PROGRAMME STANDARDS :
HALAL STUDIES

MQA
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

HDC
Halal Development
Corporation

This set of Programme Standards has been prepared to enhance the development of academic programmes in Halal Studies and to ensure the quality of graduates. With this document, higher education providers will be able to provide quality education in Halal Studies.

Programme Standards: Halal Studies
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FOREWORD

In its effort to ensure that the programmes offered by Higher Education Providers (HEPs) in Malaysia meet the acceptable level of quality, the Malaysian Qualifications Agency (MQA) has published numerous quality assurance documents such as the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Code of Practice for TVET Programme Accreditation (COPTPA), Code of Practice for Programme Accreditation Open Distance Learning (COPPA-ODL), Standards, Programme Standards (PS) and Guidelines to Good Practices (GGP). It is imperative that these documents be read together with this PS for the development and delivery of Halal Studies programmes in Malaysia.

This document outlines sets of characteristics that describe the minimum levels of acceptable practices in the Halal Studies programmes based on the quality assurance areas of COPPA 2nd Edition and COPTPA i.e., programme development and delivery, assessment of student learning, student selection and support services, academic staff, educational resources, programme management, and programme monitoring, review and continual quality improvement. Accordingly, the PS covers different levels of standards leading to the award of individual qualifications prescribed in the MQF 2nd Edition, ranging from Certificate (Level 3, MQF) to Doctoral Degree (Level 8, MQF) levels.

This document was developed with the collaboration of Malaysian Qualifications Agency (MQA), Halal Development Corporation Berhad (HDC) and Ministry of Higher Education (MOHE). It represents the significant contribution from panel members (as listed in Appendix 1) from both public and private HEPs and industry, in consultation with various HEPs, relevant government and statutory agencies, professional bodies, industry, alumni and students (as listed in Appendix 2) through stakeholders' workshops, online feedback and virtual pilot visits. Hence, the standards developed reflects national and international best practices to produce graduates who are compatible and competitive with the needs of halal industry.

The standards do not attempt to provide specific characteristics for Halal Studies programmes, particularly those related for the development of curricula and provision of educational resources. This PS document encourages diversity, and allows programme providers to be innovative in creating their own niches. HEPs should ensure that they produce graduates that meet the current and future needs of the industry and society.

MQA would like to express appreciation to all the panel members, various stakeholders for their valuable input and to all the MQA officers who have contributed to the development of this Programme Standards for Halal Studies. It is hoped that this document is beneficial to different stakeholders for the development of the competencies required in our students, both for job and higher education prospects.

Prof. Dato' Dr. Husaini Omar
Chief Executive Officer
Malaysian Qualifications Agency (MQA)
December 2020

ABBREVIATIONS

|	
APEL	Accreditation of Prior Experiential Learning
COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
COPPA-ODL	Code of Practice for Open Distance Learning
COPTPA	Code of Practice for TVET Programme Accreditation
CPD	Continuous Professional Development
DLKM	*Diploma Lanjutan Kemahiran Malaysia*
GGP	Guidelines to Good Practices
GHP	Good Halal Practices
HDC	Halal Development Corporation Berhad
HEP	Higher Education Provider
HPB	Halal Professional Board
JAKIM	*Jabatan Kemajuan Islam Malaysia*
MOOC	Massive Open Online Course
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
NEC	National Education Code
NOSS	National Occupational Skills Standard
ODL	Open and Distance Learning
OIC	Organisation of Islamic Cooperation
PLO	Programme Learning Outcomes
PEO	Programme Educational Objectives
PS	Programme Standards
SKM	*Sijil Kemahiran Malaysia*
SMIIC	The Standards and Metrology Institute for the Islamic Countries
SPM	*Sijil Pelajaran Malaysia*
STAM	*Sijil Tinggi Agama Malaysia*
STPM	*Sijil Tinggi Persekolahan Malaysia*
TVET	Technical and Vocational Education and Training
WBL	Work-Based Learning

1. INTRODUCTION

This document provides a guideline to Higher Education Providers (HEPs) on the minimum levels of acceptable practices in designing and offering Halal Studies programmes at the tertiary level in Malaysia. The aim of the Programme Standards (PS) is to ensure that students are equipped with the necessary knowledge, skills, and competencies at the respective levels as prescribed in the Malaysian Qualifications Framework (MQF) to enable them to pursue career opportunities in a variety of jobs related to halal industry. Among the possible job designations are supervisors, executives, auditors, managers, and consultants of halal related fields. In addition, graduates may also become academicians, researchers or entrepreneurs. On a wider perspective, this document is equally valuable in nurturing career path in halal industry and to a variety of stakeholders such as potential students, employers, professionals, regulatory bodies, policy makers and HEPs.

This PS adopts a holistic approach which combines theoretical and practical skills and knowledge, technology and wisdom that envisions the fulfilment of Maqasid Syariah through education in halal fields. It is targeted to create the future generations of students of science, technology, religion, engineering and management, for a civilized and responsible world citizen that are aligned with the Sustainable Development Growth 17 (SDG) (https://www.my.undp.org/content/malaysia/en/home/sustainable-development-goals/goal-17-partnerships-for-the-goals.html). The aspiration of this PS on Halal studies is to fulfil Malaysia's industries' and societal needs, at the same time offering a global attraction and appeal to other countries worldwide, on the ubiquitous opportunities of Halal education via knowledge collaborations, industries potentials and sustainable growth.

This document mainly prepares the HEPs to provide students the necessary knowledge in order for them to comprehend halal related knowledge and to enable them to adopt and develop methodologies and techniques in conducting research to innovatively solve problems related to halal areas. The aims are to create academic programmes with emphasis on applied science and technology, management and humanities, embedding Shariah requirements to produce or enhance halal products and services.

This document was developed and enhanced from the Programme Standards: Muamalat and Islamic Finance 2nd Edition (2019). Albeit the considerations of the diversity of halal studies, this PS is developed to cater for two main fields of halal: Applied Science and Management.

Figure 1 provides the description of the two fields.
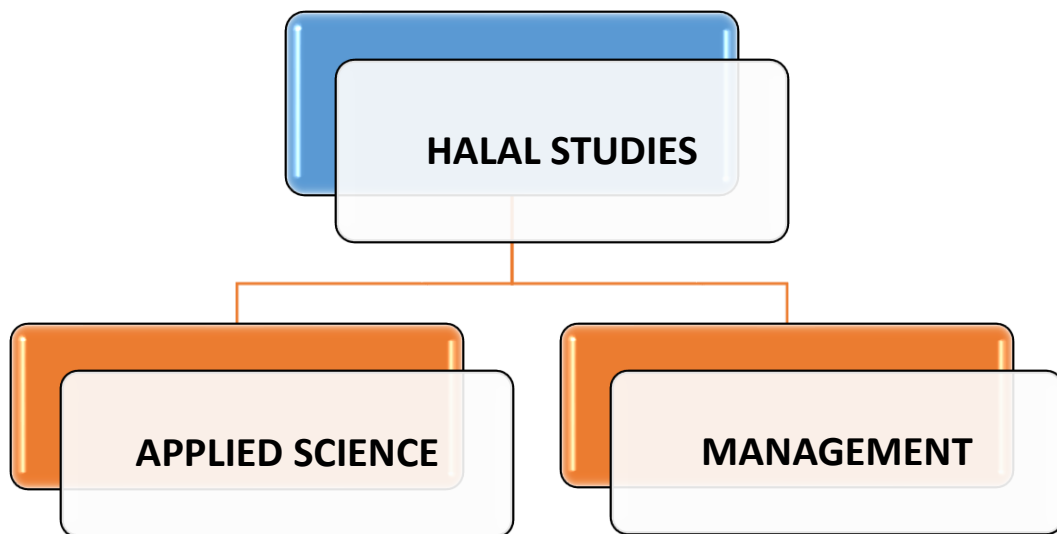
Each of the two fields includes among which the following aspects of halal:

i.   **Applied Science**: food and beverages, nutraceuticals and health supplement, consumer goods (cosmetics, personal care, etc.), slaughterhouses, pharmaceuticals, original equipment manufacturer (OEM), and medical devices.

ii. **Management**: consumer goods (cosmetics, personal care, etc.), slaughterhouses, logistics, premises, media and recreations, hospitality and tourisms, textiles, warehouse, Islamic financial products and services.

Notes:
- This list is non-exhaustive.
- Applied science may cover basic research in halal or applied research for services, food and non-food sectors.
- Management may cover the whole halal supply chain and value chain of products and services.
- Supplements may cover nutraceuticals and ergogenic products.

This Programme Standards covers all the seven quality assurance areas: (i) programme development and delivery, (ii) assessment of students learning, (iii) student selection and services, (iv) academic staff, (v) educational resources, (vi) programme management, and (vii) programme monitoring, review and continual quality improvement. This document describes the different levels of standards leading to the award of individual qualifications prescribed in the MQF based on different modes of study, that are:

- Certificate (Level 3, MQF);
- Diploma (Level 4, MQF);
- Advanced Diploma (Level 5, MQF);
- Bachelor's Degree (Level 6, MQF);
- Master's Degree (Level 7, MQF: Coursework, Mixed Mode and Research); and
- Doctoral Degree (Level 8, MQF: Mixed Mode and Research).

This document specifies the minimum requirements of the programme. HEPs are encouraged to go beyond the basic minimum and be innovative in terms of customising, organising, delivering and assessing their programmes and subject matters to meet the current and future needs of the industry, society and country. Hence, HEPs must take cognisance of the rapidly evolving subject matter and introduce effective and sustainable programme improvements.

The purpose of this document is to provide minimum requirements pertaining to the development and conduct of different levels of Halal Studies programmes within the core areas described. It is paramount that this document be read together with other quality assurance documents and policies issued by MQA and other related agencies which include but are not limited to the following:

1. The Malaysian Qualifications Framework (MQF) 2nd Edition
2. The Code of Practice for Programme Accreditation (COPPA) 2nd Edition
3. The Code of Practice for TVET Programme Accreditation (COPTPA)
4. The Code of Practice for Programme Accreditation Open Distance Learning (COPPA-ODL)
5. The Code of Practice for Institutional Audit (COPIA)
6. Relevant Standards related to halal entities, certifying bodies recognized by the Organisation of Islamic Cooperation countries and The Standards and Metrology Institute for the Islamic Countries.
7. Relevant Guidelines to Good Practices (GGP).

2. PROGRAMME DEVELOPMENT AND DELIVERY

2.1 PROGRAMME EDUCATIONAL OBJECTIVES

The programme educational objectives (PEOs) are broad statements that describe the career and professional accomplishments that the programme is preparing the graduates to achieve after they graduated.

"The quality of a programme is ultimately assessed by the ability of its graduates to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the competencies that is the practical, intellectual and soft skills that are expected to be achieved by the students at the end of the programme" (COPPA 2nd Edition, 2017).

A more detailed description of the PEO is provided under each level of study from certificate to doctoral level. It should be noted that the PEO provided describes the minimum requirement, and the HEPs may provide additional objectives where appropriate.

