



**ACCREDITATION GUIDELINES  
FOR  
REAL ESTATE PROGRAMMES**

**BOARD OF VALUERS, APPRAISERS, ESTATE AGENTS  
AND PROPERTY MANAGERS  
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## **FOREWORD**

The Board of Valuers, Appraisers, Estate Agents and Property Managers (The Board) accredits real estate programmes offered by Higher Education Providers (HEP) based in Malaysia as well as overseas, both public and private, in order to ensure that the programmes are well structured to meet the industry requirements. The real estate programmes which are subject to accreditation include master degree, bachelor degree and diploma. The thrust of the accreditation is to ensure that graduates in the real estate field of study aspiring to attain professional status as Registered Valuer, Registered Estate Agent and Registered Property Manager are well equipped academically to embrace and continuously adhere to the professional standards as well as the compliance requirements stipulated by The Board for its Registrants. The robust Test of Professional Competence conducted by The Board in order for a Probationer (he/she who has a qualification accredited by The Board and approved as a Probationer by The Board) to be admitted as a Registrant hinge significantly on the academic qualification as well as post qualification experience.

The Board has established a committee known as the Accreditation Committee (The Committee) to administer the process of accreditation of real estate programmes. The Committee reports and makes recommendations to The Board for a final decision on all matters pertaining to accreditation. In order to streamline and maintain consistency in administering the entire process of accreditation, The Committee has formulated these guidelines which is known as the Accreditation Guidelines. HEPs seeking accreditation of their real estate programmes will find these Guidelines as a comprehensive step by step guide in relation to the entire process of accreditation. There have been various shortcomings faced by HEPs before; hence these guidelines is also intended to minimise the uncertainties and as such reduce the unwarranted situations where applications from HEPs do not meet the requirements of The Committee and The Board.

These guidelines outline the entire accreditation structure and framework and emphasise the aims, procedures, basis and criteria as well as the administrative requirements. The basis and criteria for accreditation has been significantly enhanced to provide a more holistic approach to accreditation and includes core values and rationale.

I would like to thank the Accreditation Committee for their tireless effort, commitment and dedication in producing these guidelines for the betterment of the accreditation process. I would also like to thank the HEPs for working together with The Board of Valuers, Appraisers, Estate Agents and Property Managers to elevate the real estate profession in Malaysia in order to achieve greater recognition, credibility and respect.

**Sr Abdul Razak Bin Yusak**  
**President**  
**BOARD OF VALUERS, APPRAISERS,**  
**ESTATE AGENTS AND PROPERTY MANAGERS**

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## ABBREVIATIONS AND GLOSSARY

### TERMS AND ABBREVIATIONS

<b>AC</b>	Accreditation Committee
<b>Act</b>	The Valuers, Appraisers, Estate Agents & Property Managers Act 1981 (Act 242)
<b>APEL</b>	Accreditation of Prior Experiential Learning
<b>BOVAEP</b>	Board of Valuers, Appraisers, Estate Agents and Property Managers
<b>BM</b>	BOVAEP Meeting
<b>CPA</b>	Cognitive, Psychomotor and Affective
<b>CQI</b>	Continual Quality Improvement
<b>EP</b>	Evaluation Panel
<b>FA</b>	Full Accreditation
<b>HEP</b>	Higher Education Provider
<b>HoD</b>	Head of Department
<b>JTC</b>	Joint Technical Committee
<b>LPEPH</b>	Lembaga Penilai, Pentaksir, Ejen Harta Tanah dan Pengurus Harta
<b>MOHE</b>	Ministry of Higher Education
<b>MQA</b>	Malaysian Qualifications Agency
<b>PA</b>	Provisional Accreditation
<b>PSD</b>	Public Services Department
<b>RPGT</b>	Real Property Gains Tax
<b>SPM</b>	Sijil Pelajaran Malaysia
<b>STPM</b>	Sijil Tinggi Persekolahan Malaysia

### GLOSSARY

Accreditation                      A formal recognition that a master’s degree, bachelor’s degree or diploma programme has attained the quality standards set by BOVAEP and MQA.

Accreditation Report                      Accreditation Reports prepared by the AC are:

- a) Provisional Accreditation Report is prepared based on document submission (prior to a verification visit, if any). This would lead to a provisional approval of the programme;
- b) Final Accreditation Report is prepared based on findings from accreditation visit and/or verification visit (if any) and which would subsequently lead to a full approval.



Contact Hours	The number of hours a student is in contact with teaching staff during lectures, tutorials, lab sessions and seminars.
Credit Hours	The number of hours allocated for each subject or course throughout a term or semester.
Courses	Courses are components of a programme. The term is used interchangeably with subjects, units and modules.
Higher Education Provider	University, Institute or College offering Real Estate or related programmes.
Joint Technical Committee	The establishment of a committee between MQA and BOVAEP, comprised of academicians and real estate professionals, to oversee the accreditation of academic programmes that meet a set of criteria and standards and are offered by a Higher Education Provider(s).
Notional Hour	The estimated learning time taken by the 'average' student to achieve the specified learning outcomes of the course unit or programme. Therefore, it is not a precise measure but provides students with an indication of the amount of study and degree of commitment expected.
Probationary Estate Agent	Any eligible person who wishes to be registered as an Estate Agent and have the necessary Authority to Practice must first complete his or her probationary period.
Probationary Member	The Register of Probationary Valuers, Probationary Estate Agents and Probationary Property Managers kept under section 14(1)(b).
Probationary Property Manager	Any eligible person who wishes to be registered as a Property Manager and have the necessary Authority to Practice must first complete his or her probationary period.
Probationary Valuer	Any eligible person who wishes to be registered as a Valuer and have the necessary Authority to Practice must first complete his or her probationary period.

Programme	An arrangement of structured courses for a specified duration and learning volume to achieve the stated learning outcomes leading to an award or formal qualification.
Register	A Register of Valuers, Appraisers, Estate Agents and Property Managers kept and maintained by BOVAEP under section 14 of the Act. It also includes the Register of Probationary Valuers, Probationary Estate Agents, Probationary Property Managers and firms.
Registered Estate Agent	A person whose name has been entered under Part III of the Register and to whom the authority to practice has been issued by the Board under section 16.
Registered Property Manager	A person whose name has been entered under Part IV of the Register and to whom the authority to practice has been issued by the Board under section 16.
Registered Valuer	A person whose name has been entered under Part I of the Register and to whom the authority to practice has been issued by the Board under section 16.
Real Estate Programmes	A formal programme of study in the fields of Valuation / Property Management / Real Estate Agency / Real Estate Investment and Finance / Real Estate Development and any related fields.
The Board	Refers to BOVAEP.
The Fund of the Board	The payment for professional and other services required by and rendered to the Board, as promulgated in Section 12(2)(b) of Valuers, Appraisers, Estate Agents and Property Managers Act 1981 (Act 242) & Rules.

# **SECTION 1: AN OVERVIEW**

## **1.1 INTRODUCTION**

The Board of Valuers, Appraisers, Estate Agents and Property Managers (BOVAEP) or the Lembaga Penilai, Pentaksir, Ejen Harta Tanah dan Pengurus Harta (LPEPH) is a regulatory body responsible for accrediting all real estate programmes offered by Malaysian and overseas Higher Education Providers (HEP).

Accreditation serves as the baseline requirement for real estate professionals to register with BOVAEP under the Act. BOVAEP has a duty to ensure that the quality of real estate education / programmes of its registered members attain standards in line with global practice. Hence, the necessity to accredit the real estate programmes offered by HEP.

These accreditation guidelines outline the authority and criteria for accreditation procedures for real estate programmes to be accredited. It sets out the procedures, criteria and documentation for submission, assessment and verification visit.

## **1.2 AUTHORITIES RELATED TO ACCREDITATION**

In accordance with the Valuers, Appraisers, Estate Agents and Property Managers Act 1981 (Act 242) & Rules, there shall be established a board to be called BOVAEP which shall be a body corporate with perpetual succession and a common seal and which may sue and be sued.

