

Area 2 : Academic Development and Management

Standard for Area 2

Formulation of Learning Outcomes

| | Standards | Sample of Documents | Abbreviation for File name |
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| 2.1.1 | The HEP must conduct needs analysis which considers market and societal demand through engagement with stakeholders. | <ul style="list-style-type: none"> • Kajian Pasaran/Needs Analysis <ul style="list-style-type: none"> - Rujukan : COL, MIDA, JobStreet • Minit Mesyuarat IAP/stakeholder dan tindakan dari minit. | <ul style="list-style-type: none"> • Kajian Pasaran • MM IAP |
| 2.1.2 | The HEP must align the learning outcomes of its programmes and courses with the Malaysian Qualifications Framework (MQF) | <ul style="list-style-type: none"> • Spesifikasi Program • SAR/SRR Program <ul style="list-style-type: none"> - Analisis pencapaian PEO - Mapping PLO kepada PEO - Mapping PLO kepada MQF • Program Standard (COPPA) (bagi program baharu yg belum mempunyai cohort graduan) <ul style="list-style-type: none"> - Mapping PLO kepada PEO - Mapping PLO kepada MQF • Annual Program Assessment Report (APAR) • Annual Program Assessment Executive Report (APAER) • Contoh Course Assessment Report (CAR) | <ul style="list-style-type: none"> • Prog Spec • SAR Kod Program • Prog Std Kod Program • APAR Kod Program • APAER • CAR Kod Kursus <p>(*Nyatakan Kod Program/Kod Kursus)</p> |

| Attainment Level | Description |
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| 1 | The learning outcomes are not aligned with the MQF and a needs analysis was not conducted through engagement with stakeholders. |
| 2 | The learning outcomes of the programmes are aligned with the MQF but the needs analysis was not conducted, and vice versa. |
| 3 | The learning outcomes are aligned with the MQF and a needs analysis was conducted through engagement with stakeholders. |
| 4 | Feedback are gathered from a wider range of stakeholders and used as an input in ensuring the currency and relevancy of the learning outcomes. |

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| 5 | The formulated learning outcomes ensure to the achievement of the programme educational objectives. |
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2.1 Curriculum Design, Delivery and Assessment

a. Curriculum structure and content

| | Standards | Sample of Documents | Abbreviation for File name |
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| 2.2.1 | The HEP must have policy on curriculum design and delivery which must be regularly reviewed and improved. The curriculum structure and content must address topics of national and international importance, taking into account the appropriate programme standards, professional and industry requirements as well as good practices in the field. | <ul style="list-style-type: none"> • Samples of Course Information • SAR/SRR Program • Course File Program (Hardcopy/ Fizikal) • Minutes of meetings and the composition of the committee involved in the review process • A sample of programme from the various faculty/school outlining its curriculum structure and content. | <ul style="list-style-type: none"> • Course Info Kod Kursus • SAR Kod Program • (Hardcopy/ Fizikal) • MM JKA • Kurikulum Kod Program |

| Attainment Level | Description |
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| 1 | The HEP does not have adequate policy on curriculum design and delivery which is not reviewed and improved. |
| 2 | The HEP reviews the policy on curriculum design and delivery but does not address the new practices. |
| 3 | The HEP has policy on curriculum design and delivery which is regularly reviewed and improved. The curriculum structure and content address topics of national and international importance, taking into account the appropriate programme standards, professional and industry requirements as well as good practices in the field. |
| 4 | The curriculum design and delivery promote a variety of delivery mode that incorporates the latest pedagogical advancement and teaching and learning technologies. |
| 5 | The HEP regularly monitors and reviews its policy on curriculum design and delivery that incorporates the development of current and future skill sets. |

