PROGRAMME STANDARDS :
PSYCHOLOGY

MQA
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

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

2nd Edition

Programme Standards: Psychology, Second Edition

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Contents

FOREWORD

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 Open Distance Learning (COPPA-ODL), Standards, Programme Standards (PS), and Guidelines to Good Practices (GGP), to ensure that the programmes offered by Higher Education Providers (HEPs) in Malaysia meet international practices. It is imperative that these documents must be revised periodically to reflect the changes in the industry, economy and the practice of higher education.

The MQA policies and good quality assurance practices are maintained through the PS guided by MQF, COPPA, and discipline requirements and practices. The MQA first introduced the PS for Psychology in 2013. Generally, the PS is subject to a comprehensive review every five years in order to update the requirements. The revised PS reflects the outcomes of the review conducted to ensure its relevance to the rapidly changing Psychology programmes offered by different HEPs across higher education, technical and vocational education, and training providers.

This PS outlines revised sets of characteristics describing the minimum levels of acceptable practices in the Psychology programmes based on the quality assurance areas in COPPA 2nd Edition (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), encompassing all levels of qualifications ranging from Diploma (Level 4) to Doctoral Degree (Level 8) in the MQF.

An expert panel (see Appendix 1) reviewed the PS based on the feedback obtained from the HEPs, expert assessors, MQA, and the industry. The revisions were further refined through multiple online consultations involving public and private HEPs, relevant government and statutory agencies, professional bodies, industry, alumni and students (see Appendix 2). The revised PS reflects national and international good practices to ensure Psychology graduates from Malaysian HEPs are globally competitive.

The MQA would like to express its heartfelt appreciation to all the panel members and all stakeholders for their valuable inputs and all the MQA officers who have contributed to developing

the PS for Psychology. Ultimately, the revised PS should benefit different stakeholders in producing psychology graduates to face future challenges.

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ABBREVIATION

COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
COPPA: ODL	Code of Practice for Programme Accreditation: Open and Distance Learning
COPTPA	Code of Practice for TVET Programme Accreditation
CPD	Continuous Professional Development
DKM	*Diploma Kemahiran Malaysia*
DLKM	*Diploma Lanjutan Kemahiran Malaysia*
DVM	*Diploma Vokasional Malaysia*
GGP	Guidelines to Good Practices
HEP	Higher Education Provider
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
PEO	Programme Educational Objective
PLO	Programme Learning Outcomes
PS	Programme Standards
SKM	*Sijil Kemahiran Malaysia*
SPM	*Sijil Pelajaran Malaysia*
STAM	*Sijil Tinggi Agama Malaysia*
STPM	*Sijil Tinggi Persekolahan Malaysia*
SVM	*Sijil Vokasional Malaysia*

1. INTRODUCTION

Psychology is the scientific study of behaviour and mental processes: how we think, feel, act and interact interpersonally and in groups. Psychology is concerned with all aspects of behaviour, thoughts, feelings and motivation. Psychologists are interested in what makes people behave in certain ways and how this understanding can help solve major problems in society.

It has been widely accepted that psychology is a scientific discipline and psychologists study human behaviour by observing, measuring and testing, and then arriving at conclusions that are rooted in sound scientific methodology. Thus, to be taught as a science, psychology requires extensive training in a range of quantitative and qualitative research methods such as laboratory experiments, field survey, naturalistic observations and case studies. This can be achieved by allowing students or trainees to undertake supervised research projects under researchers with established research skills.

In general, psychology can be grouped into basic psychology and applied psychology. Under the group applied psychology, only eight areas are currently categorised as applied psychology (practitioner), which requires extensive supervised practice in the field. Some of the popular and major branches of psychology are listed and described as follows.

Table 1 Areas of specialisation in Psychology (at postgraduate level)

AREA 1: BASIC PSYCHOLOGY

i. Biological psychology	ii. Cognitive psychology	iii. Cultural psychology	iv. Developmental psychology
v. Experimental psychology	vi. Personality psychology	vii. Psychometrics	viii. Psychology of gender
ix. Social psychology			

AREA 2: APPLIED PSYCHOLOGY (non-practitioner)

i. Engineering psychology	ii. Environmental psychology	iii. Political psychology	iv. Positive psychology
v. Psychology of religion			

AREA 3: APPLIED PSYCHOLOGY (practitioner)

i. Clinical psychology	ii. Clinical neuropsychology	iii. Counselling psychology	iv. Educational psychology
v. Forensic psychology	vi. Health psychology	vii. Industrial/ organizational psychology	viii. Sport psychology

1.1   DESCRIPTION OF AREAS IN PSYCHOLOGY

1) **Basic psychology:** Basic psychology refers to theory-driven and hypothesis-testing area in psychology driven by a quest for fundamental understanding about behaviour and mental processes. It is different from applied psychology which is more focused on providing practical solutions to problems related to psychology, even though its research may be used for practical solutions in applied psychology areas.

   i.   **Biological psychology** is the field of psychology concerned primarily with how biological processes and the underlying physiological events affect or are involved in human behaviour and mental processes. Other similar terms are biopsychology, psychobiology, physiological psychology, psychophysiology and behavioural neuroscience. Sub areas include neuropsychology, evolutionary psychology, and comparative psychology.

   ii.   **Cognitive psychology** is the field of psychology that studies mental processes including attention, language, memory, perception, problem solving, thinking, decision-making, learning and intelligence. Please note that the field of cognitive science is not the same as cognitive psychology although there are some overlaps.

   iii. **Cultural psychology** is the field of psychology that studies how people shape and are shaped by their cultures. Other related term is cross-cultural psychology.

   iv.   **Developmental psychology** is the field of psychology that studies change in human being (e.g. physical, cognitive, social, emotional and moral development) throughout the life-span (from conception until death). It can also focus on child psychology, adolescent psychology, the psychology of adulthood and ageing. Please note that the field of human development is not the same as developmental psychology although there are some overlaps.

   v.   **Experimental psychology** is the field of psychology that studies behaviour and mental processes using experimental methods. The topics studied vary and usually concern basic psychological processes such as sensation/perception, memory, cognition, learning, motivation, emotion, developmental psychology and social psychology.

vi. **Personality psychology** is the field of psychology that studies personality and individual differences.

vii. **Social psychology** is the field of psychology that studies how thoughts, feelings and behaviours are influenced by the actual, imagined or implied presence of others.

viii. **Psychology of Gender** is the field of psychology that studies the concepts of masculinity and femininity across cultures and the influence of those concepts on behaviour, health, interpersonal relationships, and psychological processes.

ix. **Psychometrics** is a scientific discipline concerned with the construction of assessment tools, measurement instruments and formalised models that may serve to connect observable phenomena (e.g., responses to items in an IQ test and personality test) to theoretical attributes (e.g. intelligence and personality). While most psychologists are trained to administer, score and interpret psychological tests in their respective sub-disciplines, a psychometrician uses a range of methodology (e.g., questionnaires, tests, inter-rater judgements, psychological symptom scales and personality tests) and statistical techniques (factor analysis and structural equation modelling) to construct and validate assessment instrument and conduct research related to measurement theory (e.g. item response theory and intra-class correlation). Other similar terms are psychological measurement and psychological testing. Sub area includes educational testing. Other related term is mathematical psychology.

2) **Applied Psychology** refers to group of areas in psychology that are motivated more by a desire to solve practical problems by applying scientific research in psychology into the real world. Some applied psychology disciplines are categorised as applied psychology (practitioner) that offer professional psychological interventions to individual, family, organizations, and society.

2a. Applied Psychology (non-practitioner):

   i.   **Engineering psychology** is the field of psychology that applies psychological theories, methods and research to improve the relationship between people and machines by redesigning equipment, interactions, or the environment in which they take place. Other related terms are human factors and ergonomics. Sub areas include traffic psychology, aviation psychology, space psychology, cyberpsychology and media psychology.

   ii. **Environmental Psychology** is the field of psychology that applies psychological theories, methods and research in understanding the transaction between individuals and the physical surrounding and improving the relationship between them. Sub-areas include ecological psychology, conservation psychology and architectural psychology.

   iii. **Political psychology** is the field of psychology that applied psychological theories, methods and research to understand and improve political behaviours. Sub-fields include peace psychology and military psychology.

   iv. **Positive Psychology** is the field of psychology that applies psychological theories, methods and research in understanding character strengths and behaviours and improving individuals to build a life of meaning and purpose to move beyond surviving to flourishing. Other related term is coaching psychology.

   v.   **Psychology of Religion** is the field of psychology that applies psychological theories, methods and research in understanding the diverse contents of religious traditions and improving the life of both religious and irreligious individuals. Please note that psychology of religion is not the same as Islamic psychology, Buddhist psychology, Christian psychology and other religions, because they comprise all sub-areas of psychology and not limited to typical religious behaviours & cognition.

2b. Applied Psychology (practitioner):

i. **Clinical neuropsychology** is the field of psychology that applies psychological theories, methods and research in assessing and treatment of behaviour directly related to brain functioning in clinical setting. While clinical neuropsychology emphasises on the application, cognitive neuropsychology emphasises on the basic processes. Please note that the field of neuroscience is not the same as neuropsychology although there are some overlaps.

ii. **Clinical psychology** is the field of psychology that applies psychological theories, methods and research in the assessment and treatment of mental disorders. Other related term is psychotherapy. Please note that the field of psychiatry is not the same as clinical psychology although they often work together in clinical settings.

iii. **Counselling psychology** is the field of psychology that applies psychological theories, methods and research in working collaboratively with clients across a diverse range of human problems such as vocational selection, school problems, drug abuse and marital conflict. In contrast to clinical psychologists, counselling psychologists often work with clients in non-clinical settings. Please note that the field of guidance and counselling is not the same as counselling psychology although there are overlaps.

iv. **Educational psychology** is the field of psychology that applies psychological theories, methods and research in understanding and improving human learning in educational settings, effectiveness of educational interventions, psychology of teaching and social psychology of schools as organisations. Other related term is school psychology. Please note that educational psychology programmes are usually offered under the general discipline of education.

v. **Forensic psychology** is the field of psychology that applies psychological theories, methods and research in understanding and improving the process of law (i.e. evidence, witnesses and the courts) towards reduction of criminal behaviours. Other similar terms are legal psychology, criminal psychology and criminological psychology while other related terms are police psychology and prison psychology. Please note that the field of criminology, behavioural law, forensic science and forensic psychiatry are not the same as forensic psychology although there are overlaps.

vi. **Health psychology** is the field of psychology that applies psychological theories, methods and research in understanding and improving physical health and illnesses. Other related terms are clinical health psychology and occupational health psychology.

vii. **Industrial/Organisational psychology** is the field of psychology that applies psychological theories, methods and research in understanding and improving workers, workplaces, and organisations' productivity and well-being. Other similar terms are occupational psychology, work psychology, work and organisational psychology, managerial psychology and management psychology. Sub areas include personnel psychology, consumer psychology, engineering psychology and occupational health psychology. Please note that the field of human resource management, organizational behaviour, occupational safety and health and business psychology are not the same as industrial/organizational psychology although there are some overlaps.

viii. **Sport psychology** is the field of psychology that applies psychological theories, methods and research in understanding and improving performance and participation in sports and exercise. Other similar term is exercise psychology. Please note that sport psychology programmes are usually offered under the general discipline of sport sciences.

As evidenced by the rapid advancement of the sub-specialties within the psychology disciplines, Higher Education Providers (HEPs) must introduce effective and sustainable programme improvement. In doing so, the HEPs should ensure the graduates obtain necessary knowledge and skills to function effectively as academicians, researchers, professionals, or other related professions.

These standards are developed with reference to the manuals and guidelines practiced by major psychology associations such as American Psychological Association (APA), Australian Psychological Society (APS) and British Psychological Society (BPS) with consideration of local practices and MQA regulations. In countries where psychology is well established as a profession (i.e., the profession is governed by professional bodies enacted by law), only those with postgraduate qualification are called psychologists (in general) and only those with postgraduate qualification plus supervised professional practice are allowed to practice using specific psychologist titles. In general, those with just a Bachelor's degree in psychology will not be considered as psychologists (Kuther, 2019).

SCOPE OF THE PROGRAMME STANDARDS

The panel acknowledges that, in addition to prescribing a set of minimum requirements to ensure consistency and quality of the programme offered by various HEPs, the programme standard (PS) should encourage diversity and innovation of the field. HEPs are encouraged to develop their niche to meet the employment and society's needs addressing various priorities of Sustainable Development Goals (SDG).

This PS covers all the seven quality assurance areas: (i) programme development and delivery, (ii) assessment of student learning, (iii) student selection and support services, (iv) academic staff, (v) educational resources, (vi) programme management and (vii) programme monitoring, review and continual quality improvement. This document also 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:

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

The document aims to provide minimum requirements on the development and conduct of different levels of Psychology programmes within the core areas described. Hence, the document must be read together with other quality assurance documents and policies issued by MQA and other related agencies, including but not limited to the following:

- The Malaysian Qualifications Framework (MQF) 2nd Edition
- The Code of Practice for Institutional Audit (COPIA)
- The Code of Practice for Programme Accreditation (COPPA) 2nd Edition
- The Code of Practice for Programme Accreditation: Open Distance Learning (COPPA: ODL)
- Relevant Standards
- 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 prepares 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 guidance of the PEOs is provided under each level of study from diploma to doctoral level. **The flexibility in describing the PEOs remains with the Higher Education Providers (HEPs), provided that the PEOs are consistent with the vision and mission of the HEP.**

The PEOs of each qualification level are outlined in **table 2.1** below:

Table 2.1 Programme Educational Objectives (PEOs) of each qualification level

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
DIPLOMA (LEVEL 4, MQF)	i. Apply basic theories, research and practical skills in psychology ii. Apply basic leadership, and entrepreneurial skills to perform effectively and responsibly in different organisations. iii. Use a wider range of digital applications and numeracy skills to support work tasks. iv. Demonstrate interpersonal, communication, creativity and innovation skills. v. Pursue lifelong learning in education and career in various settings within ethical and professional standards.
GRADUATE CERTIFICATE (LEVEL 6, MQF) **GRADUATE DIPLOMA (LEVEL 6, MQF)** **BACHELOR'S DEGREE (LEVEL 6, MQF)**	i. Analyse theories, research and practice in psychology ii. Apply a range of leadership, and entrepreneurial skills to perform effectively and responsibly in different organisations. iii. Use a wider range of digital applications and numeracy skills in work tasks. iv. Demonstrate interpersonal, communication, creativity and innovation skills.