The PEO of each level of qualification is outlined below.

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
CERTIFICATE (Level 3, MQF)	PEO 1 - Halal practitioners having basic knowledge and able to apply Islamic concepts and principles in specific halal areas with technical competency including the use of appropriate numeracy and digital skills in solving routine industry problems. [1,2,3,6,7] PEO 2 - Halal practitioners having appropriate leadership skills and able to communicate with good interpersonal skills when interacting in work environment. [4,5,8] PEO 3 - Halal practitioners having positive attitudes, skills for lifelong learning and entrepreneurial mind-set for self and career development. [9,10] PEO 4 - Halal practitioners who are committed to ethical, professional and sustainable practices in their organization and society. [11]

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
DIPLOMA (Level 4, MQF)	PEO 1 - Halal practitioners having basic knowledge and able to apply Islamic concepts and principles in specific halal areas with technical competency including the use of numeracy and digital skills to solve problems that meet industry requirements and standards. [1,2,3,6,7] PEO 2 - Halal practitioners having leadership skills and able to communicate effectively with good interpersonal skills when interacting in work environment. [4,5,8] PEO 3 - Halal practitioners having positive attitudes, commitment to lifelong learning and entrepreneurial mind-set for self and career development. [9,10] PEO 4 - Halal practitioners who are committed to ethical, professional and sustainable practices in the organization and society. [11]
ADVANCED DIPLOMA (Level 5, MQF)	PEO 1 - Halal practitioners having broad knowledge and able to relate to emerging Islamic issues and challenges in the industry in diverse halal areas with technical competency including the use of numeracy and digital skills. [1,2,3,6,7] PEO 2 - Halal practitioners having leadership skills and responsibility while able to communicate effectively with discipline-related stakeholders. [4,5,8] PEO 3 - Halal practitioners having positive attitudes, commitment for lifelong learning and entrepreneurial mind-set within industry for self and career progression. [9,10] PEO 4 - Halal practitioners who uphold ethical, professional and sustainable practices in maintaining self and profession integrity. [11]
BACHELOR'S DEGREE (Level 6, MQF)	PEO 1 - Halal practitioners having comprehensive knowledge and able to analyse relevant or emerging Islamic issues in diverse halal areas with technical competency including the use of numeracy and digital skills to

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
	solve problems that meet industry requirements and standards. [1,2,3,6,7]
	PEO 2 - Halal practitioners having leadership skills, autonomy and responsibility while able to communicate effectively with discipline-related stakeholders. [4,5,8]
	PEO 3 - Halal practitioners having positive attitudes, commitment for lifelong learning and entrepreneurial mind-set within industry for self and career progression. [9,10]
	PEO 4 - Halal practitioners who uphold ethical, professional and sustainable practices in maintaining self and profession integrity. [11]
MASTER'S DEGREE (Level 7, MQF)	PEO 1 - Halal practitioners demonstrating mastery of knowledge, capable of adopting advance methodologies and techniques in conducting research including the use of numeracy and digital skills to innovatively solve problems related to halal areas. [1,2,3,6,7]
	PEO 2 - Halal practitioners having leadership skills, autonomy and responsibility while able to communicate effectively with diverse stakeholders. [4,5,8]
	PEO 3 - Halal practitioners having positive attitudes, commitment for lifelong learning and entrepreneurial mind-set within industry for successful career. [9,10]
	PEO 4 - Halal practitioners who uphold and defend ethical, professional and sustainable practices in maintaining self and profession integrity. [11]
DOCTORAL DEGREE (Level 8, MQF)	PEO 1 - Halal practitioners having in-depth knowledge in specific halal-related areas and capable of fostering research and development, including the use of numeracy and digital skills in creating novel solutions to problems. [1,2,3,6,7]

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
	PEO 2 - Halal practitioners who lead as well as supervise in their areas of expertise with the ability to communicate convincingly and interact effectively with diverse stakeholders. [4,5,8]
	PEO 3 - Halal practitioners having positive attitudes, commitment for lifelong learning and entrepreneurial mind-set within industry or academia. [9,10]
	PEO 4 - Halal practitioners who uphold and defend ethical, professional and sustainable practices in advancing the profession while maintaining self and profession integrity. [11]

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES

2.2 LEARNING OUTCOMES

Learning outcomes are detailed statements describing in explicit terms the achievement of learners. Assessment of the learners is to be done upon completion of a period of study.

"A programme is designed and delivered to facilitate the attainment of a set of desired learning outcomes. It starts with a clear definition of the intended outcomes that students are to achieve by the end of the programme and supported by appropriate instructional approaches and assessment mechanisms" (COPPA 2nd Edition, 2017).

The learning outcomes in Halal Studies fields should **cumulatively reflect the five clusters[1] of learning outcomes** meant to develop well-balanced individuals with a holistic set of competencies.

The five clusters of learning outcomes are:

  i.   Knowledge and Understanding;
  ii.   Cognitive Skills;
  iii. Functional Work Skills with a focus on:
        a. Practical Skills
        b. Interpersonal Skills
        c. Communication Skills
        d. Digital Skills
        e. Numeracy Skills
        f. Leadership, Autonomy and Responsibility
  iv.   Personal and Entrepreneurial Skills; and
  v.   Ethics and Professionalism

Table 2.1 shows the mappings of learning outcomes for the fields of Halal Studies against five MQF clusters of learning outcomes. **The flexibility in describing the learning outcomes remains with the Higher Education Providers (HEPs) as long as they are sufficiently covered.**

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[1] Malaysian Qualifications Agency. (2017). Malaysian Qualifications Framework 2nd Edition. Petaling Jaya, Malaysia.

Table 2.1 Learning Outcomes (LO) Based on MQF LO for The Fields of Halal Studies

Subject to the concentration in a particular MQF levels and its nomenclature, the **specific learning outcomes for the two fields** identified in this Programme Standards document are as listed below:

CERTIFICATE (LEVEL 3, MQF)

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
APPLIED SCIENCE											
i. Explain basic concepts and principles in halal applied science related to job function;	√										
ii. Apply knowledge of halal applied science including appropriate numerical techniques to solve basic problems or issues complying to regulatory requirements;		√	√				√				
iii. Apply skills and principles of lifelong learning in their academic and career development;			√						√		
iv. Communicate and interact with peers, clients, superiors and society under work related environment;				√	√						
v. Demonstrate group leadership skills, and responsibility and entrepreneurial mind set in executing instructions either individually or in a group;				√				√		√	
vi. Demonstrate technical and social consideration in accordance to professional and ethical practices in executing instructions related to job function; and											√
vii. Perform tasks using digital applications and relevant software related to job function.						√					

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
MANAGEMENT											
i. Explain basic concepts and principles in halal management related to job function;	√										
ii. Apply knowledge of halal management including appropriate numerical techniques to solve basic problems or issues complying with regulatory requirements;		√	√				√				
iii. Apply skills and principles of lifelong learning in their academic and career development;			√						√		
iv. Communicate and interact with peers, clients, superiors and society under work related environment;				√	√						
v. Demonstrate group leadership skills, and responsibility and entrepreneurial mind set in executing instructions either individually or in a group;				√				√		√	
vi. Demonstrate technical and social considerations in accordance to professional and ethical practices in executing instructions related to job function; and											√
vii. Perform tasks using digital applications and relevant software related to job function.						√					

DIPLOMA (LEVEL 4, MQF)

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
APPLIED SCIENCE											
i. Discuss and apply knowledge relating to halal applied science and related Islamic concepts and principles;	√	√									
ii. Apply science and technology including the use of numeracy to solve routine industry problems or issues complying with regulatory requirements;		√	√				√				
iii. Commit to principles of lifelong learning in academic and career development;			√						√		
iv. Communicate effectively and interact with peers, clients, superiors and society under work related environment;				√	√						
v. Demonstrate general leadership skills, and responsibility and entrepreneurial mind set in executing instructions;				√				√		√	
vi. Demonstrate commitment to technical and social consideration in accordance to professional and ethical practices in executing instructions related to job function; and			√								√
vii. Perform tasks with confidence using digital applications relevant software related to job function.						√					
MANAGEMENT											
i. Discuss and apply knowledge relating to halal management or related Islamic concepts and principles;	√	√									
ii. Apply management concepts and principles including the use of numeracy to solve routine industry		√									√

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
problems or issues complying to regulatory requirements;											
iii. Commit to principles of lifelong learning in academic and career development;			√						√		
iv. Communicate effectively and interact with peers, clients, superiors and society under work related environment;				√	√						
v. Demonstrate general leadership skills, and responsibility and entrepreneurial mind set in executing instructions;				√				√		√	
vi. Demonstrate commitment to technical and social consideration in accordance to professional and ethical practices in executing instructions related to job function; and			√								√
vii. Perform tasks with confidence using digital applications and relevant software related to job function.						√					

ADVANCED DIPLOMA (LEVEL 5, MQF)

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
APPLIED SCIENCE											
i. Discuss, analyse and apply knowledge of applied halal science and related Islamic concepts and principles;	√	√									
ii. Apply science and technology concepts and principles including the use of numeracy to solve relatively diverse industry problems or issues complying with regulatory requirements;		√	√				√				
iii. Commit to principles of lifelong learning in academic and career progression;			√						√		
iv. Communicate effectively and interact with peers, clients, superiors and society under work related environment;				√	√						
v. Demonstrate leadership skills, and responsibility and entrepreneurial mind set in executing instructions;				√				√		√	
vi. Demonstrate commitment to technical and social consideration in accordance to Shariah and legal principles adhering to professional and ethical practices; and			√								√
vii. Perform tasks with confidence using digital applications and relevant software related to job function.							√				
MANAGEMENT											
i. Discuss, analyse and apply knowledge of halal management and related Islamic concepts and principles;	√	√									
ii. Apply management concepts and principles including the use of numeracy to solve relative diverse		√	√								√

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
industry problems or issues complying to regulatory requirements;											
iii. Commit to principles of lifelong learning in academic and career progression;			√						√		
iv. Communicate effectively and interact with peers, clients, superiors and society under work related environment;				√	√						
v. Demonstrate leadership skills, and responsibility and entrepreneurial mind set in executing instructions;				√				√		√	
vi. Demonstrate commitment to technical and social consideration in accordance to Shariah and legal principles adhering to professional and ethical practices; and			√								√
vii. Perform tasks with confidence using digital applications and relevant software related to job function.						√					

BACHELOR'S DEGREE (LEVEL 6, MQF)