b. Instructional Method

| | Standards | Sample of Documents | Abbreviation for File name |
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| 2.2.2 | The HEP must use appropriate instructional methods in a conducive learning environment to improve student learning experience. | <ul style="list-style-type: none"> • A document highlighting the various instructional methods adopted for one sample of programme from the various faculty/school <ul style="list-style-type: none"> - Electronic Penilaian Pengajaran Pensyarah (ePPP) - Course Assessment Report (CAR) - Course Information - Course File | <ul style="list-style-type: none"> - Eppp - CAR Kod Kursus - Course Info Kod Kursus - Course File (Hardcopy/ Fizikal) |

| Attainment Level | Description |
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| 1 | The HEP does not use appropriate instructional methods. |
| 2 | The HEP uses limited instructional methods in a conducive learning environment to improve student learning experience. |
| 3 | The HEP uses appropriate instructional methods in a conducive learning environment to improve student learning experience. |
| 4 | The HEP uses innovative instructional methods in a conducive learning environment to improve student learning experience in attaining the learning outcomes. |
| 5 | The HEP effectively uses state-of-the-art instructional methods in a conducive learning environment to improve student learning experience in attaining the learning outcomes. |

c. Assessment

| | Standards | Sample of Documents | Abbreviation for File name |
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| 2.2.3 | The methods of student assessment, grading criteria and the results must | <ul style="list-style-type: none"> • Buku Panduan Akademik • Prosedur Penyediaan Soalan dan Pengurusan peperiksaan pelajar Fakulti | <ul style="list-style-type: none"> • Buku Panduan Akademik • Prosedur Peperiksaan |

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| | be documented, communicated to students at appropriate schedules.. | | |
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| Attainment Level | Description |
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| 1 | The HEP does not have adequate policies and procedures regarding management and security of assessment related documents. |
| 2 | The HEP reviews policies and procedures regarding management and security of assessment related documents but does not address new requirements. |
| 3 | The HEP has clear policies and procedures regarding management and security of assessment related documents from the preparatory stage to the award of qualification results, including appeal process which are regularly reviewed and improved. The HEP provides sufficient autonomy to the relevant departments to develop and review assessment criteria and methods, comprising formative and summative components. The methods of student assessment, grading criteria and the results are documented, communicated to students at appropriate schedules. |
| 4 | The assessment system and methods are systematically documented, analysed and feedback communicated for improvements of student learning and course delivery. |
| 5 | The review of the assessment system and methods incorporates current global developments and best practices in the discipline that leads to enhancement of student learning and course delivery. |

d. Constructive Alignment

| | Standards | Sample of Documents | Abbreviation for File name |
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| 2.2.6 | The curriculum structure, content, delivery and assessment must be aligned to the learning outcomes and reviewed periodically to ensure effectiveness. | <ul style="list-style-type: none"> • Minutes of meetings to show the periodic review and deliberations of the curriculum structure, content, delivery and assessment. • The Terms of Reference and the composition of the Programme Review Committee • Analysis of the results of the assessment against the prescribed CLOs of one sample of the course from the various faculty/school <ul style="list-style-type: none"> – SAR/SRR – CAR | <ul style="list-style-type: none"> • MM JKA atau MM JKKF (Jawatankuasa Kurikulum Fakulti) • TOR JKKF <p>Analisa Dapatan Penilaian untuk perkara berikut:</p> <ul style="list-style-type: none"> • SAR Kod Program • CAR Kod Kursus • APAR Kod Program |

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| | | <ul style="list-style-type: none"> - APAR - APAER - Exit Survey - Tracer Study - Course File | <ul style="list-style-type: none"> • APAER • Exit Survey Kod Program • Tracer Study Kod Program |
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| Attainment Level | Description |
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| 1 | The curriculum structure, content, delivery and assessment are not aligned to the learning outcomes. |
| 2 | The curriculum structure, content, delivery and assessment are aligned to the learning outcomes but not reviewed periodically to ensure effectiveness. |
| 3 | The curriculum structure, content, delivery and assessment are aligned to the learning outcomes and reviewed periodically to ensure effectiveness. |
| 4 | The constructive alignment managed to create a contextually relevant and responsive teaching and learning environment. |
| 5 | The constructive alignment managed to improve student learning experience. |