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
	v. Pursue lifelong learning in education and career in various settings within ethical and professional standards.
POSTGRADUATE CERTIFICATE (LEVEL 7, MQF) **POSTGRADUATE DIPLOMA (LEVEL 7, MQF)** **MASTER'S DEGREE (LEVEL 7, MQF)**	i. Evaluate advanced theories, research and practice in psychology ii. Apply leadership, and entrepreneurial skills to perform effectively and responsibly in different organisations. iii. Use advanced digital applications and numeracy skills in work tasks. iv. Demonstrate interpersonal, communication, creativity and innovation skills. v. Pursue lifelong learning in education and career in various settings within ethical and professional standards.
DOCTORAL DEGREE (LEVEL 8, MQF)	i. Synthesise advanced theories, research and practice in psychology. ii. Apply leadership, and entrepreneurial skills to perform effectively and responsibly in various organisations. iii. Use advanced digital applications and numeracy skills in research tasks. iv. Demonstrate interpersonal, communication, creativity and innovation skills. v. Pursue lifelong learning in education and career in various settings within ethical and professional standards.

2.2 LEARNING OUTCOMES

Learning outcomes are detailed statements describing in explicit terms the achievement of learners. Assessment of the learners is conducted 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 Psychology should **cumulatively reflect the five clusters[1] of learning outcomes** aimed 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.

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[1] Malaysian Qualifications Agency. (2018). Malaysian Qualifications Framework 2nd Edition. Cyberjaya, Malaysia.

Table 2.2 shows the mappings of learning outcomes based on MQF learning outcomes for Psychology. **The flexibility in describing the learning outcomes remains with the HEPs, provided they are sufficiently covered.** Subject to the concentration in a particular MQF levels and its nomenclature, the **specific learning outcomes** identified in this programme standards document are as in **table 2.2** listed below:

Table 2.2 Learning Outcomes (LO) for Psychology mapped against MQF LOs

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
i. Apply key concepts, principles, and overarching themes in psychology in different areas of psychology	√										
ii. Use knowledge of research methods and statistics to interpret psychological phenomena		√					√				
iii. Adopt best-practice in writing academic essays and presentation using appropriate communication and digital technology			√		√	√					
iv. Communicate effectively through verbal and written forms at interpersonal and group levels				√	√						
v. Display basic skills in leadership, decision-making, goal-settings and relationship building in project management								√			

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
vi. Display commitment to develop self-awareness, creativity, reflective practice, and entrepreneurial mind-set to motivate and improve oneself									√	√	
vii. Comply to ethical standards in psychological science and practice											√

GRADUATE CERTIFICATE AND GRADUATE DIPLOMA (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
i. Analyse different key concepts, principles, research and overarching themes in broad areas of psychology	√										
ii. Compare psychological theories, past literature, research design and statistical analysis to review basic psychological research		√					√				
iii. Organise research ideas, research strategies, research executions, research write-up and research presentation using appropriate digital media and technology			√			√					

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. Communicate effectively through verbal and written forms at interpersonal and group levels, using various mediums, to a range of audience and in different situations.				√	√						
v. Show initiative in leadership, decision-making, goal-settings and relationship building in individual and multi-disciplinary group project management								√			
vi. Display self-awareness, creativity, reflective practice, and entrepreneurial mind-set to motivate and improve oneself and others									√	√	
vii. Adhere to ethical standards to evaluate psychological science and practices.											√

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
i. Analyse different key concepts, principles, research, overarching themes in broad areas of psychology	√										
ii. Compare psychological theories, past literature, research design and statistical analysis to conduct basic psychological research		√					√				
iii. Organise research ideas, research strategies, research executions, research write-up and research presentation using appropriate digital media and digital technology			√			√					
iv. Communicate effectively through verbal and written forms at interpersonal and group levels, using various mediums, to a range of audience and in different situations				√	√						
v. Show initiative in leadership, decision-making, goal-settings and relationship building in individual and multi-disciplinary group project management								√			
vi. Display self-awareness, creativity, reflective practice, and entrepreneurial mind-set to motivate and improve oneself and others									√	√	

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
vii. Adhere to ethical standards in psychological science and practices											√

POSTGRADUATE CERTIFICATE AND POSTGRADUATE DIPLOMA (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
BASIC PSYCHOLOGY: i. Evaluate key concepts, principles, research, advanced themes in a general or a specific area of psychology	√										
APPLIED PSYCHOLOGY (Non-practitioner): i. Evaluate key concepts, principles, research, advanced themes and applications in areas of applied psychology	√										

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 PSYCHOLOGY (Practitioner): i. Evaluate key concepts, principles, research, advanced themes, application and professional interventions in a specific area of psychology	√										
Note: The following PLOs are similar for all three types of PG programmes of which the contexts are being defined by PLO1.											
ii. Evaluate psychological theories, past literature, research design and statistical analysis to review advanced psychological research		√					√				
iii. Compose research planning strategies, research executions, the writing of research report and verbal presentation of the research results using appropriate media and digital technology			√			√					
iv. Communicate effectively through verbal and written forms at interpersonal and group levels, using various mediums, to a range of audience in academic and professional settings				√	√						
v. Show responsibility and skills in leadership, decision-making, goal-								√			

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
settings and relationship building in research and professional settings											
vi. Show initiative in networking establishment and collaborative skills for career advancement in research, entrepreneurial and professional settings									√	√	
vii. Uphold ethical standards in all research and professional activities related to psychology											√

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
BASIC PSYCHOLOGY: i. Evaluate key concepts, principles, research, advanced themes in a general or a specific area of psychology	√										

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 PSYCHOLOGY (Non-practitioner): i. Evaluate key concepts, principles, research, advanced themes and applications in a specific area of applied psychology	√										
APPLIED PSYCHOLOGY (Practitioner): i. Evaluate key concepts, principles, research, advanced themes and professional interventions in a specific area of psychology	√										
Note: The following PLOs are similar for all three types of PG programmes of which the contexts are being defined by PLO1											
ii. Evaluate psychological theories, past literature, research design and statistical analysis to review and conduct advanced psychological research		√					√				
iii. Compose research planning strategies, research execution, the writing of research report and verbal presentation of the research results using appropriate media and digital technology			√			√					
iv. Communicate effectively through verbal and written forms at				√	√						

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
interpersonal and group levels, using various mediums, to a range of audience in academic and professional settings											
v. Show responsibility and advanced skills in leadership, decision-making, goal-settings and relationship building in research and professional settings								√			
vi. Show initiative in networking establishment and collaborative skills for career advancement in research, entrepreneurial and professional settings									√	√	
vii. Uphold ethical standards in all research and professional activities related to psychology											√

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
BASIC PSYCHOLOGY: i. Integrate key concepts, principles, research and advanced themes in a general or specific area of psychology	√										
APPLIED PSYCHOLOGY (Non-practitioner): i. Integrate key concepts, principles, research, advanced themes and applications in a specific area of applied psychology	√										
APPLIED PSYCHOLOGY (Practitioner): i. Integrate key concepts, principles, research, advanced themes and professional interventions in a specific area of psychology	√										
Note: The following PLOs are similar for all three types of PG programmes of which the contexts are being defined by PLO1											
ii. Synthesise psychological theories, past literature, research design and statistical analysis to review and conduct novel psychological research		√					√	i.			
iii. Compose research planning strategies, executions of research, the writing of research report, publication			√			√					

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
in peer-reviewed journals, and verbal presentation of the research results using appropriate media and digital technology											
iv. Communicate effectively through verbal and written forms at interpersonal and group levels, using various mediums, in knowledge-transfer manner, to a range of audience including academic and professional settings				√	√						
v. Show ability to lead and empower others in decision-making, goal-settings and relationship building in knowledge development and knowledge sharing in various settings								√			
vi. Show initiative in networking establishment and collaborative skills for advancement of the profession with various organisations in various settings									√	√	
vii. Uphold and advocate ethical standards in all research and professional activities related to psychology											√

2.3 CURRICULUM DESIGN AND DELIVERY

Learning and teaching can only be effective when the curriculum content and the programme structure are kept abreast with the most current development in its field of study (COPPA 2nd Edition, 2017). The curriculum structure should identify the objectives and learning outcomes of the programme and incorporate a schema that would map the curriculum to the stated objectives and learning outcomes (Guidelines to Good Practice: Curriculum Design and Delivery, 2011).

This document contains the matrices for graduating credits and percentage of components for all levels of qualifications. Specific requirements as to the body of knowledge of the various core areas are in **Appendix 3. HEPs have the flexibility to design their own programme. However, they should cover the body of knowledge indicated in this document.**

Specific requirements on the body of knowledge (BOK) of the common core and discipline core are summarised in **Table 2.3** and **Appendix 3**. **Notably, regardless of the programme structure, all the common core must be covered according to the requirements in Table 2.4.**

In addition, HEPs are encouraged to develop their programmes to reflect the current best practices and to offer a high-quality academic programme. Psychology programmes may vary in its nomenclature; however, the programme nomenclature must reflect the content of the programme and as indicated in the MQF. Examples for each level are in **Appendix 4**.

Academic programmes that have the term psychology in their nomenclature are required to refer to this PS to ensure high quality of psychology graduates and to facilitate the career path in psychology in Malaysia. Thus, if the programmes use the term psychology in their nomenclature, the curriculum content must be predominantly psychology.

These may be postgraduate programmes offered outside department of psychology such as in the fields of education (e.g. educational psychology, counselling psychology), psychiatry (clinical psychology), sport sciences (sport psychology), human development (developmental psychology), allied health (health psychology), cognitive science (cognitive psychology), business and management (organizational psychology, consumer psychology), engineering (engineering psychology), architecture or environmental sciences (environmental psychology), political science (political psychology), biology or neuroscience (biological psychology or neuropsychology),

Islamic studies (psychology of religion, Islamic psychology), music (musical psychology), and other related disciplines.

Supervised Fieldwork

a. **Industrial Exposure**

   i) Industrial exposure is a non-professional placement supervised by one academic supervisor and another site-supervisor at any work setting

   ii) It is encouraged but NOT compulsory to offer industrial exposure at Diploma, Graduate Certificate, Graduate Diploma, and Bachelor levels.

   iii) It is not necessary for the site-supervisors to be psychologists.

   iv) It is not necessary for the work setting to be directly related to psychology

   v) Its duration should be according to the formula of 1 credit = 2 weeks of field experience. HEP has a choice to offer it during the final semester or divide it to several short semesters throughout the studies.

   vi) Time spent at industrial exposure may, if appropriate, be used for students to collect and analyse data for their final year project.

b. **Practicum**

   i) Practicum is a short-term structured training at the **postgraduate level** and may involve internal practicum on-campus or off-campus.

   ii) It is **NOT** required for postgraduate programmes in *basic psychology to have practicum.

   iii) It is required for postgraduate psychology programmes in **applied psychology (non-practitioner) to have practicum.

   iv) Postgraduate psychology programmes in applied psychology (practitioner) may offer practicum, but they are required to have internship.

   v) Its duration should be according to the formula of 1 credit = 2 weeks of training equivalent to 80 working hours based on working hours of 8 hours per day. The minimum hours required of practicum is 3 credit hours.

c. Internship

i)   Internship refers to supervised practice or professional placement required in postgraduate programmes in specific areas of ***applied psychology (practitioner).

ii) Its duration should be according to the formula of 1 credit = 2 weeks, equivalent to 80 working hours based on working hours of 8 hours per day. The minimum credit hours required of internship is 12 credit hours.

iii) Supervisors must be appropriately credentialled in the specialised field.

Specialised fields	Supervisors
Clinical Psychology	Clinical psychologist
Counselling Psychology	Counselling psychologists, Clinical psychologist
Industrial-Organizational Psychology	Industrial-organizational psychologist, occupational psychologists, organizational psychologist, work psychologists
Health Psychology	Health psychologists
Forensic Psychology	Forensic psychologists, criminal psychologist, criminological psychologist, legal psychologists
Educational Psychology	Educational psychologists
Sport Psychology	Sport psychologists, exercise psychologists

iv) However, some applied psychology (practitioner) areas, other than clinical psychology, may not have enough professional psychologists in Malaysia for site supervision. In this case, students may be supervised by professionals/practitioners in related fields.

Specialised fields	Examples of Internship Supervisors from Related Fields
Counselling Psychology	Licensed Counsellors
Industrial-Organizational Psychology	Human resource management specialists, human resource development specialists, organizational development specialists, occupational safety/health specialists and psychological testing specialists

Health Psychology	Epidemiologists, public health specialists, occupational safety/health specialists, rehabilitation medicine specialists, consultant-liaison psychiatrist, dieticians, nurse managers, medical social workers and clinical psychologists in health-care settings
Forensic Psychology	Criminologists, forensic scientists, forensic psychiatrists, police officers, prison officers, rehabilitation centre officers and correctional centre officers.
Educational Psychology	educational administrators and principal/headmaster in schools
Sport Psychology	sport scientists / sport coaches / sport medicine specialist

v) HEPs are encouraged to provide professional psychology services for the public on-campus so that students can practiced under supervision in campus.

vi) If counselling psychology programmes aim to produce licenced counsellors, they should refer to *Lembaga Kaunselor Malaysia* for guidance on additional requirements.