### **1.2.1 The Functions of BOVAEP are:**

- i. to keep and maintain a Register of members (Valuers, Appraisers, Estate Agents and Property Managers), Register of Probationers and Register of Firms;
- ii. to approve or reject applications for registration under this Act or to approve any such application subject to such conditions and restrictions as it may deem fit to impose;
- iii. to hold disciplinary proceedings in accordance with Part VII of the Act;
- iv. to hold or cause to hold the examination for persons who desire to qualify themselves for registration under the Act;

- v. to prescribe from time to time with the approval of the Minister, the fees payable under this Act including the scales of fees to be charged by registered valuers, appraisers, estate agents or property managers for professional advice or services rendered;
- vi. to hear and determine disputes relating to the professional conduct or ethics of valuers, appraisers, estate agents or property managers or to appoint a committee or arbitrator to hear and determine such disputes;
- vii. to determine and regulate the professional conduct and ethics of valuers, appraisers, estate agents or property managers and to set standards of professional practice;
- viii. to award scholarships to persons who undertake professional courses in valuation, estate agency or property management, or any related discipline and to award grants or donations for the promotion of the profession;
- ix. to appoint members of the Board to sit on any board, committee or body formed for any purpose relating to the profession or to any related profession;
- x. to borrow or in any manner raise money for the purchase or lease of any immovable property required by the Board and to dispose of or deal with such property as the Board deems fit;
- xi. to prescribe the rule concerning the taking out of professional indemnity insurances for valuers, appraisers, estate agents or property managers against any class of professional liability;
- xii. to prescribe standards, directives, circulars or guidelines to carry out the provisions of Part III to Part VIII of the Act;
- xiii. to hold in trust the monies in a dispute between a registered valuer, appraiser, estate agent or property manager, and a client or third party in a contract for valuation, appraisal, estate agency or property management services, whenever the Board deems necessary;
- xiv. generally, to do all such acts, matters and things as are necessary to carry out the provisions of Part III to Part VIII of the Act.

- xv. the fund of the Board may be applied for the payment for professional and other services required by and rendered to the Board.

### **1.2.2 Accreditation Committee (AC)**

BOVAEP established the AC in 1992. The main function of the AC is to accredit real estate programmes from Malaysian and overseas HEP. The members of the AC consist of relevant professionals from HEP, industries and government sector appointed by the Board to ensure the relevancy of the programmes to stakeholders' needs.

### **1.2.3 Evaluation Panel (EP)**

An Evaluation Panel (EP) shall be appointed by BOVAEP. Members of the EP shall consist of representatives from both the industry and academia to provide a balanced perspective and experience in assessing programmes.

The EP will assess the programme based on the accreditation criteria outlined in these guidelines. The assessment includes the auditing and confirmation of documents submitted by the HEP but is not limited to the above.

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

The Malaysian Qualifications Agency Act 2007 assigns the responsibility for quality assurance of higher education in Malaysia to MQA. The main role of MQA is to implement the Malaysian Qualifications Framework as a basis for quality assurance of higher education and as the reference point for the criteria and standards formation qualifications. MQA is responsible for monitoring and overseeing the quality assurance practices and accreditation of national higher education.

For the professional programmes governed by the respective Boards, the Joint Technical Committee (JTC) will be formed to carry out the accreditation exercise.

### **1.2.5 Public Service Department (PSD)**

PSD or Jabatan Perkhidmatan Awam (JPA) serves as the central agency in reforming the overall public services towards greater efficiency and effectiveness in both development and human resources management that inspires confidence and trust in the civil service among the people.

## **1.2.6 The Ministry of Higher Education (MOHE)**

MOHE is the ministry entrusted with the overall strategies and planning of higher education in Malaysia. Its mission is to uphold a quality education system that develops individuals to their full potential and fulfils the country's aspirations.

## **1.3 AIMS OF ACCREDITATION**

### **1.3.1 Purpose**

The main purpose of accreditation of real estate programmes is to ensure quality graduates have adequate knowledge of both theory and practice in the real estate industry and only programmes of quality with adequate resources in the delivery are accredited.

### **1.3.2 Objectives**

The objectives of programme accreditation are to:

- i. ensure the HEP seeking accreditations for their programme meets the requirements of BOVAEP;
- ii. ensure the attributes of the graduates meet the needs of the profession and the industry;
- iii. jointly work with MQA on policy and other matters pertaining to the accreditation for the real estate education;
- iv. maintain and improve the standard and efficiency of provision and facilities of the HEP;
- v. provide guidance to students on accredited programmes in the real estate field.

### **1.3.3 Outcome**

The outcome of accreditation is expected to benefit both the HEP in terms of recognition by BOVAEP and real estate graduates. The significant benefits of accreditation are as follows:

- i. the pre-requisites for registration as a probationary member under BOVAEP.

- ii. public identification of programmes that have been accredited by BOVAEP.
- iii. quality assurance of the real estate programmes.
- iv. a basis for overseas comparability in reciprocal recognition that allows for graduate mobility abroad, for credit transfer purposes.
- v. a statement to the stakeholders on the requirements for professional real estate education and the level of resources reasonably required.
- vi. consultative feedback on the design of new programmes, modes of delivery and assistance in the promotion of innovative and good educational practice.
- vii. produce future-ready graduates in real estate profession.

#### 1.4 PROGRAMME ACCREDITATION

The AC evaluates programmes leading to the award of professional real estate qualification by HEP. BOVAEP accredits, recognises or accepts those programmes, which prepare the graduates for entry into or entry to the profession and registration with BOVAEP. There are three (3) levels of programme accreditation (refer to Table 1.1).

Table 1.1: Level of Accreditation

Level	Description
Level 1 Provisional Accreditation	The first level of accreditation for a newly offered programme that has fulfilled the specified criteria and given approval to run.
Level 2 Full Accreditation	This level is a conferment to reaffirm that the delivery of the programme has complied with the accreditation criteria set out in these guidelines.
Level 3 Re-Accreditation	This accreditation is carried out before the expiry of the full accreditation of the programme. Re-accreditation can be applied by HEP to continuously safeguard the programme by fulfilling the criteria set by BOVAEP or when there are changes in the name of the programme or the contents of the curriculum or syllabus. Re-accreditation is also to ensure that accredited real estate programmes offered by HEP are kept abreast with developments in the industry.

## **1.5 BOVAEP LIST OF ACCREDITED QUALIFICATIONS**

The BOVAEP List of Accredited Qualifications (Accredited Master's Degree, Bachelor's Degree, Diploma and Executive Diploma Programme) is accessible via BOVAEP's website. The website provides a list of accredited real estate programmes conducted by both local and overseas HEP. This information is to provide the public, funding agencies and other related stakeholders with necessary information about the accredited programmes.

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

The approved qualification will be reviewed when there are changes in the name of the programme or the contents of the curriculum or syllabus.



## **SECTION 2: ACCREDITATION PROCEDURES**

### **2.1 INTRODUCTION**

In designing the programme, the HEP is required to adhere to BOVAEP's criteria for assessment and the procedures to be followed.

All applications for accreditation must be submitted to BOVAEP in both soft copy and hard copy. The submissions must consist of the following:

- i. One (1) soft copy; AND
- ii. Two (2) BOUND copies

Details of the document required for submission are further specified in Section 3. HEP must ensure that the contents in the soft copy are in accordance to the flow/sequence of the content in bound copy.

The flow charts for the process of submission are detailed in Section 4 of these guidelines.

### **2.2 ACCREDITATION LEVELS**

There are three (3) levels of accreditation namely Level 1 (Provisional Accreditation), Level 2 (Full Accreditation) and Level 3 (Re-Accreditation). All three (3) levels of accreditation are applicable to local and overseas HEP operating locally. However, for overseas HEP operating in countries outside Malaysia, only Levels 2 and 3 are applicable.

#### **2.2.1 Level 1 – Provisional Accreditation (PA)**

Level 1 involves an application for provisional accreditation (PA) of a new programme. PA is an accreditation status granted when the plans and resource allocation (if fully implemented as planned) of a proposed programme appear to demonstrate the ability to meet the accreditation criteria as it prepares for the graduation of the first cohort of students.

The PA process begins with a thorough review of the planning, organisation, and proposed content of a programme that is in the advanced planning stages, but not yet operational. The PA pathway is the preliminary route for the accreditation process.

The HEP must submit the relevant documents to BOVAEP prior to the intake of the first cohort of students. BOVAEP shall then carry out the PA assessment that may include verification visits by the AC. Failing to comply with the requirements stipulated by BOVAEP may affect the full accreditation approval including but not limited to extension of accreditation time frame.

PA will be accorded to local or overseas HEP operating locally, subject to obtaining approvals to conduct the programme from the following agency or ministry:

- i. MOHE
- ii. MQA

### **2.2.2 Level 2 – Full Accreditation (FA)**

Level 2 involves an application for full accreditation (FA) of a programme:

- i. offered by either local or overseas HEP operating in Malaysia that has been awarded PA;
- ii. offered by overseas HEP operating in countries outside Malaysia.