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
APPLIED SCIENCE											
i. Apply, analyse and compare knowledge of applied halal science that relates to Islamic concepts and principles;	√	√									
ii. Apply science and technology including the use of quantitative methods to case studies in solving current issues and industry problems;		√	√				√				
iii. Demonstrate broad business and real-world perspectives and entrepreneurial skills;										√	
iv. Commit to principles of lifelong learning in academic and career progression;			√						√		
v. Communicate and interact effectively with discipline-related stakeholders;				√	√						
vi. Demonstrate leadership skills, and responsibility and entrepreneurial mind set in delivering services while upholding Shariah, ethics and professionalism; and								√		√	√
vii. Perform tasks with confidence using relatively diverse digital applications and relevant software related to job function.						√					
MANAGEMENT											
i. Apply, analyse and compare knowledge of halal management that is related to Islamic concepts and principles;	√	√									
ii. Apply principles of halal management, including the use of quantitative methods to case studies in solving current issues and industry problems;		√	√				√				
iii. Demonstrate broad business and real-world perspectives and entrepreneurial skills;										√	

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
iv. Commit to principles of lifelong learning in academic and career progression;			√						√		
v. Communicate and interact effectively with discipline-related stakeholders;				√	√						
vi. Demonstrate leadership skills, and responsibility and entrepreneurial mind set in delivering services while upholding Shariah, ethics and professionalism; and								√		√	√
vii. Perform tasks with confidence using relatively diverse digital applications and relevant software related to job function.						√					

MASTER'S DEGREE (LEVEL 7, MQF)

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
APPLIED SCIENCE											
i. Demonstrate mastery of knowledge and critically analyse scientific concepts/theories as well as contemporary issues and challenges in halal applied science;	√	√									
ii. Analyse complex halal-related problems or issues and propose solutions using scientific and critical thinking skills in accordance to the tenets of Islam;		√	√								
iii. Perform independent research and contribute to scholarly publications in halal, science and technology areas;			√		√			√			
iv. Communicate and interact using effective interpersonal skills with diverse stakeholders;				√	√						
v. Display sophisticated numerical and digital skills in problem solving;						√	√				
vi. Exemplify self-advancement through continuous academic and/or professional development;									√		
vii. Demonstrate entrepreneurial mind-set and leadership skills through innovative thinking in performing relevant assigned tasks; and								√		√	
viii. Uphold and defend ethical and professional conducts when dealing with halal issues.											√
MANAGEMENT											
i. Demonstrate mastery of knowledge and critically analyse halal management concepts and theories as well as contemporary issues and challenges;	√	√									

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
ii. Analyse complex halal-related problems or issues and propose solutions using halal management principles and critical thinking skills in accordance to the tenets of Islam;		√	√								
iii. Perform independent research and contribute to scholarly publications in halal management areas;			√		√			√			
iv. Communicate and interact using effective interpersonal skills with diverse stakeholders;				√	√						
v. Display sophisticated numerical and digital skills in problem solving;						√	√				
vi. Exemplify self-advancement through continuous academic and/or professional development;									√		
vii. Demonstrate entrepreneurial mind-set and leadership skills through innovative thinking in performing relevant assigned tasks; and								√		√	
viii. Uphold and defend ethical and professional conducts when dealing with halal issues.											√

DOCTORAL DEGREE (LEVEL 8, MQF)

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
APPLIED SCIENCE											
i. Demonstrate in-depth knowledge and contribute new knowledge in halal concepts, science and technology through research;	√	√	√								
ii. Perform technical and research skills on specific topics related to halal concepts, science and technology in providing novel solutions and decision making;		√	√								
iii. Display sophisticated digital skills in utilizing cutting edge analytical tools and applications in problem solving and research activities;						√					
iv. Interpret industry information with research findings and generate solutions using scientific, numerical and critical thinking skills to propose innovative halal solutions to stakeholders;		√					√				
v. Assume autonomy, responsibility and leadership skills together with negotiating skills in resolving halal issues;				√	√			√			
vi. Integrate lifelong learning with dynamic and effective personal management skills in carrying out research for self-improvement;									√		
vii. Demonstrate entrepreneurial and leadership skills with creativity in performing relevant assigned tasks; and								√		√	
viii. Uphold legal, ethical and professional conducts when performing and conducting research activities.											√

LO	Knowledge & Understanding	Cognitive Skills	Practical Skills	Interpersonal Skills	Communication Skills	Digital Skills	Numeracy Skills	Leadership, Autonomy & Responsibility	Personal Skills	Entrepreneurial Skills	Ethics & Professionalism
	1	2	3	4	5	6	7	8	9	10	11
MANAGEMENT											
i. Demonstrate in-depth knowledge and contribute new knowledge in halal management through research;	√	√	√								
ii. Perform technical and research skills on specific topics related to halal management concepts, in providing novel solutions and decision making;	√	√									
iii. Display sophisticated digital skills in utilizing cutting edge analytical tools and applications in problem solving and research activities,						√					
iv. Interpret industry information with research findings and generate solutions using scientific, numeracy and critical thinking skills to propose innovative halal solutions to stakeholders;		√					√				
v. Assume autonomy, responsibility and leadership skills together with negotiating skills in resolving halal issues;				√	√			√			
vi. Integrate lifelong learning with dynamic and effective personal management skills in carrying out research for self-improvement;									√		
vii. Demonstrate entrepreneurial mind-set and leadership skills with creativity in performing relevant assigned tasks; and								√		√	
viii. Uphold legal, ethical and professional conducts when performing and conducting research activities.											√

2.3 CURRICULUM DESIGN AND DELIVERY[2]

For the purpose of the Programme Standards, the Code of Practice for Programme Accreditation (COPPA), and in particular, the section on Area 1: Programme Development and Delivery are referred.

The term "programme development and delivery" is used interchangeably with the term 'curriculum design and delivery'.

This section outlines minimum credits of each curriculum component for all levels of qualifications as stated in **Table 2.2**. Specific requirements as to the body of knowledge of the various core areas are in **Appendix 3**. **Higher Education Providers (HEPs) have the flexibility to design their own programme. However, they should cover the body of knowledge (BoK) indicated in this document. Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.**

In addition, HEPs are encouraged to develop their programmes to reflect the current best practices and to offer a high-quality academic programme. Halal Studies programmes may vary in its nomenclature; however, the programme nomenclature must reflect the content of the programme as mentioned in the Guidelines on Nomenclature of Malaysian Higher Education Programme (2018). Examples for each level are provided in **Appendix 4**.

Following are the minimum credits outlined for each qualification level. These requirements are based on the minimum graduating credit for each level and the requirement is still applicable even HEPs offer total credits above the minimum graduating credit.

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[2] Standards in this area are best read together with Guidelines to Good Practices: Curriculum Design and Delivery, which is available on the MQA Portal: www.mqa.gov.my.

Table 2.2: Minimum credits of each curriculum component for all levels of qualifications

CERTIFICATE (LEVEL 3, MQF)

COMPONENT		MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)		4
Core	Halal Common Core**	45
	Discipline***	
	Project / Industrial Training***	0
Sub Total Credit		**49**
To complete the minimum requirement of 60 credits, the remaining 11 credits can be placed in any of the categories above.		
GRADUATING CREDITS		**60**

Notes:

*	Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by Ministry of Higher Education (MOHE).
**	Please refer to Appendix 3 for Halal Common Core Courses.
***	Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.
****	Industrial training must be in a relevant industry and is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be placed in the final semester.
	Halal work activities checklist in accordance to Halal Professional Board (HPB) is encouraged to be prepared by HEPs (refer to suggested checklist in Appendix 6).

Recommended Delivery Methods:

- Blended learning/MOOC
- Field/industry visits
- Lectures/tutorials
- Practical classes/laboratory work
- Project/industrial training
- WBL

DIPLOMA (LEVEL 4, MQF)

COMPONENT		MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)		6
Core	Halal Common Core**	53
	Discipline***	
	Industrial Training****	6
Elective*****		0
Sub Total Credit		**65**
To complete the minimum requirement of 90 credits, the remaining 25 credits can be placed in any of the categories above.		
GRADUATING CREDITS		**90**

Notes:

*	Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by Ministry of Higher Education (MOHE).
**	Please refer to Appendix 3 for Halal Common Core Courses.
***	Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.
****	Industrial training must be in a relevant industry and is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be placed in the final semester.
	Halal work activities checklist in accordance to Halal Professional Board (HPB) is encouraged to be prepared by HEPs (refer to suggested checklist in Appendix 6).
*****	Elective can be non-discipline related courses.

Recommended Delivery Methods:

- Blended learning/MOOC
- Field/industry visits
- Industrial training
- Lectures/tutorials

- Practical classes/laboratory work
- Project
- WBL

ADVANCED DIPLOMA (LEVEL 5, MQF)

COMPONENT		MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)		4
Core	Halal Common Core**	29
	Discipline***	
	Project / Industrial Training****	0
Elective*****		0
Sub Total Credit		**33**
To complete the minimum requirement of 40 credits, the remaining 7 credits can be placed in any of the categories above.		
GRADUATING CREDITS		**40**

Notes:

*	Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by Ministry of Higher Education (MOHE).
**	Please refer to Appendix 3 for Halal Common Core Courses.
***	Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.
****	Industrial training must be in a relevant industry and is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be placed in the final semester.
	Halal work activities checklist in accordance to Halal Professional Board (HPB) is encouraged to be prepared by HEPs (refer to suggested checklist in Appendix 6).
*****	Elective can be non-discipline related courses.

Recommended Delivery Methods:

- Blended learning/MOOC
- Field/industry visits
- Industrial training
- Lectures/tutorials

- Practical classes/laboratory work
- Project
- WBL

BACHELOR'S DEGREE (LEVEL 6, MQF)

Single Major Programme

a. Without indication of specialisation area in programme nomenclature

COMPONENT		MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)		8
Core	Halal Common Core**	78
	Discipline***	
	Industrial Training****	12
Elective*****		0
Sub Total Credit		**98**
To complete the minimum requirement of 120 credits, the remaining 22 credits can be placed in any of the categories above.		
GRADUATING CREDIT		**120**

b. With indication of specialisation area in programme nomenclature

COMPONENT		MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)		8
Core	Halal Common Core**	54
	Discipline***	
	Industrial Training****	12
Specialisation (From a discipline core area)		30
Elective*****		0
Sub Total Credit		**104**
To complete the minimum requirement of 120 credits, the remaining 16 credits can be placed in any of the categories above.		
GRADUATING CREDIT		**120**

Major - Minor Programme

COMPONENT			MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)			8
Core	Halal Common Core**		54
	Discipline***(Major)		
	Industrial Training****(Major)		12
Minor (From another field)			30
Elective*****			0
Sub Total Credit			**104**
To complete the minimum requirement of 120 credits, the remaining 16 credits can be placed in any of the categories above.			
		GRADUATING CREDIT	**120**

Double Major Programme

COMPONENT		MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)		8
Core (Major 1 – Halal Studies)	Halal Common Core**	66
	Discipline 1***	
	Industrial Training**** (according to Halal Studies programme standards)	
Core (Major 2)	Discipline 2***	Minimum credit requirement for core component as per the specific programme standards (66 credits for subject areas without programme standards)
	Industrial Training****	Based on programme standards or field requirement
Elective*****		0%
GRADUATING CREDIT		**More than 120**

Notes:

*	Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by Ministry of Higher Education (MOHE).
**	Please refer to Appendix 3 for Halal Common Core Courses.
***	Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.
****	Industrial training must be in a relevant industry and is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be placed in the final semester.
	Halal work activities checklist in accordance to Halal Professional Board (HPB) is encouraged to be prepared by HEPs (refer to suggested checklist in Appendix 6).
*****	Elective can be non-discipline related courses.