Notes:

*	Adding the term "applied" before a basic psychology discipline (for example, applied cognitive psychology, applied developmental psychology, applied social psychology, or applied experimental psychology) does not qualify it as an applied psychology discipline. Without the Psychology Act in Malaysia that can regulate the conduct and ethics of psychology graduates and psychologists, it is not allowed to use the term applied [basic] psychology as a nomenclature for an academic programme.
**	Some applied psychology has not yet achieved protected titles by major professional psychology associations and thus has less stringent curriculum requirements
***	**Applied Psychology (practitioner)** programmes require extensive supervised professional training in the respective fields involving full consultancy cycles and reflective practices with higher level of accountability of conduct and ethics in professional practice. Full consultancy cycles refer to: i. Identification of Needs and Problems ii. Analysis of needs and problems iii. Formulation of solution(s) iv. Implementation of solution(s) v. Evaluation of outcome(s)

CURRICULUM STRUCTURE

The 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 if HEPs offer total credits above the minimum graduating credit.

Note: Twinning programmes with universities from foreign countries must still abide by these rules as much as they can. This can be done by requesting the foreign universities to follow the PS, or show evidence that the assessments are equivalent to what is required by the PS.

No specialisation is allowed at level 4 and level 6. Specialisation is only offered at level 7 and level 8 (please refer to table 1 for areas of specialisation in psychology).

Table 2.4: Minimum credits of each curriculum component for all levels of qualifications

DIPLOMA (LEVEL 4, MQF)

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	6
Core**	59
Industrial Exposure*** (optional)	
Elective**** (optional)	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 CREDIT	**90**

Notes:

*	General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses.
**	Please refer to Appendix 3 for Psychology Core Courses.
***	• Industrial exposure is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. • It is **NOT** required for industrial training placement to have direct relationship with psychology. Students are meant to be exposed to work setting, and they are required to relate psychological principles/theories that they have learnt to their work experience. • HEP has a choice to offer it during the final semester or divide it to several short semesters throughout the studies.
****	Elective can be non-discipline related courses.

RECOMMENDED DELIVERY METHODS:

- Lectures/ Tutorials
- Practical classes/ Practical workshop/ Studio/ Laboratory work/ Demonstration technique
- Work-based learning (WBL)
- Blended learning
- Industry speaker
- Field/ Industry visits
- Apprenticeship
- Industrial training
- Exhibition

GRADUATE CERTIFICATE (LEVEL 6, MQF)

This programme is suitable for:

i) Bachelor's degree holders (non-psychology) who need some exposure to psychology.
ii) Master's or doctoral degree holders (non-psychology) who intend to teach certain undergraduate psychology courses.
iii) STPM, STAM, A-level, Foundation, Diploma and Matriculation college certificate holders who are considering whether to study Graduate Diploma and Bachelor's degree in psychology but may want to pursue Graduate Diploma and Bachelor Psychology later with credit transfer
iv) STPM, STAM, A-level, Foundation, Diploma and Matriculation college certificate holders who intend to use APEL to apply for Master's degree in psychology.

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	4
Core**	30
GRADUATING CREDIT	**34**

Notes:

*	General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses.
**	Please refer to Appendix 3 for Psychology Core Courses.

RECOMMENDED DELIVERY METHODS:
- Lectures/ Tutorials
- Interactive Learning
- Blended learning
- Practical classes/ Practical workshop/ Studio/ Laboratory work/ Demonstration technique
- Field/ Industry visits
- Fieldwork
- Apprenticeship
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- Work-based learning (WBL)
- Experiential learning
- Seminar
- Empirical studies
- Case study
- Exhibition

GRADUATE DIPLOMA (LEVEL 6, MQF)

This programme is suitable for:

i) Bachelor's degree holders (non-psychology) who intend to pursue Master's degree in psychology.
ii) Bachelor's degree holders (non-psychology) and Master's degree holder (non-psychology) who intend to pursue Master's degree in psychology.
iii) Bachelor's degree holders (non-psychology) with some elective courses in psychology and who intend pursue Master's degree in psychology – with possible credit transfer.
iv) Bachelor's degree holders with minor in psychology and who intend pursue Master's degree in psychology – with possible credit transfer.
v) Master's degree holders in psychology, with Bachelor's degree holder (non-psychology) who intend to pursue doctoral degree in psychology – with possible credit transfer.

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	4
Core**	45
Project***	6
Elective**** (optional)	0
Sub Total Credit	**55**
To complete the minimum requirement of 64 credits, the remaining 9 credits can be placed in any of the categories above.	
GRADUATING CREDIT	**64**

Notes:

*	General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses.
**	Please refer to Appendix 3 for Psychology Core Courses.
***	Project includes research paper/ case study/ research project, which require students to demonstrate knowledge and understanding of relevant subject area. Although the early stages of the project may involve group work, the data analysis and the write-up must be done independently.
****	Elective can be non-discipline related courses.

RECOMMENDED DELIVERY METHODS:

- Lectures/ Tutorials
- Interactive Learning
- Blended learning
- Practical classes/ Practical workshop/ Studio/ Laboratory work/ Demonstration technique
- Field/ Industry visits
- Fieldwork
- Apprenticeship
- Industrial training
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- Work-based learning (WBL)
- Experiential learning
- Final year project
- Seminar
- Empirical studies
- Case study
- Exhibition

BACHELOR'S DEGREE (LEVEL 6, MQF)

1. Single Major Programme

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	8
Core**	69
Industrial Exposure***	**0**
Final Year Project****	**3**
Specialisation/ minor	N/A
Elective *****(optional)	0
Sub Total Credit	**80**
To complete the minimum requirement of 120 credits, the remaining 40 credits can be placed in any of the categories above.	
GRADUATING CREDIT	**120**

Notes:

*	General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses.
**	Please refer to Appendix 3 for Psychology Core Courses.
***	• Industrial exposure is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. • It is an option for HEPs to offer industrial exposure depending on students' needs. • It is not required for industrial exposure placement to have direct relationship with psychology. Students are meant to be exposed to work setting, and they are required to relate psychological principles/theories that they have learnt to their work experience. • HEP has a choice to offer it during the final semester or divide it to several short semesters throughout the studies.
****	Project includes research paper/ case study/ research project, which enable students to demonstrate knowledge and understanding of relevant subject area. Although the early stages of the project may involve group work, the data analysis and the write-up must be done independently.
*****	Elective can be non-discipline related courses.

2. **Major – Minor Programme**

COMPONENT		MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)		8
Major (Psychology)	Core**	66
	Industrial Training or Industrial Exposure***	0
	Final Year Project****	3
Minor (from another field)		30
Elective *****(optional)		0
Sub Total Credit		**107**
To complete the minimum requirement of 120 credits, the remaining 13 credits can be placed in any of the categories above.		
GRADUATING CREDIT		**120**

Notes:

*	General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses.
**	Please refer to Appendix 3 for Psychology Core Courses.
***	• Industrial exposure is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. • It is an option for HEPs to offer industrial exposure depending on the needs their students. • It is not required for industrial training placement to have direct relationship with psychology. Students are meant to be exposed to work setting, and they are required to relate psychological principles/theories that they have learnt to their work experience. • HEP has a choice to offer it during the final semester or divide it to several short semesters throughout the studies.
****	Project includes research paper/ case study/ research project, which enable students to demonstrate knowledge and understanding of relevant subject area. Although the the early stages of the project may involve group work, the data analysis and the write-up must be done independently.
*****	Elective can be non-discipline related courses.

3. Double Major Programme

COMPONENT	MINIMUM CREDIT
Compulsory Courses (General* and HEPs courses)	8
Core** (Major 1)	Major 1 and Major 2 weightage must reflect to the minimum of 66 credits for each major as requirement for both majors or relevant core programme standards / field suitability programme.
Core** (Major 2)	
Industrial Training/ Exposure*** (in either one of the major)	
Final Year Project**** (in either one of the major)	
Elective *****(optional)	0
GRADUATING CREDIT	**140**

Notes:

*	General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). HEP has an option to offer its own compulsory courses in addition to the General courses.
**	Please refer to Appendix 3 for Psychology Core Courses.
***	• Industrial exposure is allocated at a minimum, according to the formula of 1 credit = 2 weeks of training. • It is an option for HEPs to offer industrial exposure depending on the needs their students. • It is not required for industrial training placement to have direct relationship with psychology. Students are meant to be exposed to work setting, and they are required to relate psychological principles/theories that they have learnt to their work experience. • HEP has a choice to offer it during the final semester or divide it to several short semesters throughout the studies.
****	Final year project can be for either one of the major.
*****	Elective can be non-discipline related courses.

RECOMMENDED DELIVERY METHODS:

- Lectures / Tutorials
- Interactive Learning
- Blended learning
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- Field / Industry visits
- Fieldwork
- Apprenticeship
- Industrial training
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- WBL

- Experiential learning
- Final year project
- Seminar
- Empirical studies
- Case study
- Exhibition

POSTGRADUATE CERTIFICATE (LEVEL 7, MQF)

1. Graduates of Postgraduate Certificate in Psychology may apply for Postgraduate Diploma in Psychology and/or Master's degree in Psychology with possible credit transfer.

COMPONENT	MINIMUM
Core*	18
Research Project**	0
Practicum***	0
Elective****	0
Sub Total Credit	**18**
To complete the minimum requirement of 20 credits, the remaining 2 credits can be placed in any of the categories above.	
GRADUATING CREDIT	**20**

Notes:

*	Core component is inclusive of common and discipline core.
	Coursework components must include Research Methods and Statistics course (combined or separated)
**	Research project is not required.
***	Practicum and Internship are not required in the field of basic psychology.
	Practicum is encouraged in the field of applied psychology (non.
****	Flexibility given to HEP's to determine the appropriate range.
	Discipline related or non-discipline related courses.

RECOMMENDED DELIVERY METHODS:

- Lectures
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- Blended learning
- Studio work
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

POSTGRADUATE DIPLOMA (LEVEL 7, MQF)

1. Graduates of Postgraduate Diploma in Psychology may apply for Master's degree in Psychology with possible credit transfer.

COMPONENT	MINIMUM
Core*	18
Research Project**	0
Practicum***	depending on the requirements of the specialisations
Internship***	
Elective****	0
Sub Total Credit	**18**
To complete the minimum requirement of 30 credits, the remaining 12 credits can be placed in any of the categories above.	
GRADUATING CREDIT	**30**

Notes:

*	Core component is inclusive of common and discipline core.
	Coursework components must include Research Methods and Statistics (combined and separated), Psychometrics (general or specialised) and Ethical and Professional Issues in Psychology
**	HEPs can also consider having research project.
***	**Basic Psychology** programmes are not required to have Practicum. **Applied Psychology** programmes are required to have a minimum of 3 credit hours Practicum. **Applied Psychology (practitioner)** programmes are required to have a minimum of 6 credit hours Internship in the field or in a relevant industry and is allocated according to the formula of 1 credit = 2 weeks of training.
****	Flexibility given to HEP's to determine the appropriate range.
	Discipline related or non-discipline related courses.

RECOMMENDED DELIVERY METHODS:
- Lectures
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique
- Blended learning
- Studio work
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

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

COMPONENT	MINIMUM CREDIT
Core*	18
Research Project**	6
Practicum/***	depending on the requirements of the specialisations
Internship***	
Elective****	0
To complete the minimum requirement of 40 credits, the remaining 16 credit can be placed in any of the categories above.	
GRADUATING CREDIT	**40**

Notes:

*	Core component is inclusive of common and discipline core.	
	Coursework components must include Research Methods and Statistics (combined and separated) (Refer to Standards: Master's and Doctoral Degree) plus; Psychometrics and Ethical and Professional Issues in Psychology.	
**	HEPs must include research project. Recommendation: The Master Project Report is within 6,000 to 12,000 words, or any other equivalent value and must fulfil the minimum PLO.	
***	**Basic Psychology** programmes are not required to have Practicum. **Applied Psychology** programmes are required to have a minimum of 3 credit hours Practicum. **Applied Psychology (practitioner)** programmes are required to have a minimum of 3 credit hours of practicum and a minimum of 9 credit hours of internship in a relevant industry according to the formula of 1 credit = 2 weeks of training = 80 working hours. Therefore, 9 credit hours = 720 working hours. Master's degree in Applied Psychology (practitioner) programmes must be based on scientist-practitioner model.	
****	Flexibility given to HEP's to determine the appropriate range.	
	Discipline related or non-discipline related courses.	

RECOMMENDED DELIVERY METHODS:

- Lectures
- Practical classes/ Practical workshop/ Studio/ Laboratory work/ Demonstration technique
- Blended learning
- Studio work
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY (LEVEL 7, MQF)

1. Master's in clinical Psychology is a **minimum 2-year full-time** program or equivalent. For part-time programme, the clinical internship must still be full-time training and part-time only for completion of courses.

2. There are **NO** specialisations in a Master's level Clinical Psychology programme.

COMPONENT	MINIMUM CREDIT
Core* (A-E)	30
Research Project** (F)	6
Practicum/Internship*** *Clinical Practicum and Internships (Internal = minimum of 3 credit hours and External = minimum of 12 credit hours) (G)*	15
Elective****	0
GRADUATING CREDIT	**51**

*	Core component is inclusive of common and discipline core. (Please refer Appendix 3)
	Coursework components must include Research Methods and Statistics (combined and separated) (Refer to Standards: Master's and Doctoral Degree) plus; Psychometrics and Ethical and Professional Issues in Psychology.
**	HEPs must include research project. Recommendation: The Master Project Report is within 6,000 to 12,000 words, or any other equivalent value and must fulfil the minimum PLO.
***	**Basic Psychology** programmes are not required to have Practicum. **Applied Psychology** programmes are required to have a minimum of 3 credit hours Practicum. **Applied Psychology (practitioner)**programmes are required to have a minimum of 3 credit hours of practicum and a minimum of 9 credit hours of internship in a relevant industry according to the formula of 1 credit = 2 weeks of training = 80 working hours. Therefore, 9 credit hours = 720 working hours. Master's degree in applied psychology (practitioner)programmes must be based on scientist-practitioner model.
****	Flexibility given to HEP's to determine the appropriate range.
	Discipline related or non-discipline related courses.