The HEP which has been awarded PA is required to apply for FA **not later than SIX (6) months** before the graduation of their first intake of students.

Overseas HEP operating in countries outside Malaysia shall directly apply to BOVAEP for FA. The award of FA will only be considered for the graduating cohort.

BOVAEP shall require the HEP to furnish further information if the above submission is incomplete. If the said information is not submitted within **THIRTY (30) days** from the date of the requisition, the application shall be deemed to be withdrawn.

A FA visit will be conducted upon the receipt of complete documents and payment for fees.

### **2.2.3 Level 3 – Re-Accreditation**

Level 3 involves an application for re-accreditation of a programme that has been awarded FA.

Application for re-accreditation must be submitted **not later than SIX (6) months** before the expiry date of the FA.

As in Level 2, BOVAEP will require the HEP to furnish further information if any submission is incomplete. If the said information is not submitted within **THIRTY (30) days** from the date of request, the application shall be deemed to be withdrawn.

A re-accreditation visit will be conducted upon the receipt of complete documents and payment of fees.

## 2.3 VERIFICATION VISIT

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

## 2.4 DECISION BY BOVAEP

### 2.4.1 Accreditation Status

Based on the document assessment report of the accreditation and/or verification visit report, BOVAEP may decide and recommend the following:

- i. provisional accreditation; or
- ii. full accreditation; or
- iii. re-accreditation; or
- iv. to decline or withdraw accreditation.

Only graduates from programmes that have been awarded FA are eligible for registration as probationary members with BOVAEP.

The HEP **MUST** apply for separate accreditation for a similarly accredited programme intended to be conducted at a different location or via a different mode of teaching and learning.

BOVAEP may conduct verification visits as and when necessary.

### 2.4.2 Duration of Accreditation

BOVAEP will decide on the accreditation period based on the accreditation status accorded as follows in Table 2.1

Table 2.1: Duration of Accreditation

Accreditation Status	Period of Validity of the Accreditation Status
Provisional Accreditation	Until the HEP is awarded full accreditation
Full Accreditation	Between 3 to 5 years
Re-Accreditation	Between 3 to 5 years

### **2.4.3 Conditions of Accreditation**

A programme may be granted accreditation subject to conditions that can be both precedent and subsequent to accreditation. BOVAEP may withdraw or reject an accreditation where conditions specified are not fulfilled.

### **2.4.4 Publication of Accreditation Status**

The list of accredited programmes is published on BOVAEP's website.

### **2.4.5 Appeals**

Any appeal must be made in writing to BOVAEP **within THIRTY (30) days** from the date of BOVAEP's decision on an accreditation status. The decision of BOVAEP on any appeal is **FINAL**.

## **2.5 FEES AND COSTS**

Fees and other costs incurred for accreditation shall be borne by the HEP (Refer to Appendix A1-A3).

Other costs refer to all travelling costs (including land transport), accommodation, subsistence and other related costs for the visit in addition to the fees.

## **SECTION 3: BASIS AND AREAS FOR ACCREDITATION**

### **3.1 INTRODUCTION**

This section specifies the basis and criteria for accreditation. The criteria for accreditation are detailed to ensure a comprehensive understanding of the requirements and the factors or evidence that will be examined during the accreditation assessment.

### **3.2 BASIS AND AREAS FOR ACCREDITATION**

Each application for accreditation will be assessed on its own merits. BOVAEP considers the Real Estate programme for accreditation at the request of the HEP offering the said programme. For a programme to be accredited, all pathways available to students for its completion must be included in the assessment and they must meet BOVAEP's criteria.

However, much of this detail may need to evolve in order to reflect experiences with ongoing developments in education and in keeping pace with the dynamic real estate environment.

The basis for accreditation will be on the following seven (7) key areas:

- General Information
- Area 1 - Programme Development and Delivery
- Area 2 - Assessment of Student Learning
- Area 3 - Student Selection and Support Services
- Area 4 - Academic Staff
- Area 5 - Educational Resources
- Area 6 - Programme Management
- Area 7 - Programme Monitoring, Review and Continual Quality Improvement

### **3.3 GENERAL INFORMATION**

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

### **3.3.1 Particulars of HEP**

The following particulars shall be provided for a programme offered at branch campuses or twinning arrangement and the like:

- i. Name, address, telephone number and email address
- ii. Faculty responsible for programme
- iii. Head of Faculty/School; Qualification
- iv. Levels of a programme conducted by the real estate department
- v. Other departments/programmes under the Faculty

### **3.3.2 Particulars of Programme**

The following particulars shall be provided:

- i. Title of the programme
- ii. Programme philosophy, aims and objectives
- iii. Qualifications awarded upon completion (Degree or Diploma) and abbreviation
- iv. Programme structure, mode and duration
- v. Credit hours
- vi. Proposed date of commencement for the new programme, year of the first intake of the programme and/or year of major revisions
- vii. Annual academic calendar
- viii. Any sub-sets or variants of the programme to be treated separately for accreditation purposes
- ix. Identification of the core areas of the programme, essential supporting subjects and any optional elements, i.e. detailed information on all subjects taught in the programme.

### **3.3.3 Programme Outcomes**

Graduates from an accredited real estate programme should possess the knowledge, understanding and skills related to the real estate profession.

## **3.4 AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY**

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

### **3.4.1 Statement of Educational Objectives of Academic and Learning Outcomes**

- i. The programme can only be considered after a need assessment has indicated a necessity for the programme to be established (applicable for Provisional Accreditation only).
- ii. The programme must define its educational objectives and learning outcomes in compliance with the standards and criteria.
- iii. The Programme Educational Objectives (PEO) and Programme Learning Outcomes (PLO) must be consistent with and supportive of the vision and mission of the HEP.
- iv. The PLO must define the competencies that the trainee should demonstrate on completion of the programme. These competencies must be consistent with those that are specified in these documented guidelines, ie. Accreditation Guidelines for Real Estate Programmes.
- v. The PLO must be aligned to the PEO.
- vi. The PEO and PLO must be periodically reviewed in consultation with the relevant stakeholders.

### **3.4.2 Programme Development: Process, Content, Structure and Teaching Learning Methods**

- i. The HEP must have sufficient autonomy to design the curriculum and allocate resources necessary for its implementation in achieving the learning outcomes. BOVAEP does not seek to be prescriptive in terms of programme structure and content. It positively welcomes a diversity of provision.
- ii. The HEP, with appropriate expertise, skills and resources are therefore encouraged to design programmes to their particular strengths and specialization, which will allow for greater differentiation, relevant innovative programme developments and a reasonable variety of approaches. New programmes will continue to be considered based on their merits.
- iii. The teaching and learning method must be of 'face to face' contact on either a full-time or part-time study. Online distant learning as a mode of study is not eligible for accreditation.
- iv. The HEP must have an appropriate process by which the curriculum is established.

- v. The HEP must consult relevant stakeholders in the development of the curriculum.
- vi. The structure of the programme must comply with Table 3.1:

Table 3.1 – Real Estate Programme Structure

Programme	Mode of Study	Minimum Duration (Year)	Credit Hour (Minimum)	Remark
Master's Degree	Full Time	1	40	Equivalent to MQA's requirement.
	Part-Time	>1	40	
Bachelor's Degree	Full Time	3	120	
	Part-Time	>3		
Diploma	Full Time	2	90	
	Part-Time	>2		
Note: One (1) credit hour is equivalent to 40 notional hours				

- i. The learning outcomes must include cognitive, psychomotor and affective (CPA) competencies that are appropriate to the needs of the nation.
- ii. Curriculum content must fulfil the requirement so that the graduate will acquire the generic attribute and achieve the programme objectives. Accordingly, a real estate programme should have the following list of courses (refer to Table 3.2 & 3.3).
- iii. The minimum face-to-face lecture hour is 10 hours for each subject/course.