Recommended Delivery Methods:

- Blended learning/MOOC
- Field/Industry visits/Experiential learning
- Final year project
- Industrial engagement
- Industrial training
- Task-based learning
- Interactive learning
- Lectures/tutorials
- Practical classes/laboratory work
- Problem-based learning
- Project-based learning
- Seminar
- WBL

MASTER'S DEGREE by COURSEWORK (LEVEL 7, MQF)

COMPONENT		MINIMUM CREDIT
Core	Halal Common Core*	30
	Discipline Core**	
Project***		6
Sub Total Credit		**36**
To complete the minimum requirement of 40 credits, the remaining 4 credits can be placed in any of the categories above.		
GRADUATING CREDIT		**40**

Notes:

*	Please refer to Appendix 3 for Halal Common Core Courses.
**	Coursework components must include research methodology. (Refer to Standards: Master's and Doctoral Degree).
	Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.
***	Project includes research paper/ case study/ research project, which enable students to demonstrate knowledge and understanding of relevant subject area.
	Recommended: The Master Project Report is within 7,000 to 10,000 words, or any other equivalent value and must fulfil the minimum PLO

Recommended delivery methods:

- Blended learning/MOOC
- Case study
- Field/industry visits
- Industrial engagement
- Interactive learning
- Laboratory work

- Lectures/tutorials
- Problem-based learning
- Project-based learning
- Seminar
- WBL

MASTER'S DEGREE by MIXED MODE (LEVEL 7, MQF)

COMPONENT		MINIMUM CREDIT
Core	Halal Common Core*	12
	Discipline Core**	
Dissertation***		20
Sub Total Credit		**32**
To complete the minimum requirement of 40 credits, the remaining 8 credits can be placed in any of the categories above.		
GRADUATING CREDIT		**40**

Notes:

*	Please refer to Appendix 3 for Halal Common Core Courses.
**	Coursework components must include research methodology. (Refer to Standards: Master's and Doctoral Degree).
	Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.
***	The ratio of coursework to research is within the range of 50:50 or 40:60 or 30:70. (Refer to the Standards: Master's and Doctoral Degree).
	Recommended: Submission of dissertation is within 12,000 to 20,000 words or any other equivalent value and must fulfil the minimum PLO.

Recommended delivery methods:

- Blended learning/MOOC
- Case study
- Field/industry visits
- Industrial engagement
- Interactive learning
- Laboratory work

- Lectures/tutorials
- Problem-based learning
- Project-based learning
- Seminar
- Supervision of dissertation
- WBL

MASTER'S DEGREE by RESEARCH (LEVEL 7, MQF)

COMPONENT	PERCENTAGE	CREDITS	REMARKS
Dissertation	100	No credit value	The programme must include Research Methodology course covering qualitative and quantitative components or relevant prerequisite modules as required

Notes:
  i. Students are required to undertake research in a related field of study and submit a dissertation.
 ii. Recommended: Submission of dissertation is within 20,000 to 50,000 words or any other equivalent value and must fulfil the minimum PLO.
iii. HEP must have a set of procedures and guidelines pertaining to:
    a) Minimum and maximum periods of study.
    b) Format of the dissertation.
       (Refer to the Standards: Master's and Doctoral Degree).

Recommended delivery methods:

- Industrial engagement
- Lectures
- Research engagement

- Seminar/Workshop
- Supervision of dissertation

DOCTORAL DEGREE by MIXED MODE (LEVEL 8, MQF)

COMPONENT		MINIMUM CREDIT
Core	Halal Common Core*	24
	Discipline Core**	
Thesis***		40
Sub Total Credit		**64**
To complete the minimum requirement of 80 credits, the remaining 16 credits can be placed in any of the categories above.		
GRADUATING CREDIT		**80**

Notes:

*	Please refer to Appendix 3 for Halal Common Core Courses.
**	Coursework components must include research methodology. (Refer to Standards: Master's and Doctoral Degree).
	Depending on the programme fields, elements of halal studies shall be covered/embedded in discipline core courses.
***	The ratio of coursework to research is within the range of 50:50 or 40:60 or 30:70. (Refer to the Standards: Master's and Doctoral Degree).
	Recommended: Submission of thesis is within 50,000 to 60,000 words or any other equivalent value and must fulfil the minimum PLO.

Recommended delivery methods:

- Blended learning/MOOC
- Case study
- Field/industry visits
- Industrial engagement
- Interactive learning
- Laboratory work

- Lectures/tutorials
- Problem-based learning
- Project-based learning
- Seminar
- Supervision of thesis
- WBL

DOCTORAL DEGREE by RESEARCH (LEVEL 8, MQF)

COMPONENT	PERCENTAGE	CREDITS	REMARKS
Thesis	100	No credit value	The programme must include Research Methodology course covering qualitative and quantitative components or relevant prerequisite modules as required

Notes:

i. Students are required to undertake research in a related field of study and submit a thesis.

ii. Recommended: Submission of thesis is within 80,000 to 100,000 words or any other equivalent value and must fulfil the minimum PLO.

iii. HEP must have a set of procedures and guidelines pertaining to:
   a) Minimum and maximum periods of study.
   b) Format of the thesis.
      (Refer to the Standards: Master's and Doctoral Degree).

Recommended delivery methods:

- Industrial engagement
- Lectures
- Research engagement
- Seminar/Workshop
- Supervision of thesis

3. ASSESSMENT OF STUDENT LEARNING[3]

"Assessment of students learning is a key aspect of quality assurance and it is one of the most important measures to show the achievement of learning outcomes. Hence, it is crucial that an appropriate assessment method and mechanism is in place. Qualifications are awarded based on the results of the assessment. The methods of student assessment must be clear, consistent, effective, reliable and in line with current practices. They must clearly measure the achievement of the intended learning outcomes" (COPPA 2nd Edition, 2017).

Specific methods of assessment will depend on the specific requirements of each course. However, as a general guide, the following must be considered:

i.   Assessments should comprise formative and summative assessments;

ii. Assessments must be appropriate to the learning outcomes;

iii. Candidates are required to pass BOTH continuous and final assessments for every course. HEPs can define the meaning of a pass; however, a pass should imply that the examiner is satisfied that the candidate has met all the learning outcomes of the particular course;

iv. For continuous assessment, HEP must have clear assessment rubrics to indicate achievement of course learning outcomes; and

v.   Assessments for the WBL or 2u2i mode of study (industry components) can be either solely conducted by an industry coach or jointly conducted by an industry coach and HEP academic staff.

The percentages of continuous and final assessments for each level of study are presented in **Table 3**. The suggested forms of assessment indicated below are **merely examples**. HEPs are encouraged to use a variety of methods and tools appropriate for measuring learning outcomes and competencies.

Table 3: The percentages of continuous and final assessments for each level

MQF LEVEL	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	SUGGESTED FORMS OF ASSESSMENT
CERTIFICATE (Level 3, MQF)	60 – 70	30 – 40	o Assignment (Individual / Group) o Quiz

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[3] Standards in this area are best read together with Guidelines to Good Practices: Assessment of Students, which is available on the MQA portal: www.mqa.gov.my.

MQF LEVEL	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	SUGGESTED FORMS OF ASSESSMENT
			o Written test o Oral test o Demonstration o Presentation o Final examination
DIPLOMA (Level 4, MQF)	40 – 60	40 – 60	o Assignment (Individual / Group) o Project o Quiz o Written test o Oral test o Demonstration o Presentation o Final examination
ADVANCED DIPLOMA (Level 5, MQF)	40 – 60	40 – 60	o Assignment (Individual / Group) o Project o Quiz o Written test o Oral test o Demonstration o Presentation o Final examination
BACHELOR'S DEGREE (Level 6, MQF)	60 – 100	0 – 40	o Assignment (Individual / Group) o Project o Case studies o Quiz o Written test o Oral test o Practical assessment o Presentation o Demonstration o Industrial training report o Employer evaluation o Final examination o Community engagement
MASTER'S DEGREE BY COURSEWORK (Level 7, MQF) Coursework	 30 – 70	 30 – 70	o Assignment (Individual / Group) o Project o Case studies o Quiz o Written test o Oral test

MQF LEVEL	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	SUGGESTED FORMS OF ASSESSMENT
Project (Refer to component in curriculum structure under Section 2.3 Curriculum Design and Delivery)	0 – 40	60 – 100	o Practical assessment o Presentation o Demonstration o Final examination
MASTER'S DEGREE BY MIXED MODE (Level 7, MQF) Coursework Dissertation	 30 – 70 0	 30 – 70 100	o Assignment (Individual / Group) o Project o Case studies o Quiz o Written test o Oral test o Practical assessment o Presentation o Demonstration o Dissertation o Viva-voce o Final examination
MASTER'S DEGREE BY RESEARCH (Level 7, MQF)	0	100	o Thesis o Viva voce o Presentation o Seminar
DOCTORAL DEGREE BY MIXED MODE (Level 8, MQF) Coursework Thesis	 30 – 70 0	 30 – 70 100	o Assignment (Individual / Group) o Project o Case studies o Quiz o Written test o Oral test o Practical assessment o Presentation o Demonstration o Thesis o Viva-voce o Final examination o Refereed journal article
DOCTORAL DEGREE BY RESEARCH (Level 8, MQF)	0	100	o Thesis o Viva voce o Presentation o Seminar o Refereed journal articles

4. STUDENT SELECTION

This section of the Programme Standards concerns the recruitment of students into the individual programme of study.

"In general, admission to a programme needs to comply with the prevailing policies of the Ministry of Higher Education (MOHE). There are varying views on the best method of student selection. Whatever the method used, the HEP must be able to defend the consistency of the method it utilises. The number of students to be admitted to a programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If an HEP operates geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with the national policies" (COPPA 2nd Edition, 2017).

The standards for the recruitment of students into the Halal Studies programmes are formulated keeping in mind the generic national Higher Education policies pertaining to the minimum student entry requirement. HEP must take cognisance of any specific policies that may apply to their individual institution.

The minimum entry requirements are as in **Table 4.**

Table 4: Minimum Requirement for Student Admission

Important Notes:

Below are the requirement for Halal Management fields. For other fields, the requirement are based on entry requirement as stated in the respective standard programmes or related fields.

MQF LEVEL	ENTRY REQUIREMENT
CERTIFICATE (Level 3, MQF)	i. A pass in *Sijil Pelajaran Malaysia* (SPM) with a minimum of ONE (1) credit in any subject; **OR** ii. A pass in *Sijil Kemahiran Malaysia* (SKM) Level 2, MQF in the relevant fields (Note: The HEPs are required to conduct screening and provide appropriate bridging courses specific to the discipline of the programme); **OR** iii. Other relevant equivalent qualifications recognised by Malaysian Government.