RECOMMENDED DELIVERY METHODS:

- Lectures
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration technique/role play
- Blended learning
- Laboratory work
- Fieldwork
- Internship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case Study

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

COMPONENT	MINIMUM CREDIT
Core*	12
Practicum**	0
Dissertation***	22
Elective****	0
Sub Total Credit	34
To complete the minimum requirement of 40 credits, the remaining 6 credit can be placed in any of the categories above.	
GRADUATING CREDIT	**40**

Notes:

*	Core component is inclusive of common and discipline core.
	Coursework components must include Research Methods and Statistics (combined or separated) and Psychometrics. **Applied Psychology (practitioner)**programmes are not allowed to use this mode of studies.
	The ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70. (Refer to the Standards: Master's and Doctoral Degree).
**	**Basic Psychology and Applied Psychology** programmes are allowed to have Practicum.
***	Recommended: Submission of dissertation is within 12,000 to 20,000 words or any other equivalent value and must fulfil the minimum PLO.
****	Flexibility given to HEP's to determine the appropriate range.
	Discipline related or non-discipline related courses.

RECOMMENDED DELIVERY METHODS:

- Lectures
- Practical classes/ Practical workshop/ Studio/ Laboratory work/ Demonstration technique
- Blended learning
- Studio work
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

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

COMPONENT	PERCENTAGE	CREDITS	REMARKS
Dissertation	100	No credit value	Research Methodology 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.   The programme must include appropriate training in research methodology.

   iii.   Recommended: Submission of dissertation is within 20,000 to 50,000 words or any other equivalent value and must fulfil the minimum PLO.

   iv.   The HEP must have a set of procedures and guidelines pertaining to:

        a) Minimum and maximum period of study.

        b) Format of the dissertation
            (Refer to the Standards: Master's and Doctoral Degree)

RECOMMENDED DELIVERY METHODS:

- Lectures
- Seminar / Workshop
- Supervision of dissertation

DOCTORAL DEGREE by COURSEWORK (LEVEL 8, MQF)

1. This mode is suitable for all areas of psychology: general psychology, basic psychology, applied psychology, and applied-professional psychology. For doctoral degree by coursework in clinical psychology, please refer to the relevant section.

COMPONENT	MINIMUM CREDIT
Core*	24
Project**	20
Research Methodology***	6
Practicum****	depending on the requirements of the specialisations
Internship****	
Elective*****	0
Sub Total Credit	50
To complete the minimum requirement of 80 credits, the remaining 30 credit can be placed in any of the categories above.	
GRADUATING CREDIT	**80**

Notes:

*	Body of knowledge of the common core area must be covered, taking into account the credit requirement)
**	Credit hours shall not be more than 39.
	Students are required to undertake research in a related field of study and submit a project paper.
	The recommended minimum word limit for a project paper is 12,000 to 30,000 words or any other equivalent value and must fulfil the minimum PLO.
	The HEP must have a set of procedures and guidelines pertaining to: i. Minimum and maximum periods of study. ii. A project or conspectus guideline or manual must be provided to describe a common structure and format for submission. (Refer to the Standards: Master's and Doctoral Degree, 2nd Edition).
***	The research methodology must cover both qualitative and quantitative research methods. For quantitative data analysis, HEP may refer to body of knowledge in the common core.
****	**Basic Psychology** programmes are not required to have Practicum. **Applied Psychology** programmes are required to have a minimum of 3 credit hours Practicum. **Applied Psychology (practitioner)** programmes are required to have a minimum of 3 credit hours of practicum and a minimum of 9 credit hours of internship in a relevant industry according to the formula of 1 credit = 2 weeks of training = 80 working hours. Therefore, 9 credit hours = 720 working hours. Doctoral degree in applied psychology (practitioner) programmes must be based on scientist-practitioner model.
*****	Flexibility given to HEP's to determine the appropriate range.
	Discipline related or non-discipline related courses.

RECOMMENDED DELIVERY METHODS:

- Lectures
- Blended learning
- Practical classes/ laboratory work
- Studio work practical classes/ Practical workshop/ Studio/ Demonstration techniques
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

DOCTORAL DEGREE IN CLINICAL PSYCHOLOGY (LEVEL 8, MQF)

1. The programme requires a **minimum of 3 years full-time** program or equivalent. All Doctoral programmes in clinical psychology **MUST** have a clinical (practicum) component. For part-time programme, the clinical component must still be full-time training and part-time only for coursework.

2. It can be offered as a general clinical psychology programme or with specialisation. For programmes with specialisation, the coursework must reflect the depth of knowledge within the area of specialisation. Example of areas specialisation are clinical health psychology, clinical neuropsychology, clinical forensic psychology, and clinical child psychology.

3. If the programme offers with specialisation, all external clinical (practicum) component must be within the stated specialised field. The supervisors must be clinically qualified and trained within that specialised field.

COMPONENT	MINIMUM CREDIT
Core* (A-E)	33
Research Project** (F)	20
Clinical Training/Internship (G)	21
Elective***** (H)	0
Sub Total Credit	74
To complete the minimum requirement of 80 credits, the remaining 6 credit can be placed in any of the categories above.	
GRADUATING CREDIT	**80**

Notes:

*	Core component is inclusive of common and discipline core. (Please refer Appendix 3)
	Coursework components must include Research Methods and Statistics (combined and separated) (Refer to Standards: Master's and Doctoral Degree) plus; Psychometrics and Ethical and Professional Issues in Psychology.
**	HEPs must include research project. Recommendation: The Master Project Report is within 6,000 to 12,000 words, or any other equivalent value and must fulfil the minimum PLO.
***	**Basic Psychology** programmes are not required to have Practicum. **Applied Psychology** programmes are required to have a minimum of 3 credit hours Practicum. **Applied Psychology (practitioner)**programmes are required to have a minimum of 3 credit hours of practicum and a minimum of 9 credit hours of internship in a relevant industry according to the formula of 1 credit = 2 weeks of training = 80 working hours. Therefore, 9 credit hours = 720 working hours. Master's degree in applied psychology (practitioner)programmes must be based on scientist-practitioner model.
****	Flexibility given to HEP's to determine the appropriate range.
	Discipline related or non-discipline related courses.

RECOMMENDED DELIVERY METHODS:
- Lectures
- Practical classes / Practical workshop / Studio / Laboratory work / Demonstration of technique/ Role play
- Blended learning
- Laboratory work
- Fieldwork
- Internship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

DOCTORAL DEGREE by MIXED MODE (LEVEL 8, MQF)

1. This mode is suitable for all areas of psychology: general psychology, basic psychology, applied psychology and applied psychology (practitioner)EXCEPT clinical psychology.

    i. Only two acceptable nomenclatures e.g. Doctor of Applied Psychology [state the specialisation]

    ii. Faculties/departments outside psychology that want to use the term psychology in the programme's nomenclature should also use these two nomenclatures only and they must have qualified academic staff specialising in psychology to teach the courses and supervise the research.

COMPONENT	MINIMUM
Core*	24
Thesis**	40
Practicum***	0
Sub Total Credit	64
To complete the minimum requirement of 80 credits, the remaining 16 credit can be placed in any of the categories above.	
GRADUATING CREDIT	**80**

Notes:

*	Core component is inclusive of common and discipline core.
	Coursework components must include research methodology.
**	The ratio of coursework to dissertation 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 30,000 to 50,000 words or any other equivalent value and must fulfil the minimum PLO.
***	All psychology programme are allowed to have Practicum.

Recommended delivery methods:

- Lectures
- Blended learning
- Practical classes / laboratory work
- Studio work practical classes / Practical workshop / Studio / Laboratory work / Demonstration techniques
- Fieldwork
- Apprenticeship
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Seminar
- Exhibition
- Face to face supervision
- Workshop
- Case study

DOCTORAL DEGREE by RESEARCH (LEVEL 8, MQF)

COMPONENT	PERCENTAGE	CREDITS	REMARKS
Thesis	100	No credit value	Research Methodology 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 50,000 to 80,000 words or any other equivalent value and must fulfil the minimum PLO.
iii. The programme must include appropriate training in research methodology.
iv. The 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

RECOMMENDED DELIVERY METHODS:

- Lectures
- Face to face and/or online supervision
- Seminar / Workshop
- Training attachment

3.   ASSESSMENT OF STUDENT LEARNING

"Assessment of student learning is a key aspect of quality assurance, and it is one of the most important indicator of learning outcomes achievement. Hence, it is crucial that appropriate assessment methods and mechanisms are in place. Qualifications are finally awarded on the basis of the results of assessment. The assessment methods used must be aligned, clear, consistent, effective, reliable, engaging, authentic and in line with current practices. They must clearly measure the achievement of the intended learning outcomes" (COPPA 2nd Edition, 2017).

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

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 a course; and

iv.   **The HEP must have clear marking guidelines such as assessment rubrics, marking schemes, and others for continuous and final assessments to indicate the achievement of course learning outcomes.**

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

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

LEVEL	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	ASSESSMENT LEVEL	SUGGESTED FORMS OF ASSESSMENT
DIPLOMA **(LEVEL 4, MQF)**	40-70	30-60	Knowledge, understanding, application and analysis	- Individual/ group assignment - Quiz - Written/oral test (e.g. video presentation) - Mid-term examination - Final examination (written/oral)
BACHELOR'S DEGREE **(LEVEL 6, MQF)**	40-70	30-60	Knowledge, understanding, application, analysis, and evaluation (progressively from first year to final year).	- Individual/ assignment - Practical assessment - Oral test - Project - Presentation - Written/oral test (e.g., video presentation) - Final examination (written/oral) - Industrial attachment - Undergraduate project - Quiz

LEVEL	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	ASSESSMENT LEVEL	SUGGESTED FORMS OF ASSESSMENT
POST-GRADUATE CERTIFICATE **POST-GRADUATE DIPLOMA** **MASTER'S DEGREE BY COURSEWORK** **(LEVEL 7, MQF)**	40-70	30-60	Knowledge, understanding, application, analysis, evaluation and creation	- Individual / group assignment - Practical assessment - Practicum (for applied psychology) - Supervised internship (for applied psychology (practitioner) - Oral test - Project - Presentation - Written/oral test (e.g., Presentation) - Final examination - Supervised research project
MASTER'S DEGREE MIXED MODE **(LEVEL 7, MQF)**	40-70	30-60	Knowledge, understanding, application, analysis, evaluation and creation	- Dissertation - Individual/group assignment - Viva-voce - Presentation - Seminar - Practical assessment - Supervised practicum (for applied psychology) - Final examination (written/oral) - Comprehensive exam - Competency evaluation
MASTER'S DEGREE RESEARCH	NA	NA	Knowledge, understanding, application, analysis,	- Thesis (must have 2 examiners, one of whom is an external examiner) - Viva voce

LEVEL	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	ASSESSMENT LEVEL	SUGGESTED FORMS OF ASSESSMENT
			evaluation and creation	- Presentation - Seminar - Individual/group assignment
DOCTORAL DEGREE (LEVEL 8, MQF) • **COURSEWORK** • **MIXED MODE**	40-70	30-60	Knowledge, understanding, application, analysis, evaluation and creation	- Dissertation - Individual/group assignment - Viva voce - Presentation - Seminar
DOCTORAL DEGREE (LEVEL 8, MQF) **RESEARCH**	NA	NA	Knowledge, understanding, application, analysis, evaluation and creation	- Thesis (minimum of 2 examiners, 1 of whom is external examiner) - Viva voce - Presentation - Seminar

Notes:

i. For the Level 4 (MQF) to level 6 (MQF), at least 70% of the total theoretical courses (except MPU) must have a final examination in the final assessment.

ii. Assessment moderation: the HEP is required to form a moderation committee to vet all assessments (continuous or final) that have at least 30% of weighting.

iii. For additional information on assessment, please refer to the Guidelines to Good Practices: Assessment of Student Learning.

iv. The Bloom's Taxonomy of Learning Domains is attached in Appendix 4.

v. Some modules may not have final examination such as skill-based modules (e.g., lab-based statistics, clinical interview, industrial training, practicum/internship, research project, dissertation and thesis). As such, the evaluation will be based on 100% continuous assessment.

4.   STUDENT SELECTION

This section of the Programme Standards relates to the selection of students for a 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 in geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with national policies" (COPPA 2nd Edition, 2017).

The standards for the selection of students into the Psychology programmes shall be formulated in reference to generic national higher education policies pertaining to minimum student entry requirement.

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

Table 4: Minimum Entry Requirement for Student Admission

MQF LEVEL	ENTRY REQUIREMENT
DIPLOMA (Level 4, MQF)	i. Possess SPM with a minimum of THREE (3) credits in any subject and a pass in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science*; **OR** ii. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) with a minimum of Grade C (GP 2.00) in any subject and a pass in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science*; at SPM level; **OR** iii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of Maqbul and a pass in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science at SPM level; **OR**

MQF LEVEL	ENTRY REQUIREMENT
	iv. A Certificate (Level 3, MQF) in the relevant fields with at least CGPA of 2.00 and a pass in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science at SPM level; **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 in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science); **OR**
	vi. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.
	Notes:
	*Additional requirement: A pass in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science at SPM level or equivalent qualifications (Refer to the notes (*) below this table).
GRADUATE CERTIFICATE (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 out of 4.00; **OR**
	iv. A Diploma (Level 4, MQF) in any field with at least CGPA of 2.00 out of 4:00; **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 out of 4:00; **OR**

MQF LEVEL	ENTRY REQUIREMENT
	vii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements. Notes: *All the above qualifications need to be supported with at least credits in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science and a pass in English at SPM level)

GRADUATE DIPLOMA
(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 out of 4.00;
	    OR
	
	iv. A Diploma (Level 4, MQF) in any field with at least CGPA of 2.00 out of 4:00;
	    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 out of 4:00;
	    OR
	
	vii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.
	