Table 3.2 Courses of a Real Estate Programme

Courses	List of Courses	Bachelor's Degree	Diploma
Main Components (Core Courses)	1. Valuation		
	i. Principles of Valuation	•	•
	ii. Applied Valuation	•	
	2. Property Management		
	i. Building Technology	•	•
	ii. Building Maintenance and Service		
	iii. Property Management	•	
	3. Estate Agency		
	i. Real Estate Marketing	•	•
	ii. Real Estate Agency Practice	•	•
	4. Economics		
	i. Principles of Economics	•	•
	ii. Land Economics	•	•
	iii. Property Development Economics	•	
5. Law			
i. Introduction to Law	•	•	
ii. Laws Relating to Property	•	•	
iii. Property Taxation	•	•	
6. Professional Practice		•	•
7. Accounting		•	•
8. Property Investment & Finance		•	
9. Urban Planning		•	•
Broad-Based Knowledge Courses (Programme Elective Courses)	1. Soft skills (e.g. communication and report writing skills) and tools (e.g. information technology) appropriate to the discipline of study.	•	•
	2. Practical Training: A minimum period of three (3) to six (6) months of such exposure is compulsory and credit hours shall be included in the calculation of the final grade (e.g. CGPA).	•	•
	3. Any other courses or fields deemed Appropriate (eg: Data Science, Prop Tech, Environmental Social and Corporate Governance, Islamic Real Estate, etc.).	•	•

The HEP should establish mechanisms to access current information and to identify up-to-date topics of importance for inclusion in the curriculum and its delivery for example through the use of the latest technology and through global networking.

Table 3.3: Courses for Master Degree of Property Management Programme  
(For Non-Real Estate Degree Entry)

<b>STRATEGIC (6 Courses)</b>	<b>TECHNICAL (3 Courses)</b>	<b>OPTION / ELECTIVE (5 Courses)</b>
<p><b>1. Fundamentals of Property Management and Valuation:</b> Approaches of valuation, bases of value, valuation, process, principles and practice of property management, property management plan, risk and insurance.</p>	<p><b>1. Tenancy Management and Marketing:</b> Principles of marketing, marketing strategies, advertising, tenants' mix, occupancy and retention strategy, lease and tenant management, rental reviews.</p>	<p><b>1. Facilities Management:</b> Property security and safety, space planning management, theories and practice of facilities management, property asset management, the functional and economic performance of an asset, life cycle costing and cost-benefit analysis.</p>
<p><b>2. Property Management Practice and Ethics:</b> Act 242 and Rules, Property Management Standard and guidelines.</p>	<p><b>2. Building Technology and Services:</b> Principles of building construction, site preparation and layout, Earthwork activities, building construction elements: foundation, structures, floor, walls and roofs, technique and systems used in construction, building performance, types of building services equipment, heating and cooling, lighting, energy supply, on-site power generation, building management systems, water supply and waste systems, fire safety, vertical transportation and building services for high-performance buildings, energy efficiency.</p>	<p><b>2. Corporate Real Estate:</b> Strategic asset management, corporate property policies, performance measurement.</p>

<p><b>3. Property Management Law:</b> Tort and Contract, Strata Title Act 1985, (must include share unit formula), Strata Management Act 2013.</p>	<p><b>3. Building Maintenance and Pathology:</b> M&amp;E equipment, maintenance and refurbishment implications, repair and maintenance, material structures, procurement, maintenance operation, maintenance procedures, maintenance schedule, preventive and corrective maintenance, building maintenance work, building maintenance team, Introduction to building pathology, Sick Building Syndrome (SBS), Indoor Air Quality (IAQ), thermal comfort, equipment used, the impact of dampness and condensation, timber infestation and decay, leak, concrete failure and flood damage, advanced inspection techniques.</p>	<p><b>3. Human Behaviour in Property Management:</b> <b>Client care</b> Customer relationship management, negotiation skills, dispute resolution, crisis management, case study.</p>
<p><b>4. Accounting and Financial Management:</b> Accounting and budgeting, cash flow statements, goals and function of financial management, financial analysis, financial forecasting, operating and financial leverage, working capital and the financing decision, current asset management, sources of short-term financing.</p>	<p>-</p>	<p><b>4. Information Technology and Software for Property Management:</b> Artificial Intelligence (AI), BIM, Internet of Things (IoT).</p>
<p><b>5. Property Law and Taxation:</b> National Land Code 1965, Town and Country Planning Act 1976, Local Government Act 1976, Housing Development Act 1966, Uniform Building By-Laws 1984, Real Property Gains Tax Act 1976, Stamp Act 1949, Income Tax Act 1967.</p>	<p>-</p>	<p><b>5. Integrated Project:</b> Test of Professional Competence (TPC) Practical Task.</p>

<p><b>6. Property Economics and Investment:</b>  Economic principles and concepts - microeconomics/ macroeconomics, real property characteristics: the nature and characteristics of real property, urbanisation and urban development, new models for urban development, externalities (demographic change, sustainability), property investment and performance, property portfolios, international property vehicles.</p>	-	-
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### 3.4.3 Programme Delivery

- i. The HEP must take responsibility to ensure the effective delivery of the programme.
- ii. Students must be provided with the current documented information about the aims, outline, learning outcomes, and methods of assessment of the programme.
- iii. The programme must have an appropriate coordinator and a team of academic staff (e.g. programme committee) with adequate authority and responsibility for the effective delivery of the programme.
- iv. The programme team must have access to adequate resources to implement teaching and learning activities and conduct programme evaluations for quality improvement.
- v. The HEP must provide students with a conducive learning environment.
- vi. The HEP must encourage innovations in teaching, learning and assessment.

## 3.5 AREA 2: ASSESSMENT OF STUDENT LEARNING

### 3.5.1 Assessment Method

- i. The frequency, methods, and criteria of student assessment including the grading criteria and appeal policy must be documented and communicated to students at the commencement of the programme.

- ii. Assessment methods may include course-content examinations; project reports, self, peer, and mentor assessments of performance, student portfolios and journals, professional interviews of graduating students, and other appropriate means. It is important that students be required to perform in at least one assessable situation involving major and wide-ranging challenges, drawing on knowledge and capability from different courses areas.
- iii. The composition of formative assessment must consist of at least **two (2)** assessment methods as stated in (ii).
- iv. The total assessment comprises formative and summative assessments. Formative assessment must comprise the following:
  - a) For the degree and master programmes, the formative assessment must be between 40% and 60% of the total assessment.
  - b) For the diploma programme, the formative assessment must not be less than 50% of the total assessment.
- v. All core courses must have at least 50% passing mark in examination assessment.
- vi. The implementation of assessment must be blended within the courses offered.
- vii. It is important that the HEP be proactive in seeking external advice and experience and be willing to make known their own practice that has proven to be effective.
- viii. The assessment system must ensure that each individual graduate has met the programme requirements in full. More broadly based and longer-term assessments are also important and are tested under quality management systems.
- ix. Changes to student assessment methods must follow established procedures and regulations and be communicated to students prior to their implementation.

### **3.5.2 Management of Student Assessment**

- i. The HEP and its academic staff must have an adequate level of autonomy in the management of student assessment.
- ii. There must be mechanisms to ensure the security of assessment documents and records.

- iii. Results of an assessment must be communicated to the student within a reasonable time frame after endorsement by the relevant authority.
- iv. The HEP must have an appropriate mechanism to address cases of academic plagiarism.
- v. The HEP must periodically review the management of student assessment and act on the findings of the review.
- vi. The HEP must ensure enough exposure is given to the students by inviting professional practitioners as guest speakers in the relevant module of courses.

### 3.5.3 External Examiner

The HEP must employ a mechanism for external examiners to be included in the vetting of the final year examination of core courses.

The HEP must appoint at least one (1) full time external examiner from the following:

- a. who is an experienced practising **Registered Valuer** from the private or public sector and possess a minimum qualification of a bachelor's degree accredited by BOVAEP for the bachelor's degree/master's degree programme.
- b. who is an experienced practising **Registered Property Manager** from the private or public sector and possess a minimum qualification of a bachelor's degree in real estate or master degree in Property Management accredited by BOVAEP for the master's degree of Property Management programme.
- c. who is an experienced practising **Registered Valuer or Registered Estate Agent** from the private or public sector and possess a minimum qualification of a bachelor's degree accredited by BOVAEP for the diploma programme.
- d. who is an **academician** in the related field and also a **Registered Valuer** for the bachelor's degree/master's degree programme; or **Registered Valuer or Registered Estate Agent** for the diploma programme.

The external examiner(s) report shall be included in the documentation to be submitted for the accreditation.

### 3.6 AREA 3: STUDENT SELECTION AND SUPPORT SERVICES

#### 3.6.1 Student Selection

- i. The programme must have a clear policy on criteria and processes of student selection.
- ii. The entry requirements and the minimum number of credits required are given below in Table 3.4.