MQF LEVEL	ENTRY REQUIREMENT
DIPLOMA (Level 4, MQF)	i. A pass in SPM with a minimum of THREE (3) credits in any subject; **OR** ii. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) with a minimum of Grade C (GP 2.00) in any subject; **OR** iii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of Maqbul; **OR** iv. A Certificate (Level 3, MQF) in the relevant fields with at least CGPA of 2.00; **OR** v. A pass in SKM Level 3, MQF in the relevant fields (Note: The HEPs are required to conduct screening and provide appropriate bridging courses specific to the discipline of the programme); **OR** vi. Other relevant equivalent qualifications recognised by Malaysian Government.
ADVANCED DIPLOMA (Level 5, MQF)	i. A Diploma (Level 4, MQF) in the relevant fields with at least CGPA of 2.00; **OR** ii. Other relevant equivalent qualifications recognised by Malaysian Government.
BACHELOR'S DEGREE (Level 6, MQF)	i. A pass in STPM with a minimum of Grade C (GP 2.00) in any two (2) subjects; **OR** ii. A pass in STAM with a minimum grade of Jayyid; **OR** iii. A Certificate in Matriculation or Foundation with a minimum CGPA of 2.00; **OR** iv. A Diploma (Level 4, MQF) in the relevant fields with at least CGPA of 2.00; **OR** v. A Diploma Kemahiran Malaysia (DKM) / *Diploma Lanjutan Kemahiran Malaysia* (DLKM) / *Diploma Vokasional Malaysia* (DVM) subjected to HEP Senate / Academic Board's approval*; **OR** vi. An Advanced Diploma (Level 5, MQF) in the relevant fields with at least CGPA of 2.00; **OR** vii. Other relevant equivalent qualifications recognised by Malaysian Government.

MQF LEVEL	ENTRY REQUIREMENT
	*For Public Universities: Refer to *Surat JPT.S(BPKP)2000/400/04/01 Jld.5(53), 20th November, 2019 - Pindaan syarat kelayakan minimum (Syarat am) Diploma TVET (DKM, DLKM, DVM) sebagai syarat kelayakan masuk ke program Ijazah Sarjana Muda di Universiti Awam (UA).* For Private Higher Educational Institutions: Refer to *Surat JPT/GS 1000-606 Jld. 2(23), 21st April, 2020 - Kemasukan Pelajar Lulusan Diploma Kemahiran Malaysia (DKM), Diploma Lanjutan Kemahiran Malaysia (DLKM) dan Diploma Vokasional Malaysia (DVM) ke Peringkat Sarjana Muda (Tahap 6 MQF) atau yang setara dengannya di Institusi Pendidikan Tinggi Swasta.*
MASTER'S DEGREE (Level 7, MQF)	**Master's Degree by Coursework** i. A Bachelor's Degree (Level 6, MQF) or relevant fields with a minimum CGPA of 2.50 or its equivalent as accepted by the HEP Senate; **OR** ii. Candidates with a Bachelor's Degree (Level 6, MQF) or relevant fields, who has not achieved CGPA of 2.50 or its equivalent, can be accepted subject to a minimum of 5 years working experience in the relevant fields; **OR** iii. Other relevant equivalent qualifications recognised by Malaysian Government. **Master's Degree by Mixed Mode and Research** i. A Bachelor's Degree (Level 6, MQF) or relevant fields with a minimum CGPA of 2.75 or its equivalent as accepted by the HEP Senate; **OR** ii. Candidates with a Bachelor's Degree (Level 6, MQF) or relevant fields, with at least CGPA of 2.50 and has not achieved CGPA 2.75 or its equivalent, can be accepted subject to rigorous internal assessment (may include tests, interviews or portfolio); **OR** iii. Candidates with a Bachelor's Degree (Level 6, MQF) or relevant fields but has not achieved CGPA of 2.50 or its equivalent, can be accepted subject to a minimum of 5 years working experience in the relevant fields; **OR** iv. Other relevant equivalent qualifications recognised by Malaysian Government.
DOCTORAL DEGREE (Level 8, MQF)	i. A Master's degree at CGPA of 3.0 out of 4.0 or equivalent (Level 7, MQF) as accepted by the HEP Senate; **OR** ii. Other relevant equivalent qualifications recognised by Malaysian Government.

Accreditation of Prior Experiential Learning (APEL)

APEL provides an alternative entry route to formal programmes of study from Certificate (Level 3, MQF) to Master's Degree (Level 7, MQF) through recognition of learning and experiences regardless of how and where it was acquired. (Refer to the Guidelines to Good Practices Accreditation of Prior Experiential Learning (APEL)).

5. ACADEMIC STAFF[4]

"As the quality of the academic staff is one of the most important components in assuring the quality of higher education, an HEP is expected to search for and appoint the best-suited candidates, to serve its programmes, in an open, transparent and fair manner. To achieve this, HEPs are expected to design and implement an academic staff search and recruitment practice that is as efficient as it is effective to achieve the desired results. It is important that every programme has appropriately qualified and sufficient number of academic staff, working in a conducive environment that attracts talented individuals. The numbers recruited should be adequate for, and appropriate to, the needs of the programmes. The role of the academic staff in academic various activities has to be clarified in order to reflect a fair distribution of responsibilities. It is important for the HEP to provide a continuous staff development programme for its academic staff, for them to be current in their knowledge and skills, both in their chosen discipline as well as in their pedagogical skills" (COPPA 2nd Edition, 2017).

Table 5 provides minimum requirements of the qualifications of academic staff and ratio for the various Malaysian Qualifications Framework (MQF) levels of qualifications in Halal Studies. **Besides possessing qualifications in the related field, HEPs must also ensure that academic staff are assigned courses based on their areas of expertise or relevant industry experience.**

Table 5: Qualifications for Academic Staff

Important Notes:

Below are the requirement for Halal Management fields. For other fields, the requirement are based on qualifications as stated in the respective standard programmes or related fields.

MQF LEVEL	REQUIREMENT	REMARK
CERTIFICATE (Level 3, MQF)	i. A Bachelor's Degree (Level 6, MQF) in relevant fields; **OR** ii. An Advanced Diploma* (Level 5, MQF) in relevant fields with TWO (2) years of relevant working experience in the subject taught, or the staff must possess skills in the	Academic staff ratio • At least 60% of the academic staff are full-timers. • Part-time staff may consist of industry practitioners or from the academia. • The minimum number of academic staff in the relevant fields for each programme – 4*

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[4] Standards in this area are best read together with Guidelines to Good Practices: Academic Staff and Guidelines: Academic Staff Workload, which is available on the MQA portal: www.mqa.gov.my.

MQF LEVEL	REQUIREMENT	REMARK
	relevant fields (qualified to teach practical classes only); **OR** iii. A Diploma* (Level 4, MQF) in relevant fields with THREE (3) years of relevant working experience, or the staff must be professionally certified in the relevant fields (qualified to teach practical classes only); **OR** iv. A Certificate* (Level 3, MQF) in relevant fields with FIVE (5) years of relevant working experience, or the staff must possess skills in the relevant fields (qualified to teach practical classes only). *The number of staff with this qualification should not exceed 30% of the total academic staff.	• 50% of the academic staff must have at least TWO years of relevant working experience or professional certification. Alternatively, the institution should have staff industrial affiliation or attachment scheme in place. Staff-student ratio i. Lecture – 1:30 ii. Practical – 1:20 iii. Tutorial – 1:15
DIPLOMA (Level 4, MQF)	i. A Bachelor's Degree (Level 6, MQF) in relevant fields; **OR** ii. An Advanced Diploma* (Level 5, MQF) in relevant fields with THREE (3) years of relevant working experience in the subject taught, or the staff must possess skills in the relevant fields (qualified to teach practical classes only); **OR** iii. A Diploma* (Level 4, MQF) in relevant fields with FIVE (5) years of relevant working experience in the subject taught, or the staff must possess skills in the relevant fields (qualified to teach practical classes only). *The number of staff with this qualification should not exceed 30% of the total academic staff.	Academic staff ratio • At least 60% of the academic staff are full-timers. • Part-time staff may consist of industry practitioners or from the academia. • The minimum number of academic staff in the relevant fields for each programme – 6* • 30% of the academic staff must have the relevant working experience or professional certification. Alternatively, the institution should have staff industrial affiliation or attachment scheme in place. Staff-student ratio i. Lecture – 1:30 ii. Practical – 1:20 iii. Tutorial – 1:15

MQF LEVEL	REQUIREMENT	REMARK
ADVANCED DIPLOMA (Level 5, MQF)	i. A Master's Degree (Level 7, MQF) in relevant fields; **OR** ii. A Bachelor's Degree (Level 6, MQF) in relevant fields with THREE (3) years of relevant working experience in the subject taught; **OR** iii. An Advanced Diploma* (Level 5, MQF) in relevant fields with FIVE (5) years of relevant working experience in the subject taught, or the staff must possess skills in the relevant fields (qualified to teach practical classes only); **OR** iv. A Diploma* (Level 4, MQF) with a minimum of SEVEN (7) years of relevant working experience or the academic staff member is professionally certified in a relevant area (qualified to teach practical classes only). *The number of staff with this qualification should not exceed 30% of the total academic staff.	Academic staff ratio • At least 60% of the academic staff are full-timers. • Part-time staff may consist of industry practitioners or from the academia. • The minimum number of academic staff in the relevant fields for each programme – 3* • 30% (subject to percentage of field) of the staff must have a minimum of TWO years of relevant working experience or must have professional certification. Alternatively, the institution should have staff industrial affiliation or attachment scheme in place. Otherwise, practitioners from industry should be invited to co-teaching certain topic of courses. Staff-student ratio i. Lecture – 1:30 ii. Practical – 1:20 iii. Tutorial – 1:15
BACHELOR'S DEGREE (Level 6, MQF)	i. A Master's Degree (Level 7, MQF) in relevant fields; **OR** ii. A Bachelor's Degree* (Level 6, MQF) in relevant fields with FIVE (5) years of working experience in the subject taught. *The number of staff with this qualification should not exceed 30% of the total academic staff.	Academic staff ratio • At least 60% of the academic staff are full-timers. • Part-time staff may consist of industry practitioners or from the academia. • The minimum number of academic staff in the relevant fields for each programme – 10* • 30% (subject to percentage of field) of the staff must have a minimum of TWO years of relevant working experience or must have professional

MQF LEVEL	REQUIREMENT	REMARK
		certification. Alternatively, the institution should have staff industrial affiliation or attachment scheme in place. Otherwise, practitioners from industry should be invited to co-teaching certain topic of courses. Staff-student ratio i. Lecture – 1:30 ii. Practical – 1:20 iii. Tutorial – 1:15

MASTER'S DEGREE
(Level 7, MQF)
	by Coursework and Mixed Mode
	
	i. A Doctoral Degree (Level 8, MQF) in relevant fields;
	OR
	ii. A Master's Degree (Level 7, MQF) in relevant fields with FIVE (5) years of experience:
	  a. in teaching and research; or
	  b. as a co-supervisor.
	  (The programme should not employ more than 20% of the staff in this category).
	
	by Research
	
	i. A Doctoral Degree (Level 8, MQF) in relevant fields;
	OR
	ii. A Master's Degree (Level 7, MQF) in relevant fields with FIVE (5) years of experience:
	  a. in teaching and research; or
	  b. as a co-supervisor; or
	  c. in industry.
		Academic staff ratio
		• Full-time and Part-time teaching faculty – At least 60% full-time.
		• The minimum number of academic staff in the relevant fields for each programme – 5*
		• 30% (subject to percentage of field) of the staff must have a minimum of TWO years of relevant working experience or must have professional certification. Alternatively, the institution should have staff industrial affiliation or attachment scheme in place. Otherwise, practitioners from industry should be invited to co-teaching certain topic of courses.
		