	Notes:
	
	  *All the above qualifications need to be supported with at least credits in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science and a pass in English at SPM level)

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;

MQF LEVEL	ENTRY REQUIREMENT
	OR iii. A Certificate in Matriculation or Foundation with a minimum CGPA of 2.00 out of 4.00; **OR** iv. A Diploma (Level 4, MQF) in any field with at least CGPA of 2.00 out of 4:00; **OR** v. A Diploma Kemahiran Malaysia (DKM) / *Diploma Lanjutan Kemahiran Malaysia* (DLKM) / *Diploma Vokasional Malaysia* (DVM) subjected to HEP Senate / Academic Board's approval**. The HEPs are required to conduct screening and provide appropriate bridging courses in Mathematics and Science; **OR** vi. An Advanced Diploma (Level 5, MQF) in the relevant fields with at least CGPA of 2.00 out of 4:00; **OR** vii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements. Notes: *All the above qualifications need to be supported with at least credits in Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science and a pass in English at SPM level) (Refer to the notes (*) below this table).
POSTGRADUATE CERTIFICATE (Level 7, MQF)	**Postgraduate Certificate by Coursework** i. A Bachelor's degree in Psychology (Level 6, MQF) with a minimum CGPA of 2.50 or its equivalent as accepted by the HEP Senate; **OR** ii. Candidates with a Bachelor's degree in Psychology (Level 6, MQF), who has not achieved CGPA of 2.50 or its equivalent, can be accepted subject to a minimum of 5 years working experience in psychology related fields;

MQF LEVEL	ENTRY REQUIREMENT
	OR
	iii. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR**
	iv. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 and a Master's degree in psychology with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR**
	v. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.
POSTGRADUATE DIPLOMA (Level 7, MQF)	**Postgraduate Diploma by Coursework** i. A Bachelor's degree in Psychology (Level 6, MQF) with a minimum CGPA of 2.50 or its equivalent as accepted by the HEP Senate; **OR**
	ii. Candidates with a Bachelor's degree in Psychology (Level 6, MQF), who has not achieved CGPA of 2.50 or its equivalent, can be accepted subject to a minimum of 5 years working experience in psychology related fields; **OR**
	iii. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR**
	iv. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 and a Master's degree in psychology with a minimum 45 credits of prerequisites modules

MQF LEVEL	ENTRY REQUIREMENT
	in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR** v. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.
MASTER'S DEGREE (Level 7, MQF)	**Master's Degree by Coursework** **Basic Psychology:** i. A Bachelor's degree in Psychology (Level 6, MQF) with a minimum CGPA of 2.50 or its equivalent as accepted by the HEP Senate; **OR** ii. A Bachelor's degree in Psychology with a minimum CGPA of 2.00 and not meeting a CGPA of 2.50, can be accepted subject to rigorous internal assessment.* **OR** iii. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR** iv. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 and a Master's degree in Psychology with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR** v. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements. * Rigorous internal assessment may include independent panel interview, GRE psychology examination, and relevant extensive experience.

MQF LEVEL	ENTRY REQUIREMENT

	Applied Psychology (non-practitioner):
	
	i. A Bachelor's degree in Psychology (Level 6, MQF) with a minimum CGPA of 2.50 or its equivalent as accepted by the HEP Senate;
	    OR
	
	ii. A Bachelor's degree in Psychology with a minimum CGPA of 2.00 and not meeting a CGPA of 2.50, can be accepted subject to rigorous internal assessment.*
	    OR
	
	iii. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate
	    OR
	
	iv. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 and a Master's degree in Psychology with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate
	    OR
	
	v. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.
	
	   * Rigorous internal assessment may include independent panel interview, GRE psychology examination, and relevant extensive experience.
	
	Applied Psychology (practitioner):
	
	i. A Bachelor's degree in Psychology (Level 6, MQF) with a minimum CGPA of 2.75 or its equivalent as accepted by the HEP Senate;
	    OR
	
	ii. A Bachelor's degree in Psychology with a minimum CGPA of 2.00 and not meeting a CGPA of 2.75, can be accepted subject

MQF LEVEL	ENTRY REQUIREMENT
	to rigorous internal assessment.* **OR** iii. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.75 with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR** iv. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.75 and a Master's degree in Psychology with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR** v. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements. * Rigorous internal assessment may include independent panel interview, GRE psychology examination, and relevant extensive experience. **Additional requirements:** i. Personal statement (no more than 500 words) which outlines why the applicants wish to be considered for the course and their relevant skills. While clinically relevant work/volunteer experience is not a course entry requirement, applicants who have undertaken relevant work/volunteer experience may wish to include this as part of their personal statement. ii. Minimum two confidential referee reports (1 academic referee - research supervisor is highly encouraged; 1 professional referee outside academic context) to be submitted; and iii. Pass a structured competency-based selection panel interview (short-listed applicants only).

MQF LEVEL	ENTRY REQUIREMENT
	Master's Degree by Mixed Mode and by Research i. A Bachelor's degree in Psychology (Level 6, MQF) with a minimum CGPA of 2.75 or its equivalent as accepted by the HEP Senate; **OR** ii. A Bachelor's degree in Psychology with a minimum CGPA of 2.50 and not meeting CGPA of 2.75, can be accepted subject to rigorous internal assessment; **OR** iii. A Bachelor's degree in Psychology with minimum CGPA of 2.00 and not meeting CGPA of 2.50, can be accepted subject to a minimum of 5 years working experience in Psychology related field and rigorous internal assessment. **OR** iv. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR** v. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 2.50 and a Master's degree in psychology with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate **OR** vi. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.
DOCTORAL DEGREE (Level 8, MQF)	**Doctoral Degree by Coursework** i. A Bachelor's degree in Psychology and Master's degree in Psychology at CGPA of 3.0 out of 4.0 or equivalent (Level 7, MQF) as accepted by the HEP Senate; **OR**

MQF LEVEL	ENTRY REQUIREMENT

	ii. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 3.00 and a Master's degree in Psychology with a minimum 45 credits of prerequisites modules in Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate
	
	OR
	
	iii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.
	
	Note: Additional requirements for applied psychology (practitioner)programmes:
	
	    i. Personal statement (no more than 500 words) which outlines why the applicants wish to be considered for the course and their relevant skills. While clinically relevant work/volunteer experience is not a course entry requirement, applicants who have undertaken relevant work/volunteer experience may wish to include this as part of their personal statement.
	
	    ii. Minimum two confidential referee reports (1 academic referee - research supervisor is highly encouraged; 1 professional referee outside academic context) to be submitted; and
	
	    iii. Pass a structured competency-based selection panel interview (short-listed applicants only)
	
	Doctoral Degree by Mixed-Mode and by Research
	i. A Bachelor's degree in Psychology and Master's degree in Psychology at CGPA of 3.0 out of 4.0 or equivalent (Level 7, MQF) as accepted by the HEP Senate;
	
	ii. Candidates with a Bachelor's degree (non-psychology, Level 6, MQF) with a minimum CGPA of 3.00 and a Master's degree in Psychology with a minimum 45 credits of prerequisites modules in

MQF LEVEL	ENTRY REQUIREMENT
	Psychology or a graduate diploma in Psychology or its equivalent as accepted by the HEP Senate; **OR** iii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements. **Doctoral degree in Clinical Psychology** i. Minimum entry requirement is a Master's degree in the field of clinical psychology.

Notes:

*	**Diploma: A pass in Mathematics and** Biology/ Physics/ Chemistry/ General Science/ Applied Science **at SPM level or equivalent qualifications**	Can be waived should any other higher qualifications contain Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science subjects with an equivalent/higher achievement.
	Bachelor's Degree: **A credit in Mathematics and** Biology/ Physics/ Chemistry/ General Science/ Applied Science **at SPM level or equivalent qualifications**	Those without a pass/credit in Mathematics and/or Biology/ Physics/ Chemistry/ General Science/ Applied Science at SPM level or equivalent can be admitted but are required to attend special enhancement course(s). These special enhancement courses should be SPM equivalent, remedial in nature. Students must pass/credit the Mathematics and Biology/ Physics/ Chemistry/ General Science/ Applied Science enhancement courses as a prerequisite to related core courses taught in English.
**	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.*	

The HEPs can take Bachelor's degree in Psychology (Level 6, MQF) graduates for direct admission to Doctoral Degree by Research (Level 8, MQF) programme with the following conditions:

- Students have first class Bachelor's degree or equivalent qualification; **or**
- Students have obtained CGPA of at least 3.67 or equivalent from an academic programme; **and**
- Evaluated through rigorous internal assessment by the HEP; **and**
- Approved by the HEP Senate and accepted as a candidate for the Doctoral Degree (Level 8, MQF) programme. Students must demonstrate satisfactory progress during the candidature period.

Forty-five Credit Hours of Pre-Requisite Psychology Courses

The 45 pre-requisite psychology courses are compulsory for applicants of Master of psychology programmes. To fulfil the requirements of passing 45 credit hours of pre-requisite psychology courses, applicants may choose one of the followings:

i. Graduate Certificate in psychology with 30 credit hours of psychology courses, plus 15 credit hours of additional psychology courses, making a total of 45 credit hours.

ii. Graduate Diploma in psychology with 60 credit hours of psychology courses.

iii. Micro-credentials that offer 45 credit hours pre-requisite courses from an existing accredited programme

iv. Register for 45 credit hours of psychology courses offered for Bachelor of Psychology students.

Note:

i. Applicants must show official proof of courses taken and grades obtained.

ii. The list of required pre-requisite courses are provided at the Appendix 3.

iii. Please note that applicants without Bachelor's degree in psychology and without Master's degree in psychology applying for doctoral programmes in psychology programme must complete the 45 credit hours pre-requisite psychology courses **AND** a Master's degree in psychology before-hand.

Accreditation of Prior Experiential Learning

The Accreditation of Prior Experiential Learning (APEL) provides an alternative entry route to formal programmes of study from Certificate (Level 3, MQF) through to Doctoral Degree (Level 8, MQF) through recognition of learning and experiences regardless of how and where it was acquired and meeting all other pre-requisite psychology knowledge areas . (Refer to the Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Access (APEL.A) and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M)).

Since it is impossible to cover all body of knowledge in psychology through work experience, APEL may only be considered if the candidates have studied 30 credits of pre-requisite psychology courses or possess a recognized Graduate Certificate in psychology. HEPs may refer to the Guidelines to Good Practices: Accreditation of Prior Experiential Learning.

Meeting these requirements does not guarantee selection.
In ranking applications, the Selection Committee will consider:
- Prior academic performance in Graduate Certificate in Psychology programme; Performance in the structured competency-based selection interview, personal statement, and referee reports for applied psychology (practitioner) programmes.

5.   ACADEMIC STAFF

"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 have to be adequate for, and appropriate to, the needs of the programmes. The role of the academic staff in 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 the minimum requirements of the qualifications of academic staff and relevant staff ratios for the different qualification levels in Psychology programme. **Besides possessing qualifications in the related field, HEPs must ensure that academic staff are assigned courses based on their areas of expertise or relevant industry experience.**

Table 5: Qualifications for Academic Staff

MQF LEVEL	REQUIREMENT	REMARK
DIPLOMA (Level 4, MQF)	i. A Bachelor's degree (Level 6, MQF) in psychology;	• The minimum number of full-time academic staff with Bachelor in Psychology teaching this programme is minimum of **two to start a programme.** • The minimum number of academic staff (full and part time) teaching the programme including non-major in the programme is six*. • At least 60% of the academic staff are full-timers. • A minimum of 60% of the total academic staff who are teaching core psychology major courses should be *Psychology lecturers*** • The remaining academic staff who are teaching core psychology major courses are referred to as *Related-field psychology lecturers****.* <u>Staff-student ratio</u> Overall staff-student ratio – 1:30
GRADUATE CERTIFICATE, GRADUATE DIPLOMA AND BACHELOR'S DEGREE (Level 6, MQF)	i. A Master's degree in Psychology with Bachelor degree in psychology	• The minimum number of full-time academic staff with Bachelor in Psychology teaching this programme is minimum of **two to start a programme.** • The minimum number of academic staff (full and part time) teaching the programme including non-major in the programme is ten*. • At least 60% of the academic staff are full-timers. • A minimum of 60% of the total academic staff who are teaching core psychology major courses should be *Psychology lecturers*** • The remaining academic staff who are teaching core psychology major courses are referred to as *Related-field psychology lecturers****.*

MQF LEVEL	REQUIREMENT	REMARK
		Staff-student ratio Overall staff-student ratio – 1:25
POSTGRADUATE CERTIFICATE, POSTGRADUATE DIPLOMA AND MASTER'S DEGREE (Level 7, MQF)	i. A Bachelor degree in Psychology, a Master's degree in Psychology and a Doctoral degree in Psychology; **OR** ii. A Bachelor degree in Psychology and a Master's degree and Doctoral degree (one of which must be in Psychology); **OR** iii. A Bachelor degree in Psychology and a Doctoral degree in Psychology **OR** iv. A Master's degree in Psychology with Bachelor degree in Psychology **AND** TWO (2) years of experience in teaching, research and/or co-supervision. The programme should not employ more than 20% of the staff in this category compared to psychology lecturers with doctoral degree.	• The minimum number of full-time academic staff with Bachelor in Psychology teaching this programme is minimum of **two to start a programme.** • The minimum number of academic staff (full and part time) teaching the programme including non-specialization in the programme is five*. • At least 60% of the academic staff are full-timers. • A minimum of 60% of the total academic staff who are teaching core psychology major courses should be *Psychology lecturers*** • The remaining academic staff who are teaching core psychology major courses are referred to as *Related-field psychology lecturers****. Staff-student ratio • Overall staff-student ratio – 1:12 • For clinical psychology, counselling psychology, clinical neuropsychology teaching – 1:8 • For clinical psychology, counselling psychology, clinical neuropsychology supervision – 1:4 The principal project supervisor must be from the field of psychology study and a full-time staff of the HEP. The principal project supervisors who are in the field of psychology must only supervise topics Master's dissertation/thesis within their are of expertise; or include a co-supervisor within that area of expertise. On a case-by-case basis, co-supervisor may be appointed amongst industry