Table 3.4 – Real Estate Programme Entry Requirement

Category of Student	Master's Degree	Bachelor's Degree	Diploma
Local Students	<p>A Bachelor's Degree with good honours from a higher learning institution</p> <p><b>AND</b></p> <p>A minimum of 1 year of relevant working experience related to Property Manager's Practice</p>	<p>Pass Sijil Tinggi Persekolahan Malaysia (STPM) with at least Grade C (CGPA 2.00) in three (3) subjects or equivalent.</p> <p><b>OR</b></p> <p>Pass Matriculation programme under the Ministry of Education Malaysia with a minimum CGPA of 2.00 or equivalent</p> <p><b>OR</b></p> <p>Pass Foundation studies or equivalent</p> <p><b>OR</b></p> <p>*Possess Diploma or any other equivalent qualification recognized by the Ministry of Education Malaysia.</p> <p><b>OR</b></p> <p>Certificate of APEL A issued by MQA</p>	<p>Minimum of three (3) credits in Sijil Pelajaran Malaysia (SPM) or equivalent</p> <p><b>OR</b></p> <p>Certificate of APEL A issued by MQA</p>

International Students		A-Level or equivalent as recognised by the Ministry of Education, Malaysia.	-
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- iii. Students admitted to a bachelor's degree programme based on their Diploma qualification as the entry requirement, shall be allowed for the transfer of credits of the relevant subjects/courses offered in the first year of the programme and subject to a maximum of 30% of total credit transfer.
- iv. Student enrolment must be commensurate with the capacity of the HEP to effectively deliver the programme.
- v. The criteria and processes of student selection must be transparent and objective.
- vi. There must be a clear policy on student selection and appropriate mechanisms for appeal.
- vii. The admission policy for the programme must be monitored and reviewed periodically to continuously improve the selection process.

### **3.6.2 Student Support Services**

- i. Students must have access to appropriate and adequate support services.
- ii. There must be a designated administrative unit responsible for planning and implementing student support services.
- iii. An effective induction programme must be made available to students and it should be evaluated regularly.
- iv. Counselling must be provided by an adequate number of qualified staff where issues pertaining to counselling remain confidential.
- v. The HEP must have clearly defined and documented processes and procedures in handling student disciplinary cases including plagiarism.
- vi. There must be a grievance mechanism for students to make appeals on academic and non-academic matters.
- vii. Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.



- viii. There must be mechanisms that actively identify and assist students who are in need of academic support.

### **3.6.3 Student Representation and Participation**

- i. There must be programmes to encourage active student participation in matters relating to their interests and welfare.
- ii. Students' rights and responsibilities must be acknowledged, clearly documented, and made known to them.
- iii. There must be adequate student representation and organization at the institutional and faculty levels.
- iv. Students should be facilitated to develop linkages with external stakeholders. They should be encouraged to participate in activities to gain skills in preparation for future employment/work.
- v. Student activities and organizations should also be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and nation-building.

### **3.6.4 Alumni**

- i. The HEP must foster active linkages with its graduates to improve the programme.
- ii. The HEP must involve the alumni to play a role in the development, review and continuous improvement of the programme. It also prepares the students for their future professional undertakings through linkages with industry and members of the profession.

## **3.7 AREA 4: ACADEMIC STAFF**

### **3.7.1 Recruitment and Management**

- i. The HEP must have a clearly defined plan for its human resource needs.
- ii. The HEP must have a clear and documented recruitment policy for their academic and support staff. As a general rule, the academic staff should obtain postgraduate qualifications. However, staff with first degree and wide experiences in the industry and other acceptable professional qualifications is acceptable.

- iii. The Head of Department (HoD)/Head of Programme for all Real Estate programmes must be appointed from those who have the relevant qualification in real estate bachelor's degrees accredited by BOVAEP.
  - a. for Master's programme, the HoD must either possess a minimum qualification of PhD or be a Registered Valuer;
  - b. for Bachelor's programme, the HoD must either possess a minimum qualification of Master degree or be a Registered Valuer;
  - c. for Diploma programme, the HoD must either possess a minimum of a Bachelor's Degree or be a Registered Valuer.
- iv. The academic staff must be sufficient in number and have the capacity to ensure the quality of the Real Estate programme and the accomplishment of its stated objectives and outcomes:
  - a. All master's degree programmes must employ at least one (1) Registered Valuer or Registered Property Manager as a full-time teaching staff member.
  - b. All bachelor's degree programmes must employ at least one (1) Registered Valuer as a full-time teaching staff member.
  - c. All diploma programmes must employ at least one (1) Registered Valuer or Registered Estate Agent as a full-time teaching staff member.
- v. The academic staff to student ratio should be as follows:
  - a. For all master's degree programmes, the academic staff to student ratio should not exceed 1:15.
  - b. For all bachelor's degree programmes, the academic staff to student ratio should not exceed 1:15.
  - c. For all diploma programmes, the academic staff to student ratio should not exceed 1:20.
- vi. The ratio for full-time academic staff to part-time academic staff for master's degree, bachelor's degree and diploma programme shall be maintained at 60:40. In both cases, the staff should be employed on a continuous basis.
- vii. In determining the capabilities of the academic staff, evidence will be sought in such areas as qualifications within the real estate industry, along with practice and education involvement and participation in professional development opportunities and programmes.

- viii. All subjects must be taught by academicians qualified in the specific fields. The academicians must have a minimum of one (1) higher-level academic qualification. For private HEP, a relevant teaching permit must be obtained.
- ix. The HEP is encouraged to engage part-time or sessional staff who are practising professionals in Real Estate programmes, in addition to full-time academic staff. There must be adequate arrangements for the supervision and guidance of both regular and sessional staff.
- x. There must be evidence that the number of academic staff and teaching loads are optimal to permit adequate interaction with students. This will also support the range of learning experiences offered where opportunities are adequately provided to teaching staff for professional engagements outside of teaching. Arrangements for workload management should support these objectives.
- xi. The HEP must have sufficient academic staff and facilities to provide adequate levels of student counselling, support services, and interaction with relevant stakeholders such as employers and graduates.
- xii. The policy of the HEP must reflect an equitable distribution of responsibilities among the academic staff.
- xiii. 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.
- xiv. The HEP should have active national and international linkages to provide for the involvement of well-renowned academicians and professionals in order to enhance the teaching and learning of the programme.

### **3.7.2 Service and Development**

- i. The HEP must have policies addressing matters relating to service, professional development and appraisal of the academic staff.
- ii. The academic staff must be given sufficient autonomy to focus on areas of his/her expertise.
- iii. The HEP must have a clearly stated policy on conflict of interest, particularly in the area of private practice, multiple employment and private consultancy services.

- iv. The HEP must have clearly defined and documented processes and procedures in handling disciplinary cases involving the academic staff.
- v. The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for purposes of quality improvement.
- vi. The HEP must have a staff development programme, particularly for new academic staff including mentoring and formative guidance.
- vii. The HEP must provide opportunities for the academic staff to participate in professional, academic, conference and other relevant activities, nationally and internationally and where relevant, for them to obtain professional qualifications to enhance the teaching-learning experience.

### **3.7.3 Support Staff**

- i. There should be sufficient support staff for teaching and learning purposes.
- ii. The administrative staff of the HEP must be appropriately qualified, technically competent and sufficient in numbers to support the implementation of the programme and related activities.
- iii. The administrative staff must include the registrar, Information and Communications Technology personnel, financial officer, receptionist and others. The HEP must conduct a regular performance review of the programme's administrative staff.

## **3.8 AREA 5: EDUCATIONAL RESOURCES**

### **3.8.1 Physical Facilities**

- i. The programme must have sufficient and appropriate physical facilities and educational resources such as facilities for practical and clinical teaching to ensure its effective delivery.
  - Educational resources include a lecture hall/auditorium, tutorial room, seminar room, computer laboratory and strong room.
  - General facilities include a cafeteria, toilet, locker rooms, storerooms, surau, students' common room, sports facilities and students' accommodation.

- ii. The library or resource centre must have adequate and up-to-date reference materials and the availability of qualified staff that meet the needs of the programme while facilitating research works amongst academic staff and students. This would include provisions for appropriate computer and information and communications technology-mediated reference materials.
- iii. The computer laboratory must have an adequate number of personal computers, software packages/applications and person in charge. These are to ensure the smooth running of the programme.
- vi. The facilities available in the HEP must be user friendly to persons with special needs.
- vii. The educational resources, services and facilities must be periodically reviewed and improved upon, to maintain their quality and appropriateness for current education and training.