		Staff-student ratio
		i. Overall Staff-Student ratio – 1:20 (only for Coursework and Mixed Mode programme).
		ii. Overall Principal Supervisor-Student ratio – 1:10**
		
		The principal project supervisor must be from the related field of

MQF LEVEL	REQUIREMENT	REMARK
		study and a full-time staff of the HEP. On a case-by-case basis, co-supervisor may be appointed amongst industry experts, subject to the approval of the HEP Senate.

DOCTORAL DEGREE
(Level 8, MQF)
	by Mixed Mode and Research
	
	A Doctoral Degree in the relevant fields with at least TWO (2) years of experience:
	    a. in teaching and research; or
	    b. as a co-supervisor; or
	    c. in industry.
		Academic staff ratio
		• The minimum number of academic staff in the relevant fields for each programme – 10* (for mixed mode programme).
		• 30% (subject to percentage of field) of the staff must have a minimum of TWO years of relevant working experience or must have professional certification. Alternatively, the institution should have staff industrial affiliation or attachment scheme in place. Otherwise, practitioners from industry should be invited to co-teaching certain topic of courses.
		
		Staff-student ratio
		i. Overall Staff-Student ratio – 1:10 (only for Mixed Mode programme).
		ii. Overall Principal Supervisor-Student ratio – 1:10**
		
		The principal project supervisor must be from the related field of study and a full-time staff of the HEP.
		
		A Doctoral degree holder without experience (without any publication in indexed journals and has no experience in completing doctoral supervision)

MQF LEVEL	REQUIREMENT	REMARK
		may be appointed as a co-supervisor. On a case-by-case basis, co-supervisor may be appointed amongst industry experts, subject to the approval of the HEP Senate.

*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik.*
** The overall principal supervisor-student ratio is inclusive of Master's and Doctoral degree students. This requirement does not apply to the supervision of project paper with less than 6 credit hours.

Notes:
i. Academic staff who teaches halal knowledge without any academic qualifications in halal studies or have no prior foundation of halal knowledge or experience in halal industry, are required to attend halal courses.
ii. Experience can be cumulative experience even before acquiring required qualification for a particular level of study, however it must be relevant to the level of study as well as the content.
iii. A candidate without a Bachelor's degree and with a Master's degree through Accreditation of Prior Experiential Learning, APEL(A) route, may be accepted as an academic staff considering past industry experience in relevant field.

Academic Staff Development

In order to deliver quality programmes and to produce graduates who are marketable, quality academic staff would need to be employed. Hence, HEPs must ensure that the academic qualifications of their academic staff must be accredited from the relevant accreditation bodies. It would also be an advantage for the HEPs hiring those with certain years of working experience due to a greater versatility. Likewise, HEPs must assist the academic staff to thrive and reach their full potentials by providing rich learning and development opportunities.

Therefore, the **HEPs must provide the academic staff with at least 40 hours per year of Continuous Professional Development (CPD) programmes** to enhance their expertise and skills in teaching, learning, assessment and research. CPD may include participating in training, workshops and conferences; pursuing academic/ professional qualifications; engaging in self-directed study; coaching/ mentoring/ tutoring; and carrying out industrial attachments, consultancies and community services. Part-time and/ or contract staff should also be considered in the CPD programmes.

6. EDUCATIONAL RESOURCES

"Adequate educational resources are necessary to support the teaching and learning activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance" (COPPA 2nd Edition, 2017).

For Halal Studies programmes, Higher Education Providers (HEPs) are required to provide sufficient resources conducive to support teaching and learning in the field. For lecture and tutorial rooms, and technical support/facilities, sufficient space to accommodate student-centered learning must be provided. For research in Postgraduate programmes, candidates should be provided with a conducive work area.

Educational resources recommended for Halal Studies programmes include:

1. Sufficient qualified experts in various fields.
2. Technical support / facilities.
3. Research / Project lab.
4. Internet access.
5. Tutorial rooms.
6. Lecture halls/rooms (with sufficient audio-visual facilities).
7. Library/resource center (including online resources for teaching and research) with up-to-date resources.
8. Working space/station (with access to Internet).
9. Computer laboratory (with access to Internet).
10. Sufficient access to relevant software according to the needs of the programmes and students.
11. Relevant online data bases, online journals, statistical packages, qualitative analysis software, and citation and referencing software.

7. PROGRAMME MANAGEMENT

"There are many ways of administering an educational institution and the methods of management differ between Higher Education Providers (HEPs). Nevertheless, governance that reflects the collective leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges partnership with significant stakeholders in educational delivery, research and consultancy, and dedicates itself to academic and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication" (COPPA 2nd Edition, 2017).

This document will not raise issues pertaining to governance and administration as these are at the institutional rather than at the programme level. In this document, academic leadership is largely focused on suitably qualified persons in the fields of Halal Studies to carry out the necessary curriculum monitoring and review. The leaders of the programme should demonstrate knowledge of the field and the attributes of good ethical values in work practices. A person holding the programme leadership position must:

i. have relevant academic qualifications and experience in the area of study;

ii. be able to demonstrate and reflect a broad-based view and perception of the industry and its impact on the environment and society;

iii. have the ability to inspire others to perform at their full potential;

iv. have the ability to listen and communicate effectively and with sensitivity to both individuals and groups;

v. be able to show a strong commitment in translating the organisation's aspirations through initiatives consistent with the organisation's purposes;

vi. be able to make sound judgements based on relevant input or information;

vii. be flexible to changing demands and pressures from key stakeholders to achieve individual and organisational goals;

viii. be able to promote continuous learning among staff and student; and

ix. be able to establish a constructive mechanism for collaboration with stakeholders.

The programme leaders, i.e. Programme Coordinator, Head of Programme or equivalent position, must meet the qualification and experience requirements as stated in **Table 7**.

Table 7: Criteria for Selection of Programme Leader

MQF LEVEL	REQUIREMENT
CERTIFICATE (Level 3, MQF) **DIPLOMA** (Level 4, MQF)	i. A Bachelor's degree in relevant fields with a minimum of TWO (2) years of academic experience; **OR** ii. An Advanced Diploma in relevant fields with a minimum of THREE (3) of academic experience. **OR** iii. A Diploma in relevant fields with a minimum of FIVE (5) years of academic experience.
ADVANCED DIPLOMA (Level 5, MQF)	i. A Bachelor's degree in relevant fields with a minimum of TWO (2) years of academic experience. **OR** ii. An Advanced Diploma in relevant fields with a minimum of FIVE (5) years of academic experience.
BACHELOR'S DEGREE (Level 6, MQF)	i. A Master's degree in relevant fields with a minimum of TWO (2) years of academic experience; **OR** ii. A Bachelor's degree in relevant fields with a minimum of FIVE (5) years of academic experience.
MASTER'S DEGREE (Level 7, MQF)	i. A Doctoral degree with a Master's/Bachelor's degree in relevant fields; **OR** ii. A Master's degree in relevant fields with a minimum of FIVE (5) years of academic experience.
DOCTORAL DEGREE (Level 8, MQF)	i. A Doctoral degree with a Master's/Bachelor's degree in relevant fields; **OR** ii. A Master's degree in relevant fields with a minimum of SEVEN (7) years of academic AND research experience.

MEMBERS OF THE BOARD OF STUDY

HEPs must provide a credible Board of Study for the commencement and restructuring of the programme. The Board of Study shall comprise Shariah scholars, academic personnel from internal/external institutions, industry representatives, subject-matter experts and professionals with relevant backgrounds.

8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT[5]

"Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. These include the responsibility of the department to monitor, review and evaluate the structures and processes, curriculum components as well as student progress, employability and performance.

Feedback from multiple sources -- students, alumni, academic staff, employers, professional bodies and informed citizens -- assists in enhancing the quality of the programme. Feedback can also be obtained from an analysis of student performance and from longitudinal studies.

Measures of student performance would include the average study duration, assessment scores, passing rate at examinations, success and dropout rates, students' and alumni' reports about their learning experience, as well as time spent by students in areas of special interest. Evaluation of student performance in examinations can reveal very useful information. For example, if student selection has been correctly done, a high failure rate in a programme indicates something amiss in the curriculum content, teaching-learning activities or assessment system. The programme committees need to monitor the performance rate in each course and investigate if the rate is too high or too low.

Student feedback, for example through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately. Higher Education Providers (HEPs) are also advised to refer to the Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality.

"Comprehensive monitoring and review of the programme for its improvement is to be carried out with a proper mechanism, considering feedback from various parties. The committee

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[5] Standards in this area are best read together with Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality (MR-CIIQ) and Guidelines on Terms Used for External Examiner, External Advisor and Advisory Board, which is available on the MQA Portal: www.mqa.gov.my.

responsible for this should be granted adequate autonomy to carry out its responsibility effectively. It is desirable that the departments work in association with the HEP's central Quality Assurance Unit to ensure objectivity" (COPPA 2nd Edition, 2017).

The HEPs are expected to provide evidence of their ability to monitor, maintain and improve the quality of the programme consistent with internal and external requirements, and keep pace with changes in the field of Halal Studies and the requirements of the stakeholders.

These shall be demonstrated by, but are not limited, to the following:

i. The department must have a Quality Assurance (QA) unit for internal quality assurance of the department working together with the QA unit of the HEP.

ii. A comprehensive curriculum review should be conducted at least once every 2 to 5 years. However, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.

iii. Compulsory appointment of external advisor(s) who are qualified in the relevant fields to provide feedback on programme design and review.

iv. Compulsory appointment of external examiner(s) who are qualified in the relevant fields to review the assessment systems for Bachelor's degree (Level 6, MQF) and above.

v. Dialogue sessions with stakeholders.