MQF LEVEL	REQUIREMENT	REMARK
		experts, subject to the approval of the HEP Senate.
MASTER IN CLINICAL PSYCHOLOGY (Level 7, MQF)	i. A Bachelor degree in Psychology, a Master's degree in Clinical Psychology a Doctoral degree in Psychology; **OR** ii. A Bachelor Degree in Psychology and a Master's Degree and Doctoral Degree (one of which must be in Clinical Psychology); **OR** iii. A Bachelor Degree in Psychology and a Doctoral Degree in Clinical Psychology; **OR** iv. A Master's Degree in Clinical Psychology with Bachelor degree in Psychology **AND FOUR** (4) years of experience in clinical practice in **clinical psychology**. The programme should not employ more than 20% of the staff in this category compared to clinical psychology lecturers with doctoral degree.	• Core faculty members must be composed of individuals whose education, training, and/or experience are consistent with their roles in the program considering the substantive area in which the program seeks accreditation. It is expected that a **minimum of one doctoral-degree holder who is a registered clinical psychologist on the core delivery team for the programme.** • The program faculty members must themselves be engaged in activities demonstrating the skills they are endeavoring to train their students, such as delivering psychological services, conducting psychological research, publishing scholarly work, presenting professional work at conferences/meetings, teaching classes/workshops, and supervising the professional work of others. Supervision requirements = 150 hours. • Clinical supervisors must be registered practicing clinical psychologists with a minimum of 4 years of clinical experience post-graduation. External clinical supervisors and co-supervisors can take a maximum of 4 supervisees at any given time. • Other qualified allied mental health professionals (e.g., psychiatrists, neuropsychologists and health psychologists in healthcare settings, senior counsellors, senior marriage and family therapists, registered

MQF LEVEL	REQUIREMENT	REMARK
		clinical psychologists without a minimum of 4 years of clinical experience post-graduation, etc) may serve as co-supervisors. • Supervision of dissertation or thesis should only be undertaken by psychologists or other suitably qualified individuals who hold a qualification at minimal Master level, or who hold a demonstrable track record of research in mental health area. • Coordinator should be identified to hold the responsibility and professional accountability for the oversight (quality assurance) and safeguarding (governance) of any supervised practice undertaken as part of the programme. The placement coordinator must be a registered practicing clinical psychologist. Placement Coordinator can only have **MINIMAL** teaching responsibility however they can also be appointed as the internal clinic coordinator. <u>Staff: Student ratio</u> • Core faculty member: 8 students

DOCTORAL DEGREE (Level 8, MQF)	i. A Bachelor Degree in Psychology, a Master's degree in Psychology a Doctoral degree in Psychology;
	    OR
	ii. A Bachelor Degree in Psychology and a Master's degree and Doctoral Degree (one of which must be in Psychology);
	    OR
		• The minimum number of full-time academic staff with Bachelor in Psychology teaching this programme is minimum of **two to start a programme.**
		• The minimum number of academic staff (full and part time) teaching the programme including non-specialization in the programme is five*.
		• A minimum of 60% of the total academic staff who are teaching

MQF LEVEL	REQUIREMENT	REMARK
	iii. A Bachelor Degree in Psychology and a Doctoral Degree in Psychology.	core psychology major courses should be *Psychology lecturers*** • The remaining academic staff who are teaching core psychology major courses are referred to as *Related-field psychology lecturers***.* Staff-student ratio • Overall staff-student ratio – 1:12 • Overall principal supervisor student ratio is 1:10 (inclusive of Master's and Doctoral degree students). • For clinical psychology, counselling psychology, clinical neuropsychology teaching – 1:6 • For clinical psychology, counselling psychology, clinical neuropsychology supervision – 1:3 The principal project supervisor must be from the field of psychology study and a full-time staff of the HEP. The principal project supervisors who are in the field of psychology must only supervise topics Master's dissertation/thesis within their are of expertise; or include a co-supervisor within that area of expertise. On a case-by-case basis, co-supervisor may be appointed amongst industry experts, subject to the approval of the HEP Senate.
DOCTORAL CLINICAL PSYCHOLOGY (Level 8, MQF)	i. A Bachelor Degree in Psychology, a Master's degree in Clinical Psychology and a Doctoral degree in Psychology; **OR**	• Core faculty must be composed of individuals whose education, training, and/or experience are consistent with their roles in the programme considering the substantive area in which the programme seeks accreditation. It is expected that a **minimum of two doctoral-degree**

MQF LEVEL	REQUIREMENT	REMARK
	ii. A Bachelor Degree in Psychology and a Master's degree and Doctoral Degree (one of which must be in Clinical Psychology); **OR** iii. A Bachelor Degree in Psychology and a Doctoral Degree in Clinical Psychology.	**holders who are qualified clinical psychologists to be on the core delivery team of the programme.** • The programme faculty must themselves be engaged in activities demonstrating the skills they are endeavoring to train their students, such as delivering psychological services, conducting psychological research, publishing scholarly work, presenting professional work at conferences/meetings, teaching classes/workshops, and supervising the professional work of others. Supervision Requirements = 150 hours. • Clinical supervisors must be clinical psychologists with a Doctoratal degree in Clinical Psychology degree and a minimum of 4 years of clinical experience post-graduation. • Other qualified allied mental health professionals (e.g.,psychiatrists, neuropsychologists, senior marriage, senior counsellor, family therapist and etc) may serve as co-supervisors depending on expertise required for the case. • Research supervision should only be undertaken by psychologists or other suitably qualified individuals who hold a qualification at doctoral level, or who hold a demonstrable track record of research in mental health area. Coordinator should be identified to hold the responsibility and professional accountability for the oversight (quality assurance) and safeguarding (governance) of any supervised practice

MQF LEVEL	REQUIREMENT	REMARK
		undertaken as part of the programme. The placement coordinator must be a registered practicing clinical psychologist with Allied Health Council. Placement Coordinator can only have **MINIMAL** teaching responsibility however they can also be appointed as the internal clinic coordinator. Staff: Student ratio 1 Core faculty[1]: 5 students 1. All core faculty must be full-time staff of the institution.

Notes:

i.   HEPs can hire part time Subject Specialist to all levels, at least with a minimum 10 years' experience and notable exceptional talent in related discipline approved by the Board of Faculty / Senate.

ii.   A candidate without a Bachelor's degree and with a Master's degree through APEL, for access APEL(A) route, may be accepted as an associate academic staff considering the related industry experience gained.

iii.   Academic staff without Bachelor's degree in psychology who have been employed as psychology lecturers prior to programme standard 2013 may be considered as *Psychology lecturers* if they have taken 30 credit hours of pre-requisite courses in psychology.

* Refer to Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik.

Notes on Academic Staff

MQF Level	Notes
Diploma (Level 4)	* *Psychology lecturers* teaching diploma in psychology programme refers to holders of Bachelor"s degree in psychology. ** *Related-field psychology lecturers* teaching diploma in psychology programme refers to those who do not meet the criteria of *Psychology lecturers* mentioned above and should only teach within their areas of expertise.

GRADUATE CERTIFICATE, GRADUATE DIPLOMA AND BACHELOR'S DEGREE (Level 6, MQF)	* *Psychology lecturers* teaching Graduate Certificate, Graduate Diploma and Bachelor of psychology programme refers to either one of the following minumum requirements:
	
	  i. Holders of Bachelor in psychology and Master in psychology programmes.
	  ii. Holders of Bachelor in non-psychology programme, passed 15 pre-requisite psychology courses, and Master in psychology programmes.
	
	** *Related-field psychology lecturers* in Graduate Certificate, Graduate Diploma and Bachelor of psychology programme refer to those who do not meet the criteria of *Psychology lecturers* mentioned above and should only teach within their areas of expertise. However, they may supervise students' Final Year Project (FYP) and Industrial Exposure.

POSTGRADUATE CERTIFICATE, POSTGRADUATE DIPLOMA AND MASTER'S DEGREE (Level 7, MQF)	* *Psychology lecturers* teaching Postgraduate Certificate, Postgraduate Diploma and Master of psychology programme refers to either one of following minimum requirements:
	
	  i. Holders of Bachelor in psychology, Master in psychology and doctorate in psychology programmes.
	  ii. Holders of Bachelor in psychology, Master in psychology and doctorate in related-field programmes.
	  iii. Holders of Bachelor in non-psychology programme, passed 15 pre-requisite psychology courses, Master in psychology programme and doctorate in psychology programmes.
	  iv. Holders of Bachelor in non-psychology programme, passed 15 pre-requisite psychology courses, Master in psychology programme and doctorate in related-field programmes.

MQF Level	Notes
	** *Related-field psychology lecturers* in Postgraduate Certificate, Postgraduate Diploma and Master of psychology programme refer to those who do not meet the criteria of psychology lecturers mentioned above and should only teach within their areas of expertise. However, they can only co-supervise Master students' research projects, dissertations and theses and should not supervise any practicum or internship.
DOCTORAL DEGREE (Level 8, MQF)	* *Psychology lecturers* in doctoral psychology programmes (research, mixed and coursework modes) refers to either one of following minumum requirements: i. Holders of Bachelor in psychology, Master in psychology and doctorate in psychology programmes. ii. Holders of Bachelor in psychology, Master in psychology and doctorate in related-field programmes. iii. Holders of Bachelor in non-psychology programme, passed 15 pre-requisite psychology courses, Master in psychology programme and doctorate in psychology programmes. iv. Holders of Bachelor in non-psychology programme, passed 15 pre-requisite psychology courses, Master in psychology programme and doctorate in related-field programmes. ** Related-field *psychology lecturers* in doctoral psychology programmes (research, mixed and coursework modes) refer to those who do not meet the criteria of psychology lecture mentioned above and should only teach within their areas of expertise. However, they can only co-supervise students' research projects, dissertations and theses and should not supervise any practicum or internship.
MASTER'S IN CLINICAL PSYCHOLOGY (Level 7, MQF) **&** **DOCTORAL DEGREE IN PSYCHOLOGY** (Level 8, MQF)	*Clinical Psychology lecturers* teaching Master and/or doctorate in clinical psychology programme refers to either one of following minimum requirements: i. Holders of Bachelor in psychology, Master in clinical psychology and doctorate in psychology programmes. ii. Holders of Bachelor in psychology, Master in clinical psychology and doctorate in related-field programmes. iii. Holders of Bachelor in non-psychology programme, passed 15 pre-requisite psychology courses, Master in clinical psychology programme and doctorate in psychology programmes. iv. Holders of Bachelor in non-psychology programme, passed 15 pre-requisite psychology courses, Master in clinical psychology programme and doctorate in related-field programmes.

Related-field lecturers in psychology	Example of Bachelor psychology courses they can teach
Psychiatry	Physiological psychology
Management	Industrial/organizational psychology, consumer psychology
Guidance & counselling	Counselling psychology, personality psychology
Cognitive science	Cognitive psychology, cyberpsychology, engineering psychology
Human development	Developmental psychology, child psychology, adolescent psychology, psychology of adulthood & ageing
Statistics	Psychological statistics, research methods

Exception: Related-field lecturers in psychology with Bachelor's degree in psychology but with Master or doctoral degree in non-psychology may teach a range of psychology courses at Bachelor level.

Academic Workload for Academic Staff

Note: Best practice should not be more than 18 credit hours for those not holding any administrative position.

Although general guideline states that academic staff not holding administrative position should not be assigned more than 18 credit hours of academic workload, HEP should consider supervision of doctoral thesis/dissertation, Master's thesis/dissertation, PG Practicum, PG Internship, Clinical Internship, Final Year Project, Industrial Exposure/Training as part of the academic workload.

Academic Staff Development

In order to deliver quality programmes and to produce marketable graduates, quality academic staff must be employed. Hence, HEPs must ensure that the academic qualifications of their academic staff must be verified by the relevant accreditation bodies. Additionally, the HEPs might benefit from hiring those with certain years of working experience due to greater versatility. Similarly, HEPs must assist the academic staff in thriving and reaching 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 (equivalent to 5 days per year) of Continuous Professional Development (CPD) programmes** to enhance their expertise and skills in teaching, learning, assessment and research. The CPD may include participating in training, workshops and conferences; pursuing academic/ professional qualifications; engaging in self-directed studies; coaching/ mentoring/ tutoring; and performing 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, including all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance" (COPPA 2nd Edition, 2017).

For Psychology programmes, HEPs must provide sufficient resources conducive to support learning and teaching in the field. For lecture and tutorial rooms and technical support/facilities, sufficient space must be provided to accommodate student-centred learning. For research in postgraduate programmes, students should be provided with a conducive work area.

Educational resources recommended for Psychology programmes include:

i)   Sufficient qualified experts in various sub fields in psychology;

ii) Technical support/facilities;

iii) Internet access;

iv) Lecture rooms (with sufficient Audio-Visual facilities);

v)   Library/resource centre (including online resources for teaching and research) with up to date resources;

vi) Working space/station (with access to the Internet);

vii) Computer laboratory (with access to the Internet);

viii) Sufficient access to relevant software according to the needs of the programmes and students; and

ix) Relevant online databases, online journals, statistical packages (e.g SPSS, SAS, LISREL, AMOS, JASP, "R"), qualitative analysis software (e.g NVivo, Atlas.ti) and citation and referencing software (e.g Endnote, Mendeley).

x)   Psychology laboratory. The laboratory should have one-way mirror observation room and/or audio-video recording facilities. Although having a counselling room is desirable, it is **NOT** the same and should not replace a psychology laboratory. HEP may use software or online experimental tools if they cannot get physical experimental equipment. Having additional specialised laboratories are encouraged e.g. attention visual and auditory perception lab, memory and decision-making lab, neuropsychology lab, developmental lab, and human performance lab.

xi) Psychological test library. It should contain at least one intelligence test, one personality test, one career test and one clinical related test. HEP should not use local or international psychological tests which are of questionable validity.

Postgraduate programmes:

i) Psychological test library. The test library must include psychological tests related to the specialization offered beyond the undergraduate requirements for psychological test library.

ii) Psychology laboratory must include equipment related to the specialization offered or adding more specialized laboratory beyond the undergraduate requirements for psychological test library.

iii) For clinical psychology and counselling psychology programmes, HEP must provide adequate number of therapy rooms with one-way mirror observation room and/or audio-video recording facilities.

iv) For clinical psychology programme, HEP must appoint a dedicated clinical psychologist to coordinate the psychology clinic.