### **3.8.2 Research and Development**

- i. The HEP must have a policy and a programme on research and the availability of adequate facilities to sustain them.
- ii. The HEP must periodically review its research resources and facilities and take continuous appropriate action to enhance its research capabilities and to promote a conducive research environment.

### **3.8.3 Expertise in Education**

The HEP must utilise personnel with educational expertise in planning its programmes and in the development of new teaching and assessment methods.

### **3.8.4 Industrial Advisor**

To encourage the engagement of an industrial advisor for sharing the best practices and suggestions to improve the content of the programme from time to time. The industrial advisor must be a registered valuer/estate agent/property manager who is holding at least a bachelor's degree accredited by BOVAEP.

### **3.8.5 Financial Resources**

- i. The HEP must have a clear line of responsibility and authority for budgeting and allocation of resources that take into account the specific needs of the HEP.

- ii. The HEP must have clear procedures to ensure that its financial resources are sufficient and that it is capable of utilising them efficiently and responsibly. BOVAEP may request for an audited account to verify the above if necessary.
- iii. The HEP must be given sufficient autonomy to allocate resources appropriately to achieve the programme's educational objectives.

### **3.9 AREA 6: PROGRAMME MANAGEMENT**

#### **3.9.1 Approval and Review**

There must exist documented processes for programme planning, curriculum development and approval, and regular curriculum and content review, involving all academic staff. Decisions to introduce any new programmes or subjects and determination of their educational objectives must consider evidence of demand and importance.

##### **a. Programme Delivery**

The programme should be delivered and supported by the relevant faculty. It is important that students should also have substantial interaction with staff from other programmes within the said faculty or other faculties.

##### **b. Advisory Mechanism Involving Industry**

Valid preparation for a professional Real Estate programme requires interaction with the industry. The HEP must secure the active participation of relevant practising Real Estate professionals in at least one (1) programme per year in line with the programme objectives for periodic evaluation and updating of programmes and the review of graduates' performance in the employment market.

##### **c. Liaison with the Profession and Industry**

BOVAEP wishes to foster an active liaison between the HEP and members of the profession. Members may be able to provide their service through special lectures, seminars, case study materials and general information on current developments and the direction of the professional practice.

### **3.9.2 Assessment and Award Regulations**

- i. An accredited award will be a master's degree, bachelor's degree, diploma or executive diploma.
- ii. The examination covers a wide range of assessments including formal written papers, open-book examinations, multiple-choice, tests, computer-based exercises and other forms, provided the individual student is assessed at the time or point of assessment or with resources other than permitted materials and has completed within a specified period of time during which the student is under invigilation or supervision.
- iii. All re-assessments **MUST** be similar to the earlier mode of assessment.
- iv. Award regulations should define plagiarism, collusion and other forms of cheating.
- v. In accrediting a programme, BOVAEP is approving both the programme and all regulations applying to it at the time of accreditation. The HEP is required to inform BOVAEP of any institutional change to assessment regulations applying to an accredited programme. BOVAEP reserves the right to review the programme accreditation in light of such changes to the said regulations.
- vi. These principles are not prescriptive on the HEP in terms of their degree, executive diploma and diploma awarding powers but are indicative of the level of award and standard of achievement considered necessary for that award to be accepted for BOVAEP's accreditation purposes.

### **3.9.3 Management of Teaching and Learning**

- i. The HEP shall provide information and proper documentation on teaching materials, which include lecture schedules or lesson plans and the accessibility mechanism for example via the homepage, resource centre and data bank.
- ii. There should also be proper documentation and evidence on the systems for student admission, course registration, recording system of examination results, appeal, student attendance, student activities, availability of counselling services and guidelines on student discipline.
- iii. The HEP shall have an adequate management policy and procedure for intake/selection and staff development.

### **3.9.4 Programme Leadership**

- i. The leadership of the programme must be held by those with appropriate qualifications and experience, and with sufficient authority for curriculum design, delivery and review.
- ii. The HEP must establish an appropriate programme leadership other than the Dean. The criteria for their appointment and responsibilities must be clearly stated.
- iii. Mechanisms and processes must be in place to allow for communication between the programme and the HEP leadership in relation to matters such as staff recruitment and training, student admission, and allocation of resources and decision-making processes.

### **3.9.5 Academic Records**

- i. The HEP must have appropriate policies and practices concerning the nature and security of student and academic staff records.
- ii. The HEP must implement policies on the rights of individual privacy and the confidentiality of records.
- iii. The HEP should continuously review policies on the security of records including increased use of electronic technologies and safety systems.

## **3.10 AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT**

### **3.10.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement**

- i. The HEP must have clear policies and appropriate mechanisms for regular monitoring and review of the programme.
- ii. The HEP must have a dedicated Quality Assurance unit or personnel responsible for the internal quality assurance of the faculty.
- iii. The HEP must have an internal monitoring and review committee headed by a designated coordinator who is dedicated to continuously reviewing the programme. The review must involve external experts.



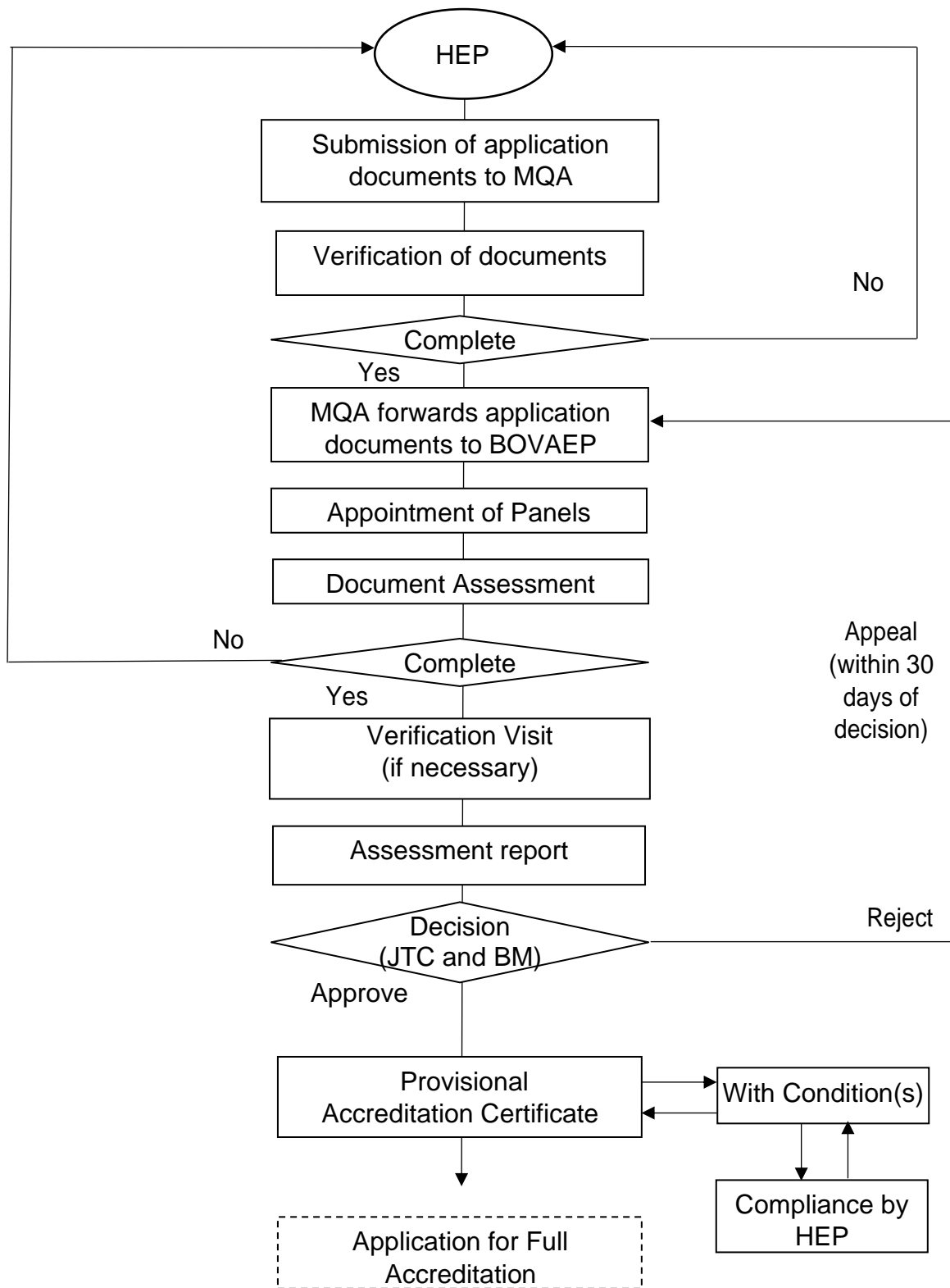
- iv. The programme evaluation must involve the relevant stakeholders whose views are taken into consideration.
- v. Lecturer and student feedback must be sought. Students must have channels for informing issues to heads of programmes before they become major problems. The faculty has mechanisms for students to provide feedback on the course delivery.
- vi. The content of the programme must be periodically reviewed to keep abreast with the scientific, technological and knowledge development of the discipline, in line with the aspirations and needs of the industry and society.
- vii. Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement.
- viii. In collaborative arrangements, the partners involved must be jointly responsible for the programme monitoring and review.
- ix. The findings of the accreditation report and assessment should be highlighted to the HEP for its attention and further action.
- x. There must be a link between the HEP's quality assurance processes and the achievement of their institutional goals.
- xi. The HEP's review system must constructively engage relevant experts (nationally and internationally) to identify areas of concern and demonstrate ways to improve the programme.
- xii. The HEP at its discretion shall make accreditation report and assessment accessible to relevant stakeholders if a need arises.
- xiii. The HEP must embrace the spirit of continual quality improvement based on prospective studies and analysis that leads to the revision of its current policies and practices, taking into consideration past experiences, present conditions, and future possibilities.