In addition, HEPs are encouraged to demonstrate the following:

i. Continual benchmarking against top universities at national and international levels for Bachelor's degree (Level 6, MQF) and above.

ii. Linkages with related professional bodies, government agencies and industry.

iii. Engagement with industry practitioners through formalised mechanism such as appointment as a member of Board of Studies, or by establishing an industry advisory panel.

iv. Active participation of academic staff at relevant conferences, seminars, workshops and short courses.

v. Presentations by invited speakers, local or international.

vi. Organising conferences, seminars and workshops for HEPs which run Master 's degree (Level 7, MQF) and above.

vii. Encouraging international exchange amongst students and staff for Bachelor's degree (Level 6, MQF) and above.

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LIST OF PANEL MEMBERS

NO.	PANEL MEMBERS	ORGANISATION
1.	Assoc. Prof. Dr. Alina Abdul Rahim -Chairman-	Universiti Sains Islam Malaysia
2.	Assoc. Prof. Dr. Nitty Hirawaty Kamarulzaman	Universiti Putra Malaysia
3.	Dr. Wan Marhaini Wan Ahmad	Universiti Malaya
4.	Assoc. Prof. Dr. Yumi Zuhanis Has-Yun Hashim	Universiti Islam Antarabangsa Malaysia
5.	Assoc. Prof. Ezani Yaakub	Universiti Teknologi MARA Shah Alam
6.	Dr. Lokman Ab. Rahman	Jabatan Kemajuan Islam Malaysia (JAKIM)
7.	Mrs. Syazwani Azmi	Department of Skills Development
8.	Mr. Mohd Roslan Mohd Saludin	QSR Brands (M) Holdings Bhd
9.	Mrs. Norhariti Jalil	Halal Consultant and Strategist

LIST OF ORGANISATIONS INVOLVED IN THE STAKEHOLDERS WORKSHOPS

1. Higher Education Providers (HEPs)

   - FELCRA College
   - INTEC Education College
   - International Islamic University Malaysia (IIUM)
   - Kolej Profesional MARA Bandar Melaka
   - Kolej Teknologi Antarabangsa Cybernetics
   - Politeknik Merlimau Melaka
   - Politeknik Sultan Idris Shah
   - Selangor International Islamic University College
   - SPACE College
   - Sultan Abdul Halim Mu'adzam Shah International Islamic University
   - Sultan Ismail Petra International Islamic College
   - UNITI College
   - Universiti Malaya (UM)
   - Universiti Malaysia Perlis (UniMAP)
   - Universiti Putra Malaysia (UPM)
   - Universiti Sains Islam Malaysia (USIM)
   - Universiti Sains Malaysia (USM)
   - Universiti Sultan Zainal Abidin (UniSZA)
   - Universiti Teknologi Malaysia (UTM)
   - Universiti Teknologi MARA (UiTM)
   - Universiti Tun Hussein Onn Malaysia (UTHM)
   - University College of Yayasan Pahang

2. Industry

   - Aeon Co. (M) Bhd.
   - Colgate-Palmolive Malaysia Sdn. Bhd.
   - Desatera Sdn. Bhd.
   - Foodpanda Malaysia Sdn. Bhd.
   - Halal Development Corporation Berhad (HDC)
   - Initiative of Research and Halal Management (IRHAM)
   - Malaysia Retailers Association (MRA)
   - Malaysian Association Hotel Owners (MAHO)
   - McDonald's Malaysia
   - Nestle Manufacturing (Malaysia) Sdn. Bhd.
   - Novavita Sdn. Bhd.
   - Pharmaniaga Manufacturing Bhd.
   - PNB Perdana Hotel & Suites KLCC Kuala Lumpur
   - POS Logistics Berhad
   - QL Foods Sdn. Bhd.

- QSR Brands (M) Holdings Bhd.

3. Government Agency

- Department of Polytechnic and Community Education, Ministry of Higher Education
- Department of Skills Development, Ministry of Human Resources Malaysia
- Department of Standards Malaysia, Standards Malaysia
- Jabatan Agama Islam Selangor (JAIS)
- Jabatan Kemajuan Islam Malaysia (JAKIM)
- National Pharmaceutical Regulatory Agency (NPRA), Ministry of Health of Malaysia
- Policy Division, Ministry of Human Resources Malaysia

4. Panel of Assessors

5. MQA Officers

BODY OF KNOWLEDGE (BoK)

1. HALAL COMMON CORE COURSES

Notes:

i. Programme which related to Halal Studies must offer the halal common core courses.
ii. Body of knowledge for Applied Science and Management related fields shall refer to the relevant standard programmes or related fields, which reflects the main fields of study.
iii. Halal topics shall be covered/embedded in relevant courses related to Halal Certification Schemes.
iv. Programme which offer Halal as minor courses should cover the following courses: Islamic Theology, Islamic Jurisprudence, Islamic Legal Maxim, Islamic Law of Consumerism, and Halal Regulatory and Governance.

No.	Halal common core courses for all fields	Certificate	Diploma	Advanced Diploma	Bachelor	Master	Doctoral
1	Islamic Theology (*Aqidah Islamiah*)	/	/*	/*	/*	/*	/*
2	Islamic Jurisprudence (*Usul Fiqh*)	/	/*	/*	/*	/	/
3	Islamic Legal Maxim (*Qawaid Fiqhiyyah*)	/	/*	/*	/*	/	/
4	Islamic Law of Consumerism (*Fiqh al-Istihlak al-Islami*)	/	/*	/*	/*	/*	/*
5	Objectives of Islamic Law (*Maqasid al-Shariah*)			/	/	/*	/*
6	Halal Regulatory and Governance - Compliance	/	/	/	/	/	/
7	Halal Regulatory and Governance - Quality	/	/	/	/	/	/
8	Halal Regulatory and Governance - Governance	/	/	/	/	/	/

* should be covered independently as stand-alone courses.

HALAL COMMON CORE COURSES - REQUIRED TOPICS

No.	Body of Knowledge	Required Topics	Certificate	Diploma	Advanced Diploma	Bachelor	Master	Doctoral
1	Islamic Theology (*Aqidah Islamiah*)	Introduction to Aqidah and Syahadah	/	/	/	/		
		The Pillar of Faith	/	/	/	/		
		The Development of Groups *(firqah)* in Islamic History /School of Thought		/	/	/	/	/
2	Islamic Jurisprudence (*Usul Fiqh*)	Introduction to Science of Usul Fiqh	/	/	/	/		
		Sources of Shariah: Primary and Secondary	/	/	/	/		
		Hukm Taklifi and Hukm Wadh`ie		/	/	/	/	/
3	Islamic Legal Maxim (*Qawaid Fiqhiyyah*)	Introduction of Qawaid Fiqhiyyah	/	/	/	/		
		Importance of Learning Qawaid Fiqhiyyah		/	/	/	/	/
		Five Main Maxims	/	/	/	/	/	/
4	Islamic Law of Consumerism (*Fiqh al-Istihlak al-Islami*)	Halal and Haram Principles of: • Slaughtering and Hunting Animals • Food and Drink • Economic and Financial Transactions • Islamic Ritual Cleansing (Sertu)	/	/	/	/	/	/
		Halal Knowledge and Awareness	/	/	/	/	/	/
		Consumer Protection Act 1999		/	/	/	/	/
		Consumer Participation		/	/	/		

No.	Body of Knowledge	Required Topics	Certificate	Diploma	Advanced Diploma	Bachelor	Master	Doctoral
5.	Objectives of Islamic Law (*Maqasid al-Shariah*)	Definition of Maqasid al-Shariah		/	/	/	/	/
		Importance of Maqasid al-Shariah in Islamic law		/	/	/	/	/
		5 Main Principles of Maqasid al-Shariah: - protection of life - protection of Islam - protection of progeny or offspring - protection of intellect or faculty of reason - protection of material wealth		/	/	/	/	/
		Categories of necessities: - the essentials (dharuriyyat) - the complementaries (hajiyyat) - the embellishments (tahsiniyyat)		/	/	/	/	/
		Applications of Maqasid al-Shariah in Islamic Law				/	/	/
6.	Halal Regulatory and Governance - Compliance	Licensing and Certification	/	/	/	/		
		Halal Certification	/	/	/	/		
		Halal Auditing		/	/	/	/	/
7.	Halal Regulatory and Governance - Quality and Assurance	Halal Standards		/	/	/	/	/
		Halal Assurance Management System		/	/	/	/	/
		Halal Procedures	/	/	/	/	/	/
		Food Related Acts and Regulations	/	/	/	/	/	/
		Halal Industry Related Acts and Regulations		/	/	/	/	/
		Halal Risk Management		/	/	/		

No.	Body of Knowledge	Required Topics	Certificate	Diploma	Advanced Diploma	Bachelor	Master	Doctoral
8.	Halal Regulatory and Governance - Governance	Accreditation and Certification Bodies	/	/	/	/		
		Industry Regulatory and Enforcement Bodies		/	/	/	/	/
		Trade Description Acts 2011		/	/	/		
		Malaysian Quarantine and Inspection Services (MAQIS)				/	/	/
		Majlis Agama Islam Negeri/ Jabatan Agama Islam Negeri		/	/	/		
		Halal Trade Requirement				/	/	/
		National Pharmaceutical Regulatory Agency (NPRA)				/	/	/

2. CORE COURSES FOR APPLIED SCIENCE FIELDS

Notes:
  i.   For applied science related discipline, the BoK are based on respective standard programmes or related fields.
  i.   Halal topics shall be covered/embedded in relevant courses related to halal certification schemes.
  ii. Programme which offer Halal as minor courses should cover the following courses: Islamic Theology, Islamic Jurisprudence, Islamic Legal Maxim, Islamic Law of Consumerism, and Halal Regulatory and Governance.

Required topics for core courses for applied science fields are as follows:

CORE COURSES FOR APPLIED SCIENCE FIELDS							
No.	Generic core courses for all disciplines	Certificate	Diploma	Advanced Diploma	Bachelor	Master	Doctoral
1	Biology*	/	/	/	/	/	/
2	Physics*	/	/	/	/	/	/
3	Chemistry*	/	/	/	/	/	/
4	Mathematics	/	/	/	/	/	/
5	Engineering/ Technology		/	/	/	/	/
6	Microbiology				/	/	/
7	Biotechnology				/	/	/
8	Organic Chemistry				/	/	/
9	Inorganic Chemistry				/	/	/

* Core courses for certificate may be combined together.

3. CORE COURSES FOR MANAGEMENT FIELDS

Notes:
i. For other than management fields, the BoK are based on respective standard programmes or related fields.
ii. Halal topics shall be covered/embedded in relevant courses related to halal certification schemes.
iii. Programme which offer Halal as minor courses should cover the following courses: Islamic Theology, Islamic Jurisprudence, Islamic Legal Maxim, Islamic Law of Consumerism, and Halal Regulatory and Governance.