Master in Clinical Psychology:

i) The programme is required to provide the following teaching resources / facilities:
   a. Psychological Assessment Tools used in clinical setting
   b. Library and online resources
   c. Accessible study space
   d. Established internal clinic – with clinical facilities*

ii) Established **internship placements** – with clinical facilities, clientele in need, qualified clinical psychologists as primary supervisors.

   a. Placement agreement/contract need to be in place, with handbook of practices and logbook details.

   b. Communication between programme coordinator and clinical supervisors should be established throughout the internship year. Nature and frequency of this communication will depend on needs. Communication **MUST** take place when problem arise with interns.

c. The internship supervisors should send formal written intern evaluations to the Master's programme coordinators at or near the midpoint of the training and again at internship completion.

Notes:

i. *Individual therapy room, assessment room, group therapy room, staff meeting room, audio-video recording equipment, filing storage behind 3 locks to ensure confidentiality, phoneline, reception area, security arrangement.

Doctoral Degree in Clinical Psychology:

i) Teaching resources / facilities the programme is required to provide are:

   a. Psychological testing tools
   b. Library and database
   c. Accessible study space
   d. Interactive classroom and/or psychology laboratory
   e. Research facilities

ii) Training resources the program is required to provide are:

   a. Established **Internal clinic** – with clinical facilities*, clientele in need, qualified clinical psychologists as primary supervisors.

   b. Established **Internship placements** – with clinical facilities, clientele in need, qualified clinical psychologists as primary supervisors:

   - Placement agreement/contract need to be in place, with handbook of practices and logbook details.

   - Communication between master's and internship programme should be established throughout the internship year. Nature and frequency of this communication will depend on needs.

   - Communication **MUST** take place when problem arise with interns.

   - The internship should send formal written intern evaluations to the master's program at or near the midpoint of the training year and again at internship completion.

Notes:

i. *Individual therapy room, assessment room, group therapy room, staff meeting room, audio-video recording equipment, filing storage (behind three locks to ensure confidentiality), phoneline, reception area, and security arrangement.

HEP may use facilities from other department, faculty or institution that have equipment related to psychological studies, provided that they have clear official documentation detailing the matters regarding the usage of facilities. For example: cognitive research at cognitive science department, ergonomic research at engineering department.

7.   PROGRAMME MANAGEMENT

"There are many ways of administering an educational institution and the methods of management differ between HEPs. Nevertheless, governance that reflects the collective leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, the leadership must provide clear guidelines and direction, build relationships among the different constituents based on collegiality and transparency, manage finances and other resources with accountability, forge partnerships with significant stakeholders in educational delivery, research and consultancy, and be dedicated to academic and scholarly endeavours. Although formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication" (COPPA 2nd Edition, 2017).

The document will not raise issues about governance and administration as these are at the institutional rather than at the programme level. In the document, academic leadership largely focuses on suitably qualified persons in the Psychology field to manage the programme delivery from admission to graduation. The programme leaders 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 study area;
 ii.   be able to demonstrate and reflect a broad-based view and perception of the education 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 with sensitivity to 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 major stakeholders to achieve individual and organisational goals;
 viii. be able to promote continuous learning among staff and students; and
 ix.   be able to establish a constructive mechanism for collaboration with stakeholders.

The programme leaders (Programme Coordinator, Head of Programme or equivalent position) must meet the qualification and experience requirements in **Table 7**.

Table 7: Criteria for Selection of Programme Leader

MQF LEVEL	MINIMUM REQUIREMENT
DIPLOMA (Level 4, MQF)	Bachelor's degree in psychology with two (2) years of academic experience
BACHELOR'S DEGREE (Level 6, MQF)	i. Master's degree in psychology and a Bachelor's degree in psychology with two (2) years of academic experience OR ii. Doctoral degree in psychology and a Bachelor's degree in psychology with two (2) years of academic experience
MASTER'S DEGREE (Level 7, MQF)	Coursework and Mixed Mode: i. A Master's degree (Level 7, MQF) in Psychology with Bachelor degree in Psychology and FIVE (5) years of academic experience; **OR** ii. A Doctoral Degree in Psychology and a Bachelor Degree in Psychology with two (2) years of academic experience; **OR** iii. A Doctoral Degree and a Master's degree (one of which must be in Psychology), plus a Bachelor Degree in Psychology with two (2) years of academic experience. Note: The programme leaders of any specialization programme must have qualification in those particular areas.
	Research: i. A Doctoral Degree in Psychology and a Bachelor Degree in Psychology with two (2) years of academic experience; **OR** ii. A Doctoral Degree and a Master's degree (one of which must be in Psychology), plus a Bachelor Degree in Psychology with two (2) years of academic experience.
DOCTORAL DEGREE (Level 8, MQF)	i. A Doctoral Degree in Psychology and a Bachelor Degree in Psychology with two (2) years of academic experience; OR ii. A Doctoral Degree and a Master's degree (one of which must be in Psychology), plus a Bachelor Degree in Psychology with two (2) years of academic experience.

8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

"Quality enhancement requires programmes to be regularly monitored, reviewed and evaluated, including the responsibility of the department to monitor, review and evaluate the structures and processes, curriculum components and student progress, employability and performance.

Feedback from multiple sources (students, alumni, academic staff, employers, professional bodies and informed citizens) assists in enhancing the programme quality. Feedback can also be obtained from analysing student performance and longitudinal studies. Measures of student performance include the average study duration, assessment scores, the passing rate at examinations, success and dropout rates, student and alumni reports about their learning experience, and the time spent by students in areas of special interest. The evaluation of student performance in examinations can reveal beneficial information. For example, if student selection is correctly made, a high failure rate in a programme indicates something amiss in the curriculum content, teaching-learning activities or assessment system. Therefore, the programme committees need to monitor the performance rate in each course and investigate if the rate is too high or too low.

For instance, student feedback 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 graduates and obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately. The HEPs are also advised to refer to the GGP: Monitoring, Reviewing and Continually Improving Institutional Quality.

"Comprehensive monitoring and reviewing of the programme for its improvement are to be performed with a proper mechanism, considering feedback from various parties. The committee responsible for this should be granted adequate autonomy to perform its responsibility effectively. The departments should 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 programme quality consistent with internal and external requirements, and keep up with changes in psychology and the stakeholders' requirements, which 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 two to five years. Nonetheless, updating the curriculum to keep pace with current developments should be conducted more regularly;

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

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

v) Consultation/engagement with stakeholders.

Additionally, 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 a 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; and

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

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APPENDICES

LIST OF PANEL MEMBERS

NO.	NAME	INSTITUTIONS
1	Prof. Dr. Rahmattullah Khan Abdul Wahab Khan Chairperson	Universiti Selangor (UNISEL)
2	Prof. Dr. Hairul Nizam Ismail	Universiti Sains Malaysia (USM)
3	Prof. Dr. Zubaidah Jamil@ Osman	Management and Science University (MSU)
4	Assoc. Prof. Dr. Rozainee Khairudin	Persatuan Psikologi Malaysia (PSIMA) / Universiti Kebangsaan Malaysia (UKM)
5	Dr. Alizi Alias	Freelance Consultant Organizational Psychologist
6	Dr. Lynne Yong Ee Lin	Malaysian Society of Clinical Psychology (MSCP) / Penang Adventist Hospital

LIST OF ORGANISATIONS INVOLVED IN THE STAKEHOLDER'S WORKSHOPS

Bil.	Higher Education Provider
1.	HELP University
2.	Universiti Malaysia Sabah (UMS)
3.	UCSI University
4.	Open University Malaysia (OUM)
5.	Universiti Teknologi Malaysia (UTM)
6.	Cyberjaya College Kota Kinabalu
7.	Segi College Sarawak
8.	Universiti Kebangsaan Malaysia (UKM)
9.	City University Malaysia
10.	Kolej Universiti Islam Antarabangsa Selangor
11.	Asia Pacific University of Technology and Innovation (APU)
12.	Universiti Tunku Abdul Rahman
13.	University of Cyberjaya (UoC)
14.	University of Reading Malaysia
15.	SEGi College Subang Jaya
16.	Universiti Sains Malaysia (USM)
17.	SEGi College Sarawak
18.	Universiti Tun Abdul Razak (UNIRAZAK)
19.	Universiti Selangor (UNISEL)
20.	Widad University College
21.	Inti International College Subang
22.	Taylor's University
23.	Universiti Pendidikan Sultan Idris
24.	Universiti Kolej Selatan
25.	Universiti Islam Pahang Sultan Ahmad Shah
26.	Wawasan Open University
27.	Raffles Universitty
28.	UCSI College
29.	INTI International College Penang
30.	Universiti Islam Antarabangsa Malaysia

31.	Universiti Sunway
Bil.	**Ministry and Government Agency**
1.	Bahagian Sains Kesihatan Bersekutu (BSKB)
2.	Kementerian Kesihatan Malaysia (KKM)
Bil.	**Panel of Assesors**
1.	Asst. Prof. Dr. Zhooriyati Binti Sehu Mohamad
2.	Prof. Firdaus Mukhtar
3.	Dr Puteri Hayati Megat Ahmad
4.	Dr Zainah Ahmad Zamani
5.	Prof. Madya Dr. Huzili Hussin
Bil.	**MQA Ofiicers**
1.	Nurhadirah Adnan
2.	Azmer Asraf Mohd Hussain
3.	Nurul Nadia Ngah
4.	Abdul Saman Taip
5.	Fairus Abu
6.	Fatin Iliyana Mohammad Zin
7.	Fairouz Jahaan Mohd Aanifah
8.	Nurul Nadia Ngah
9.	Siti Elija Jamaluddin
10.	Farkhana Omar
11.	Mohd Sidek Firdaus Mat Amin
12.	Norbaizurah Abd Halim
13.	Mohamad Syafiq Ismail
Bil.	**Industry/Individuals**
1.	Alumni UKM
2.	Al Amin Bangi
3.	IKIM

BODY OF KNOWLEDGE

Table 2.3 REQUIRED CORE COURSES

No	Fundamental Knowledge Areas	Compulsory Content	MQF LEVELS							
			Diploma	Graduate Certificate	Graduate Diploma	Bachelor's Degree	Postgraduate Certificate	Postgraduate Diploma	Master's Degree	Doctoral Degree
1	Introduction	Introduction to Psychology	/	/	/	/	Notes: PG Cert may focus on general or specialization courses in psychology.			
		History of Psychology	/	/	/	/				
2	Methodology	Research methodology	/	/	/	/		/ (intermediate level)	/ (intermediate level)	/ (advanced level)
		Statistics	/	/	/	/		/ (intermediate level)	/ (intermediate level)	/ (advanced level)
		Psychometrics/ Psychological Testing	/	/	/	/		/ (intermediate level)	/ (intermediate level)	/ (advanced level)
		Research Project				/			/	/
3	Biological Bases of Behaviour	Biological/ Physiological Psychology	/	/	/	/				
4	Human Development	Developmental Psychology	/	/	/	/				
5	Cognitive-Affective	Cognitive Psychology	/	/	/	/				

No	Fundamental Knowledge Areas	Compulsory Content	MQF LEVELS							
			Diploma	Graduate Certificate	Graduate Diploma	Bachelor's Degree	Postgraduate Certificate	Postgraduate Diploma	Master's Degree	Doctoral Degree
	Bases of Behaviour									
6	Individual Differences	Personality Psychology	/	/	/	/				
		Abnormal Psychology	/	/	/	/				
7	Social Bases of Behaviour	Social Psychology	/	/	/	/				
8	Values in Psychology	Ethics in Psychology	/		/	/		/	/	
9	Applied Psychology		/			/				

RECOMMENDED CORE COURSES FOR THE REMAINING CREDIT HOURS – APPLICABLE TO LEVEL 4 – LEVEL 6, MQF

No.	Fundamental Knowledge Areas	Recommended Courses
1.	Methodology	• Research methods II • Statistics II • Psychometrics II
2.	Biological Bases of Behaviour	• Sensation and Perception • Neuropsychology • Comparative Psychology
3.	Human development	• Child Psychology • Adolescent Psychology • Psychology of Adulthood and Ageing
4.	Cognitive-Affective Bases of Behaviour	• Psychology of Learning • Motivation and Emotion
5.	Social Bases of Behaviour	• Cross-cultural Psychology • Psychology of Gender • Psychology of Religion • Psychology of Disability • Group Dynamic
6.	Applied Psychology	• Industrial exposure **Highly recommended courses:** • Clinical psychology • Counselling Psychology • Industrial-Organizational Psychology • Forensic Psychology • Health Psychology • Educational Psychology • Sport Psychology **Other recommended courses:** • Environmental Psychology • Positive Psychology • Community Psychology

| | | Engineering Psychology Political Psychology Consumer Psychology Media Psychology Cyberpsychology |

ADDITIONAL NOTES FOR AREA 2

A. Bachelor's degree programme which offers Psychology as minor courses (Major (Another Field) Minor (Psychology)) should cover the following courses:

    i. Introduction to Psychology

    ii. *Research Methodology

    iii. Psychological Statistics

    iv. Physiological Psychology

    v. Cognitive Psychology

    vi. Developmental Psychology

    vii. Personality Psychology

    viii. Abnormal Psychology

    ix. Social Psychology

    x. Psychometrics

B. List of required 45 credit hours pre-requisite courses for Bachelor non-psychology holders who want to pursue postgraduate programmes in psychology:

    i. 10 courses listed above (i-x)

    ii. History of psychology

    iii. Ethics in psychology

    iv. Additional **THREE** other psychology courses (can be chosen from recommended core courses above)

   *Notes:

- If students have studied research methodology and statistics in their respective major, they must replace them with any two other psychology courses.