## **SECTION 4: DOCUMENTATION FOR SUBMISSION**

### **4.1 INTRODUCTION**

The HEP is to submit the application for accreditation in accordance with the attached flow chart.

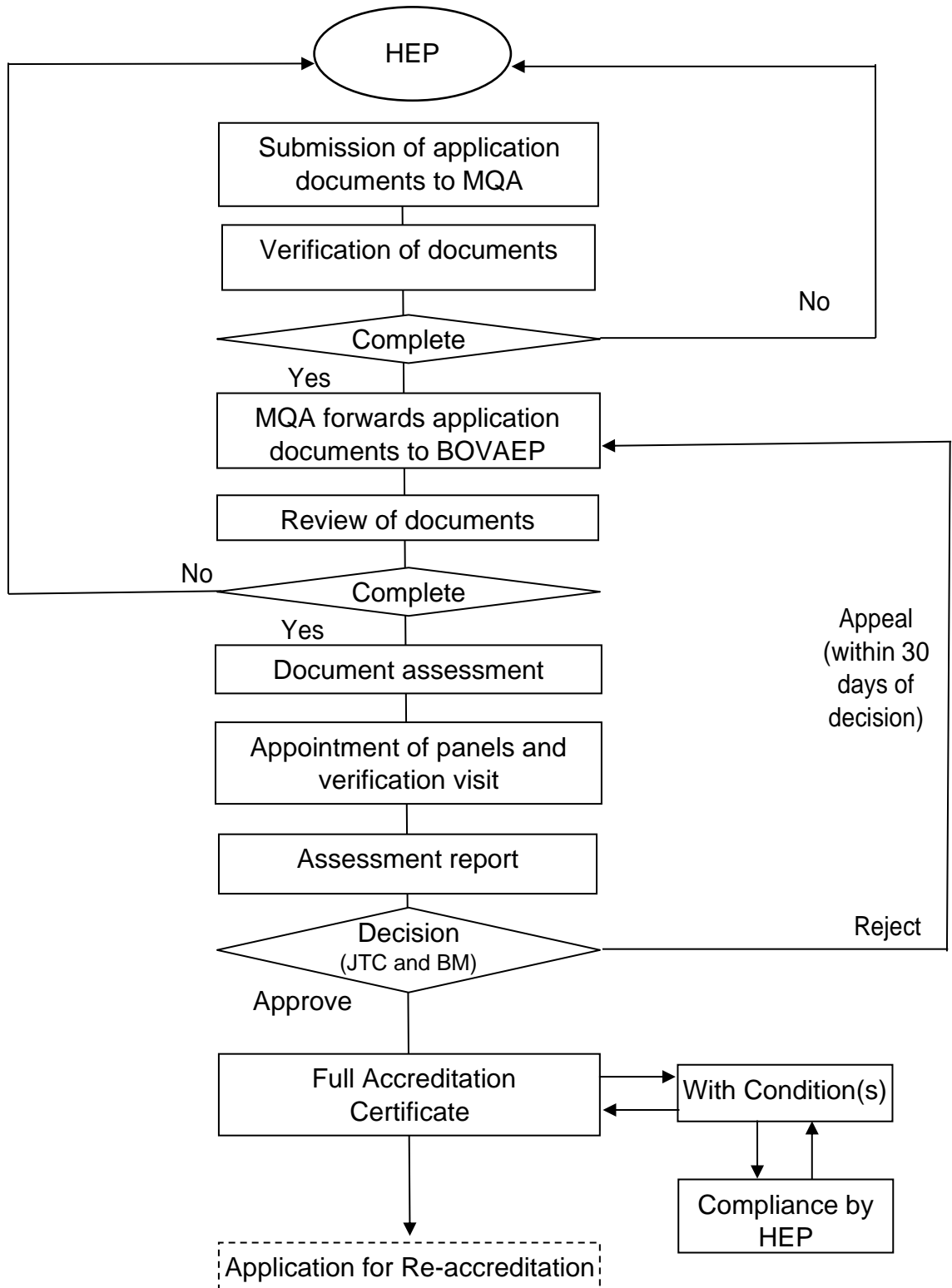
## 4.2 FLOW CHART FOR PROVISIONAL ACCREDITATION



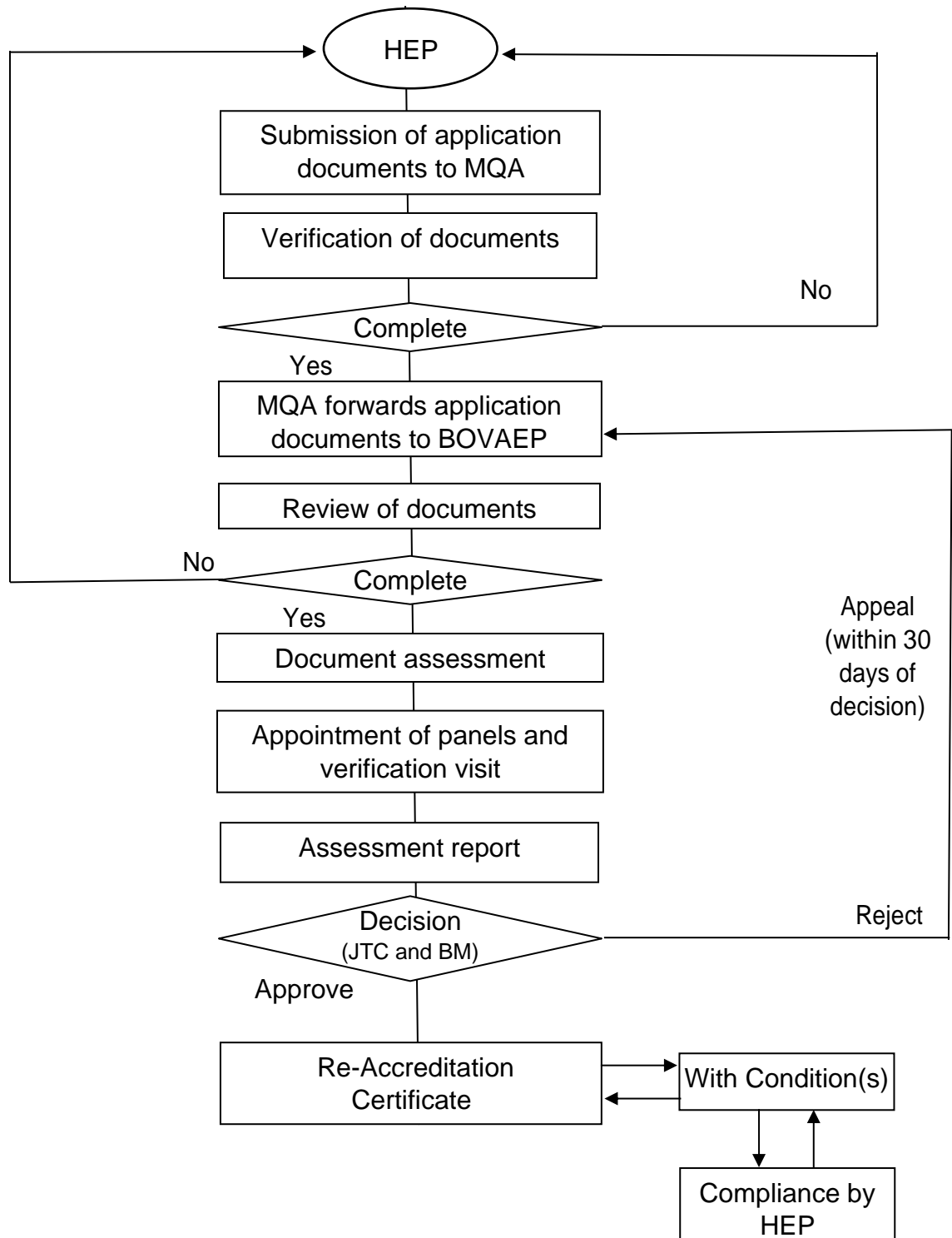
Note:

Application for provisional accreditation is **ONLY** applicable to the local or overseas HEP operating locally.