Required topics for core courses for management fields are as follows:

CORE COURSES FOR MANAGEMENT FIELDS								
No	Core courses for all disciplines	Required Topics	Certificate	Diploma	Advanced Diploma	Bachelor	Master	Doctoral
1	Halal Products and Services	Halal Hospitality Services Management System	/	/	/	/		
		Halal Hazard		/	/	/		
		Halal Marketing		/	/	/		
		Fiqh Halal and Haram	/	/	/	/	/	/
		Halal Pharmaceuticals and Cosmetics		/	/	/		
		Halal Food		/	/	/		

No	Core courses for all disciplines	Required Topics	Certificate	Diploma	Advanced Diploma	Bachelor	Master	Doctoral
			CORE COURSES FOR MANAGEMENT FIELDS					
2	Halal Systems	Halal Supply Chain		/	/	/		
		Halal Integrity and Ethics		/	/	/		
		Halal Device				/		
		Halal Logistics		/	/	/		
		Halal Slaughtering		/	/	/		
		Enterprise Risk Management				/		
		Halal Critical Control Point		/	/	/	/	/

EXAMPLES OF NOMENCLATURES

APPLIED SCIENCE

Programme Structure	Explanation	Example
Single Major	Programme that focuses only in one main area.	• Certificate in Halal Slaughter • Diploma in Halal Laboratory Analysis • Advanced Diploma in Halal Pharmaceutical • Bachelor in Halal Food • Bachelor in Halal Science • Master of Philosophy (Halal Science) • PhD in Halal Science
Major with Specialisation (120 credits)	A programme that has a specialised field that covers 25-30%* of the body of knowledge for the area of specialization. This specialisation is indicated in bracket. The programme structure for Certificate and Diploma programmes shall not include specialisation.	• Bachelor in Halal Technology (Manufacturing and Possessing) • Bachelor in Halal Science (Agriculture) • Bachelor in Halal Science (ICT Supply Chain) • Bachelor in Halal Science (Foods)
Major-minor	Programme with minor that includes 25-30%* of the body of knowledge in another discipline**. The conjunction 'with' is used in naming this type of programme where the major and minor disciplines are mentioned. The programme structure for Certificate and Diploma programmes shall not include a minor in another discipline.	• Bachelor in Halal Food with Nutrition • Bachelor in Halal Studies with Food Technology • Bachelor in Halal Science with Pharmaceuticals • Bachelor in Halal Science with Cosmetics
Double Major	A double major programme should consist of an equal percentage (50%) of the body of knowledge from two different discipline. The conjunction 'and' is used in naming this type of programme where both disciplines are mentioned. The programme structure for Certificate and Diploma programmes shall not include a double major.	• Bachelor in Halal Studies and Food Agriculture • Bachelor in Halal Studies and Food Manufacturing

MANAGEMENT

Programme Structure	Explanation	Example
Single Major	Programme that focuses only in one main area.	• Certificate in Halal Studies • Advanced Diploma in Culinary Halal Practices • Diploma in Halal Management • Bachelor in Halal Services • Bachelor in Halal Management • Master of Arts in Halal Industry Management • Master of Arts in Muamalat (Halal Product) • PhD in Halal Management
Major with Specialisation (120 credits)	A programme that has a specialised field that covers 25-30%* of the body of knowledge for the area of specialization. This specialisation is indicated in bracket. The programme structure for Certificate and Diploma programmes shall not include specialisation.	• Bachelor in Halal Administration (Manufacturing and Possessing) • Bachelor in Halal Studies (Agriculture) • Bachelor in Halal Studies (Management) • Bachelor in Halal Studies (Services)
Major-minor	Programme with minor that includes 25-30%* of the body of knowledge in another discipline**. The conjunction 'with' is used in naming this type of programme where the major and minor disciplines are mentioned. The programme structure for Certificate and Diploma programmes shall not include a minor in another discipline.	• Bachelor in Halal Management with Marketing • Bachelor in Halal Management with Food Safety • Bachelor in Halal Management with Entrepreneurship • Bachelor in Halal Management with Quality Assurance • Bachelor in Halal Studies with Food Technology
Double Major	A double major programme should consist of an equal percentage (50%) of the body of knowledge from two different discipline. The conjunction 'and' is used in naming this type of programme where both disciplines are mentioned. The programme structure for Certificate and Diploma programmes shall not include a double major.	• Bachelor in Muamalat and Halal Management • Bachelor in Halal Studies and Food Services

Notes:

If the percentage of courses offered in the programme structure is less than 25% of the body of knowledge of the major discipline, it should not be stated in the programme nomenclature. However, it can be stated in the transcript.

(Refer to the Policy on Nomenclature of Malaysian Higher Education Programme for further reference)

*   Calculation of the percentage of major, specialisation and minor is based on credit hours.
**   Discipline refers to the major field of the programme.
***   Example given is for guidance only.

AREAS OF PROFESSION AND EMPLOYMENT

Banking Industry
Islamic Banking Industry
Business Advisors and Consultants
Education
Entrepreneurship
Financial Planning and Wealth
Management
Finance / Islamic Finance Industry
Halal Industry
Hospitality
Insurance / Takaful Industry
Investment and Fund Management
Islamic Institutions
Regulatory Bodies
Shariah Fields
Social Finance Industry
Artificial Intelligence
Authenticity Officer
Biomedical Engineers
Block Chain Industry
Chief Technical officer
Data analyst
Deep learning and machine learning
Digital-first lifestyle
Enzymologist
Food technologist
Forensics specialists

Geneticist
Geospatial and natural resources
technology
Gig economy
Healthcare administrator
Home health aids
Inspection and testing
Laboratory analyst
Law enforcer
Logistician
Manufacturing and quality
Meat scientist
Medical officer
Nano medicines, foods and cosmetics,
molecular technology
Patent office and intellectual property
Pharmacist
Procurement manager
Product specialist
Project manager
Regulatory officer
Scientist
Software engineer/developer
Synthetic media and deep fakes analyst
Systems and Apps designer
Software development

**HALAL WORK ACTIVITIES CHECKLIST
FOR INDUSTRIAL TRAINING**

This is the guideline to perform halal industrial training for student in halal related fields. Halal related matters shall focus on Halal certification process of the Halal Certification process, assurance, audit and product development and innovation.

No.	Subject	Remark/Comments	Supervisor
1.	**Halal Assurance Management System** • Understand the concept of Halal Assurance Management System.	Knowledge/Skills/Attributes	
	• Developing and implementing Halal Assurance Management System (HAS).	Knowledge/Skills/Attributes	
	• Implement control measure as identified in Risk Assessment to control the potential contaminants.	Knowledge/Skills/Attributes	
2.	**Processing** • Performing Halal certification process (refer to Halal Certification Schemes).	Knowledge/Skills/Attributes	
	• MyeHalal System or international recognized certifying bodies.	Knowledge/Skills/Attributes	
	• Monitoring raw material products product meets Halal requirements (Selection of raw material).	Knowledge/Skills/Attributes	
3.	**Audit** • Participating in Internal Halal Audit to assess compliance to Halal requirements.	Knowledge/Skills/Attributes	
	• Performing supplier audit to assess compliance to Halal requirements.	Knowledge/Skills/Attributes	
	• Facilitating external Halal audit with authorities.	Knowledge/Skills/Attributes	

No.	Subject	Remark/Comments	Supervisor
	• Evaluating audit findings and implement appropriate corrective actions (Report).	Knowledge/Skills/Attributes	
4.	**Training (optional)** • Attend any related Halal training internal	Knowledge/Skills/Attributes	
	• Developing Halal training modules and conducting or organizing Halal training (internal).	Knowledge/Skills/Attributes	

GLOSSARY

1) Common Core — Required modules to all disciplines related to Halal Studies programmes.

2) Continuous Assessment — Assessments conducted throughout the duration of a course/module for determining student attainment.

3) Discipline Core — Required modules for a specific discipline related to Halal Studies programmes.

4) Dissertation — Refers to the degree for the master's programme by documentation of the original research prepared and submitted by the candidate for the award of the degree for the master's programme by research and mixed mode.

5) Final Examination — An examination or test scheduled within an official examination period held at the end of an academic term. It serves as the final evaluation of a course or courses of study that affects the academic performance of students.

6) Final Project — A compulsory task requiring considerable or concerted effort as a supplement to classroom lessons that contributes to the final grading of the programme.

7) Formative Assessment — The assessment of student's progress throughout a course, in which the feedback from the learning activities are used to improve student attainment.

8) Good Halal Practices — Set of actions that follow halal guidelines and procedures thoroughly with less non-compliance or without any non-compliance.

9) Halal Ecosystem — Halal ecosystem is a dynamic system where the system embedded within a complex network of businesses such as production, services, infrastructure, government agencies, and human capital.

10) Halal Practices — Set of actions that follow extensive halal guidelines and procedures such as standard, certification, rules, regulation, and requirements accordingly.

11) Halalan Toyyiban	Collective actions based on very extensive halal principles which are guidelines for Muslims to perform permitted things and actions. Halalan Toyibban term is vastly used in the food industry and brings the meaning of 'good, clean, and wholesome' as well as 'safe to consume'.
12) Industrial Exposure	A student's experience in an organisation through field visits in the industry that is appropriate to their field. This exercise does not carry any credit values.
13) Industrial Training / Industrial Attachment	A period of time within the programme when students are required to be placed in the industry to experience the real working environment.
14) Industry Engagement	Act of cooperation between agencies or/and scholars with industry practitioners to meet the industry needs such as gain profits, sharing knowledge, education-industry collaboration, and maximizing work-integrated learning.
15) Learning Outcomes	Statements on what a learner should know, understand and do upon the completion of a period of study.
16) Modules	Components of a programme. The term 'modules' is used interchangeably with subjects, units or courses.
17) Muslim Friendly	Halal ecosystem is a dynamic system where the system embedded within a complex network of businesses such as production, services, infrastructure, government agencies, and human capital.
18) Open and Distance Learning (ODL)	The provision of flexible educational opportunities in terms of access and multiple modes of knowledge acquisition.
19) Programme	An arrangement of modules that are structured for a specified duration with a specified learning volume to achieve the stated learning outcomes. This usually leads to an award of a qualification.
20) Problem-based Learning	Student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem.

21) Project-based Learning	Teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.
22) Programme Educational Objectives	Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve after they have graduated.
23) Project Paper	An extended piece of work involving inquiry-based activities. The project may be big or small and undertaken by individuals or groups.
24) Quality Assurance	Comprises planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide adequate demonstration that quality is being achieved, maintained and enhanced, and meets the specified standards of teaching, scholarship and research as well as student-learning experience.
25) Research engagement	An interaction between researchers and research end-users outside of academia, for the mutually beneficial transfer of knowledge, technologies, methods or resources.
26) Shariah Compliance	Shariah is a set of Islamic law that provides guidelines for Muslim's way of life and commanded people to follow. Shariah compliance is any action of things that follow Shariah rules and regulations accordingly.
27) Summative Assessment	The assessment of learning, which summarises the progress of the learner at a particular time and is used to assign the learner a course grade.
28) Thesis	Refers to the documentation of the original research prepared and submitted by the candidate for the award of the degree for the doctoral programme by research and mixed mode.
29) Viva Voce	An oral examination on a student's communication skills and knowledge of relevant facts from their thesis or dissertation.

END