. 		Moved to benchmarked standards.
	<ul style="list-style-type: none"> The HEP leadership and the academic leadership should take on the responsibility of creating a conducive environment to generate innovation and creativity. 	New standard.
	<ul style="list-style-type: none"> The HEP leadership and the academic leadership should undergo periodic training and staff development programme to enhance their leadership capabilities. 	New standard.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
8.3 Administrative Staff and Management	8.3 Administrative and Management Staff	Title renamed.
8.3.1 Benchmarked Standards	8.3.1 Benchmarked Standards	
<ul style="list-style-type: none"> The administrative staff of the HEP must be appropriate and sufficient to support the implementation of the educational programmes and other activities and to ensure good management and deployment of the resources. 	<ul style="list-style-type: none"> The administrative staff of the HEP must be appropriate and sufficient to support the implementation of the educational programmes and related activities, and to ensure good management and deployment of the resources. 	Same standard.
	<ul style="list-style-type: none"> The HEP must have mechanisms for training and career advancement for its administrative and management staff. 	New standard.
	<ul style="list-style-type: none"> The HEP must conduct regular performance review of its administrative and management staff. 	New standard.
	8.3.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should conduct regular quality assurance review. 		Deleted.
<ul style="list-style-type: none"> The HEP should have a comprehensive risk management programme 	<ul style="list-style-type: none"> The HEP should have an advanced training scheme for the administrative and management staff to fulfil the specific needs of educational programmes, for example, risk management, maintenance of specialised equipment, and additional technical skills. 	New standard which includes the previous standard as one of the training needed.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
8.4 Academic Records	8.4 Academic Records	
8.4.1 Benchmarked Standards	8.4.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have policies concerning the nature and security of student and academic staff records. 	<ul style="list-style-type: none"> The HEP must have policies concerning the accessibility and security of student and academic staff records. 	Same standard, added the element of “accessibility”.
<ul style="list-style-type: none"> The HEP must establish and disseminate policies that respect the rights of individual privacy and the confidentiality of records. 	<ul style="list-style-type: none"> The HEP must establish and disseminate policies that respect the rights of individual privacy and the confidentiality of records. 	No change.
8.4.2 Enhanced Standards	8.4.2 Enhanced Standards	
<ul style="list-style-type: none"> The HEP should continuously review policies on security of records including increased use of electronic technologies and its safety systems. 	<ul style="list-style-type: none"> The HEP should continuously review policies on security of records including increased use of electronic technologies and its safety systems. 	No change.
8.5 Interaction with External Sectors	8.5 Interaction with External Sectors	
8.5.1 Benchmarked Standards	8.5.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must have a constructive and proactive mechanism for cooperation with external stakeholders. 	<ul style="list-style-type: none"> The HEP must have a constructive mechanism for cooperation with external sectors, including its external stakeholders. 	Same standard, deleted “proactive” and included statement for external stakeholders.
8.5.2 Enhanced Standards	8.5.2 Enhanced Standards	
<ul style="list-style-type: none"> The collaboration with external sectors should be formalised through agreements and followed by actions. 	<ul style="list-style-type: none"> The collaboration with external sectors should be institutionalised through formalised agreements. 	Same standard, deleted “followed by actions”.

AREA 9: CONTINUAL QUALITY IMPROVEMENT

(NB: Title in the First Edition title was **Total** continual quality improvement)

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
9.1 Quality Improvement	9.1 Quality Improvement	
9.1.1 Benchmarked Standards	9.1.1 Benchmarked Standards	
<ul style="list-style-type: none"> The HEP must establish dynamic policies, procedures and mechanisms for regular reviewing and updating of its structure, functions, strategies and core activities to assure quality. 	<ul style="list-style-type: none"> The HEP must establish policies and procedures for regular reviewing and updating of its internal quality assurance activities to ensure continuous quality improvement. 	Quite the same standard, except it focuses on updating the internal quality assurance activities, and deleted the part on “functions, strategies and core activities”.
	<ul style="list-style-type: none"> The unit or department dedicated to the internal quality assurance system of the HEP must take continuous efforts to keep abreast with the changes and best practices in quality assurance. 	New standard.
<ul style="list-style-type: none"> The HEP must provide evidence of the review system, the result of the conducted review, the steps undertaken to implement the changes and evidence of achievement. 	<ul style="list-style-type: none"> The HEP must have dynamic mechanisms to implement recommendations for quality improvement and record the achievements of such implementations. 	Same standard, rephrased.
<ul style="list-style-type: none"> There must be a relation of quality assurance with the achievement of the key performance indicators. 	<ul style="list-style-type: none"> There must be a link between quality assurance processes and the achievement of the institutional goals. 	Same standard, changed “key performance indicators” to “institutional goals”.

COPIA 1 st Edition	COPIA 2 nd Edition	Notes
9.1.2 Enhanced Standards	9.1.2 Enhanced Standards	
	<ul style="list-style-type: none"> The internal quality assurance unit of the HEP should be given a prominent organisational status in the HEP. 	New standard.
<ul style="list-style-type: none"> Continual improvement should be based on prospective studies and analyses and should lead to the revisions of the policies and practices of the HEP in accordance to past experience, present activities and future perspectives. 	<ul style="list-style-type: none"> The HEP should embrace the spirit of continual quality improvement based on prospective studies and analyses that leads to the revisions of its current policies and practices, taking into consideration past experiences, present conditions, and future possibilities. 	Same standard, rephrased.
	<ul style="list-style-type: none"> The HEP should strive to get its internal quality assurance system accredited by a relevant, external and authoritative accreditation body. 	New standard.