### 4.3 FLOW CHART FOR FULL ACCREDITATION



#### 4.4 FLOW CHART FOR RE-ACCREDITATION APPLICATION



## **SECTION 5: VERIFICATION VISIT AND REPORTS**

### **5.1 OBJECTIVE OF THE VISIT**

BOVAEP will conduct a visit before conferring any accreditation. The visit allows an opportunity for clarifying all aspects of the proposed programme through an in-depth assessment with the programme providers/HEP. The visit will investigate and explore any possible amendments to the programme proposal to be made or recommendations in the final accreditation report.

The visit shall include but not be limited to the following:

- i. Opening meeting with the programme administrators/HEP.
- ii. Meeting with staff members and students.
- iii. Meeting with graduating students with a detailed record of their academic achievements respectively.
- iv. Examining relevant documents.
- v. Exit meeting with the programme administrators (to note that this shall be the preliminary findings and pending accredited endorsement by BOVAEP).

### **5.2 ASSESSMENT**

BOVAEP will assess the syllabus and programme content of Real Estate programmes and the facilities, lecturers and the curriculum delivery mode of the HEP. The main task of the AC is to verify that the mechanisms and resources are appropriate for the effective delivery of the programme.

### **5.3 ACCREDITATION VISIT**

All accreditation visits will be carried out by BOVAEP upon receipt of an application for accreditation, re-accreditation purpose or as and when it deems necessary. BOVAEP shall have the liberty to decide the date and time to carry out the said visit. Notice will be given to the HEP for the visit. The visit will cover seven (7) key areas as stated in 3.2 (Basis and Area for Accreditation):

The HEP is advised to prepare all necessary documentation based on the said key criteria and sub-criteria as stated above. Adherence in preparing the said filing and documentation shall be complied with, accordingly.

## 5.4 ACCREDITATION REPORTS

Upon concluding the process of accreditation, the AC shall prepare the accreditation report to be endorsed by BOVAEP. The accreditation report outlines the AC's findings and recommendations.

## 5.5 PROGRAMME MONITORING: ANNUAL REPORT

CQI will be compulsory for all accredited programmes to ensure the standard of the programme is maintained and in accordance with the needs of BOVAEP, MQA and the industries.

The CQI exercises would normally involve a detailed examination of the Annual Programme Report by the HEP together with any other reports and documents relating to the achievements and advancement achieved by the HEP. The content of the Annual Report shall be as follows:

- i. A valid certificate of registration with the Ministry of Higher Education (MOHE).
- ii. Programme, Vision and Mission Statement.
- iii. Summary of the Programme Learning Outcome (PLO).
- iv. List of courses based on component (as stated in Table 3.2 & Table 3.3).
- v. Current Student Statistics – Enrolment and Graduation.
- vi. Teaching Loading of Academic Staff – full/part-time.
- vii. Full-Time Academician registered with BOVAEP (to include the Registrant's license number).
- viii. Proof of award of achievements (if any).
- ix. Percentage of graduate employability (GE).

The annual programme report must be submitted annually after the accreditation is obtained, not later than **three (3) months** from 31 December.

Submission of Annual Report must consist of the following:

- a) One (1) softcopy
- b) Two (2) bound copy

BOVAEP has the right without giving notice in advance to re-examine the accreditation of any programme which appears to have failed to maintain the required standards or negative reports have been lodged against any accredited programmes.

## 5.6 PRESENTATION OF DOCUMENTATION FOR SUBMISSION

The HEP shall adhere to the strict compliance of the guidelines for submission of the documents as follows:

Part A – A summary of Programme Report (the content is similar to the Annual Programme Report)

Part B – Accreditation/Re-accreditation Report

Area 1 - Programme Development and Delivery

Area 2 - Assessment of Student Learning

Area 3 - Student Selection and Support Services

Area 4 - Academic Staff

Area 5 – Educational Resources

Area 6 – Programme Management

Area 7 - Programme Monitoring, Review and Continual Quality Improvement

Part C – Related Appendices

The HEP must prepare a matrix or programme structure in accordance with the courses listed in Table 3.2.



## **APPENDICES:**

### **FEE FOR ACCREDITATION**

### APPLICATION BY LOCAL HIGHER EDUCATION PROVIDERS (HEP)

No.	Accreditation Status	Period of Validity of the Accreditation Status	Application (Document assessment)	Document assessment & verification visit (due to conditional accreditation)
1.	Provisional Accreditation (per application)	Until the HEP is awarded full accreditation. <b>*Graduates of HEP with only provisional accreditation are NOT eligible to register as valuer or estate agent or property manager.</b>	RM5,000.00	
2.	Conditional Accreditation	HEP may undertake developmental action in response to shortcomings indicated in the report and submit further documentation. If this is adjudged satisfactory, accreditation may be accorded for the balance of the period. If necessary, a visit may be scheduled to verify the result of the developmental action.		RM2,500.00
3.	Full Accreditation	Between 3 to 5 years	RM5,000.00	
4.	(a) Re-Accreditation (b) Re-Assessment	- Between 3 to 5 years - Syllabus changed not more than 30%	RM5,000.00 RM2,500.00	
5	Issuance of certificate and publication in Board's website: (a) Issuance (b) Re- Issuance		PA: RM500.00 FA: RM500.00 FA: RM250.00	

**\*Note: All travelling costs (including land transport), accommodation, subsistence and other related costs for the visits in addition to the above fee to be borne by the HEP for re-accreditation purposes.**

### APPLICATION BY FOREIGN UNIVERSITY (FU) IN OVERSEAS AND MALAYSIA

No	Accreditation Status	Period of Validity of the Accreditation Status	Application (Document assessment)	Document assessment & verification visit (due to conditional accreditation)	Full accreditation visit (Maximum of 3 working full days)	Compliance visit /Verification/ Re-accreditation visit
1.	Provisional Accreditation	Until the HEP is awarded full accreditation. <b>*Graduates of HEP with only provisional accreditation are NOT eligible to register as valuer or estate agent or property manager.</b>	USD3,000.00			
2.	Conditional Accreditation	HEP may undertake developmental action in response to shortcomings indicated in the report and submit further documentation. If this is adjudged satisfactory, accreditation may be accorded for the balance of the period. If necessary, a visit may be scheduled to verify the results of the developmental action.		USD1,500.00		
3.	Full Accreditation	Between 3 to 5 years			USD5,000.00	
4.	(a) Re-Accreditation (b) Re-Assessment	- Between 3 to 5 years - Syllabus changed not more that 30%				USD3,000.00 USD2,500.00
5	Issuance of certificate and publication in Board's website: (a) Issuance (b) Re- Issuance			PA: USD500.00	FA: USD500.00 FA: USD250.00	

**\*Note: All travelling costs (including land transport), accommodation, subsistence and other related costs for the visits in addition to the above fee are to be borne by the Foreign University.**

**APPLICATION BY INDIVIDUAL GRADUATED FROM FOREIGN UNIVERSITY (FU)  
IN OVERSEAS AND MALAYSIA**

No.	Item	Fee
1.	Application for document assessment	USD2,000

**APPLICATION BY INDIVIDUAL GRADUATED FROM LOCAL HIGHER EDUCATION PROVIDERS (HEP)**

No.	Item	Fee
1.	Application for document assessment	RM2,000

**\*Note: Submission by graduates shall not exceed 5 years from the date of convocation.**