Additional Notes:

Methodology	i. The focus of the Final Year Project is not on the complexity of research data collection and data analytic methods, but on the scientific accuracy and management of biases in every step of the research starting from formulating of research until writing the research report.
Applied Psychology	In the process of developing curriculum: i. HEP may use alternative name/title for the courses as long as it is used among academic and professional community in psychology. ii. HEP are required to use Industrial/Organizational Psychology textbook, NOT Human Resource Management textbook or Organizational Behaviour textbook as main references. iii. HEP are required to use Cognitive Psychology textbook, NOT cognitive science textbook. iv. HEP are required to use Neuropsychology textbook, NOT neuroscience textbook. v. HEP are highly encouraged to use Counselling Psychology textbook, rather than Guidance and Counselling textbook as main reference. vi. HEP are highly encouraged to use Consumer Psychology textbook, rather than Consumer Behaviour textbook as main reference.
Additional Points	a. HEP should not teach any kind of pop psychology and pseudo psychology in any of its course contents or and not list any of them in the references list of any course. b. HEP should not use local or international psychological tests which are of questionable psychometric properties. HEP are encouraged to teach various non-professional practical skills to Diploma and Bachelor students e.g. positive psychology coaching skills, psychological first aid, mental health first aid, etc. that can be applied without having to become a psychologist.
Special notes on psychology course and psychological research at non-psychology programmes.	a. Any course with the term psychology offered outside psychology programmes, care need to be taken that the contemporary content is based on scientific psychology, not pseudo psychology. b. On special note, if the course claim to provide integrated model in Islamic psychology, it has to go through the same rigorous scientific process like any other theories/practices and be taught by competent lecturer psychologists. And if the course only focuses on early Muslim contributions to psychology, then it should be named as such, rather than Islamic psychology.

CLINICAL PSYCHOLOGY KNOWLEDGE AREA

SEVEN key knowledge areas (A-G) of Master in Clinical Psychology:

Knowledge Domains	Credit Hours (Min)
A. SCIENTIFIC INQUIRY This domain pertains to training in research methods and statistical approaches commonly used in clinical psychological research. This domain encompasses topics in *Research Methodology, Statistics and Psychometric Testing*	6
B. PSYCHOPATHOLOGY AND BIOLOGICAL BASES OF BEHAVIOUR This domain pertains to knowledge in the areas of general adult, child psychopathology in accordance with the latest diagnostic frameworks (e.g., DSM 5 & ICD-11) and biological components of clinical disorders. This domain encompasses topics in *Adult Psychopathology, Child Psychopathology, Neuropsychology and Psychopharmacology.*	9
C. CLINICAL ASSESSMENT This domain pertains to training in clinical assessment approaches, ranging from structured and semi-structured clinical interviews, objective tests, personality and cognitive assessments This domain encompasses topics in *Child Psychological Assessment, Adult Psychological Assessment, Personality Assessment, Neuropsychological Assessments and Intelligence Testing*	6
D. CLINICAL INTERVENTIONS This domain pertains to training in evidence-based psychological interventions for a variety of clinical conditions and disorders. This domain encompasses topics in *Psychological Interventions, Psychotherapy (CBT, Psychodynamic, Family Systems, etc); Focus is on evidence-based approaches*	6
E. PROFESSIONAL AND ETHICAL ISSUES, AND CULTURAL DIVERSITY This domain pertains to training in professional and ethical issues, as well as training in cultural sensitivity and diversity issues, especially those pertinent to the local cultural context. This domain encompasses topics in *Ethical Issues and Professional Issues, Cultural Diversity/ Sensitivity in Mental Health (localised & contextualised)*	3
F. RESEARCH PROJECT *Psychology Research Project*	6
G. CLINICAL TRAINING *Clinical Practicum and Internships (Internal = minimum of 3 credit hours and External = minimum of 12 credit hours)*	15
TOTAL MINIMUM CREDIT HOURS	**51**

Practicum / Internship Training Hours Requirements

Components	Minimum Number of Hours
A. PSYCHOLOGICAL ASSESSMENT **Administration, scoring, documentation, report writing and feedback** Co-assesment cannot be more than 20% of the minimum hours	250
B. PSYCHOLOGICAL INTERVENTION **Contact hours and progress notes** Co-intervention cannot be more than 20% of the minimum hours	350
C. CLINICAL SUPERVISION *Min 50% of the total hours should be one-to-one supervision*	150
D. OTHERS *Administrative work and professional development*	450
TOTAL	**1200**

Note: Required hours can be accumulated in **both practicum and internship**.

Recommendation: a minimum of 1 hospital setting across all practicum and internship sites.

Direct contact hours minimum = 600 hours.

CLINICAL PSYCHOLOGY KNOWLEDGE AREA

Seven key knowledge areas (A-G) of Doctoral degree in clinical psychology:

Knowledge Domains	Credit Hours (Min)
A. SCIENTIFIC INQUIRY *e.g., Research Methodology, Statistics, Psychometric Testing* This domain pertains to training in research methods and statistical approaches commonly used in clinical psychological research. Focus would be on advanced coursework. e.g., test development and validation, multivariate statistics, structural equation modelling, predictive modelling, etc.	9
B. PSYCHOPATHOLOGY *e.g., Adult Psychopathology, Child Psychopathology* This domain pertains to knowledge in the areas of advanced adult and child psychopathology and in accordance with the latest established diagnostic frameworks (e.g., DSM5, ICD11), including psychopharmacological component. Focus is on advanced coursework.	6
C. CLINICAL ASSESSMENT *e.g., Child Psychological Assessment, Adult Psychological Assessment, Personality Assessment, Structured Clinical Interviews, Neuropsychological Assessments, Intelligence Testing* This domain pertains to training in clinical assessment approaches, ranging from structured and semi-structured clinical interviews, objective tests, personality assessments and intelligence testing. Focus is on specialized assessments (e.g., assessment for court cases).	6
D. CLINICAL INTERVENTIONS *e.g., Psychological Interventions, Psychotherapy (CBT, Psychodynamic, Family Systems, etc); Focus on evidence-based approaches* This domain pertains to training in evidence-based psychological interventions for a variety of clinical conditions and disorders. Focus is on specialized interventions.	9

E. PERSONAL AND PROFESSIONAL DEVELOPMENT *e.g., Supervisory skills, Leadership Development, Self-Reflection, Risk Assessment and Management.*	3
F. RESEARCH PROJECT *e.g., Psychology Research Project* Doctoral thesis or dissertation must be of sufficient depth and breadth in scope.	20
G. CLINICAL TRAINING *e.g., Clinical Practicum and Internships (Internal and External)* For programmes with specialisation, at least 18 credit hours must be allocated for the specialised practicum placements.	21
H. ELECTIVE *e.g., Rehabilitation, Clinical Psychology in Healthcare Settings, Addiction, Mental Health Issues across Life Span (Child/Adolescence/Geriatric)*	To be decided by the PPT
TOTAL MINIMUM CREDIT HOURS (MINIMUM)	**80**

Practicum / Internship Training Hours Requirements

Components	Minimum Number of Hours
A. PSYCHOLOGICAL ASSESSMENT AND INTERVENTION	750
B. SUPERVISION *Min 50% of the total hours should be one-to-one supervision*	150
C. OTHERS *Report writing, administrative work and professional development, clinic management and supervision*	600
TOTAL	1500

Notes:

i. **Note:** Required hours can be accumulated in **both practicum and internship**

    Recommendation: a minimum of 1 hospital setting across all practicum and internship sites.

ii. Direct contact hours minimum = 750 hours (Assessment 300 hours + Intervention 450 hours).

CLINICAL PSYCHOLOGY (Only by Coursework, Level 8, MQF)

Examples of doctoral program coursework

   i.   Advanced Adult/ Child psychopathology
   i.   Clinical / Personality Assessment
  ii.   Psychological Interventions: Specialized Approaches
 iii.   Professional / Ethical issues
 iv.   Biological and Psychopharmacology
  v.   Cultural / Diversity issues
 vi.   Clinical Supervision Seminar
vii.   Breadth of Knowledge in Psychology:-

- Biological basis of behavior, and/or
- Social Psychology, and/or
- Development/ Life Span Psychology, and/or
- Cognitive Psychology, and/or
- Health Psychology

viii.   Advanced research methods
 ix.   Statistics
  x.   Doctoral Dissertation (Options for specialization (e.g)):

- Clinical Neuropsychology
- Clinical Child Psychology
- Clinical Geriatric Psychology
- Clinical Health Psychology
- Clinical Forensic Psychology

BLOOM'S TAXONOMY OF LEARNING DOMAINS

Examples and Key Words for Bloom's Taxonomy of Learning Domains are as follows:

Category	*Examples and Key Words (Verbs)*
Knowledge: Recall data or information.	**Examples**: Recite a policy. Quote prices from memory to a customer. Know the safety rules. **Key Words**: defines, describes, identifies, labels, lists, matches, names, outlines, recalls, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	**Examples**: Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. **Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalises, gives an example, interprets, paraphrases, predicts, rewrites, summarises, translates.
Application: Use a concept in a new situation. Apply what was learned in the classroom into novel situations in the workplace.	**Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. **Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separate material or concepts into component parts so that its organisational structure may be understood. Distinguish between facts and inferences.	**Examples**: Troubleshoot a piece of equipment by using logical deduction. Recognise logical fallacies in reasoning. Gather information from a department and select the required tasks for training. **Key Words**: analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates/ discriminates/distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluation: Make judgments about the value of ideas or materials.	**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. **Key Words**: appraises, compares, concludes, contrasts, criticises/critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarises, supports.

Category	Examples and Key Words (Verbs)
Creation: Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrate training from several sources to solve a problem. Revise a process to improve the outcome. **Key Words**: categorises, combines, compiles, composes, creates, devises/designs, explains, generates, modifies, organises, plans, rearranges, reconstructs, relates, reorganises, revises, rewrites, summarises, tells, writes.

Source: http://www.nwlink.com/~donclark/hrd/bloom.html

AREAS OF PROFESSION AND EMPLOYMENT

Level	Profession	Examples of Profession
Diploma (MQF Level 4)	Assistant personnel in laboratories, childcare centres, homes for aged and welfare agencies.	Psychology laboratory assistant and welfare home assistant
Bachelor's degree (MQF Level 6)	Managers or administrators in various setting such as human resource, advertising, marketing, training, education, research, health and well being	Human resource manager, Salesperson, Health Care Facility Administrator and Lecturer for diploma psychology programme
Master's degree (MQF Level 7)	Researchers, teachers, administrators and/or practioners at government agencies, corporate organizations, educational institutions, health institutions and research agencies	Lecturer for Bachelor of Psychology programme, Senior Manager, Consultant and Professional Psychologist (according to the specialisation)
Doctoral Degree (MQF Level 8)		Lecturer for Postgraduate Psychology programme, Senior Manager, Consultant and Professional Psychologist (according to the specialisation)

NOMENCLATURE

Programme Structure	Explanation	Example
Diploma		Diploma in Psychology
Graduate Certificate		Graduate Certificate in Psychology (Grad.Cert. in Psychology)
Graduate Diploma		Graduate Diploma in Psychology (Grad.Dip in Psychology)
Bachelor's Degree		
Single Major	Programme that focuses only in one main area. Bachelor of Science in Psychology should have more methodology and science-based psychology courses. It is **NOT** allowed to have **specialisation** mentioned in psychology programme nomenclature at Bachelor level. This is in line with the principle that holders of Bachelor's degree in psychology are not considered as psychologists or specialists in psychology.	**Examples of acceptable nomenclature :** i. Bachelor of Psychology (B.Psych) ii. Bachelor of Social Science (B.Soc.Sc) in Psychology iii. Bachelor of Human Science (B.HSc) in Psychology iv. Bachelor of Science (BSc) in Psychology v. Bachelor of Arts (BA) in Psychology **Examples of unacceptable nomenclature:** i. Bachelor of Applied Psychology. ii. Bachelor of Clinical Psychology. iii. Bachelor of Industrial Psychology. iv. Bachelor of Psychology (Counselling Psychology) v. Bachelor of Psychology (Industrial-Organizational Psychology) vi. Bachelor in Industrial Psychology
Major Minor Major (Psychology) Minor (another field)		**Examples of acceptable nomenclature :** i. Bachelor of Psychology with Counselling ii. Bachelor of Social Science in Psychology with Communication

Programme Structure	Explanation	Example
		iii. Bachelor of Human Science in Psychology with Islamic Revealed Knowledge iv. Bachelor of Science in Psychology with Cognitive Science v. Bachelor of Arts in Psychology with Human Development
Major Minor Major (another field) Minor (Psychology)	To those who want to minor psychology. HEP that intend to offer minor programme in psychology must ensure the major is outside of psychology discipline. It is still not allowed to have specialised sub-discipline in psychology as minor. However, those psychology courses must be taught by psychologists.	**Examples of acceptable nomenclature:** i. Bachelor of Business with Psychology ii. Bachelor of Cognitive Science with Psychology iii. Bachelor of Human Development with Psychology iv. Bachelor of Education in Guidance & Counselling with Psychology v. Bachelor of Criminology with Psychology vi. Bachelor of Sport Sciences with Psychology **Examples of unacceptable nomenclature:** i. Bachelor of Business with Organizational Psychology ii. Bachelor of Cognitive Science with Cognitive Psychology iii. Bachelor of Human Development with Developmental Psychology iv. Bachelor of Education in Guidance & Counselling with Counselling Psychology v. Bachelor of Criminology with Forensic Psychology vi. Bachelor of Sport Sciences with Sport Psychology
Double Major		**Examples of acceptable nomenclature:** i. Bachelor of Psychology and Business

Programme Structure	Explanation	Example
		ii. Bachelor of Counselling and Psychology iii. Bachelor of Social Science in Biology and Psychology iv. Bachelor of Human Science in Psychology and Sociology
Postgraduate Certificate	Without indication of specialisation area in programme nomenclature (at least 20 credits in psychology)	**Examples of acceptable nomenclature:** i. Postgraduate Certificate in Psychology ii. Postgraduate Certificate in Applied Psychology
	With indication of specialisation area **(basic psychology/ [applied psychology (non-practitioner)]/ [applied psychology (practitioner)]** in programme nomenclature (at least 20 credits in psychology) It is **NOT** allowed to offer Postgraduate Certificate in any clinical- or treatment-based psychology specialisation. For example, Clinical Psychology, Counselling Psychology, and Clinical Neuropsychology, etc.	**Examples of acceptable nomenclature:** **(basic psychology)** i. Postgraduate Certificate in Biological Psychology ii. Postgraduate Certificate in Cognitive Psychology iii. Postgraduate Certificate in Developmental Psychology iv. Postgraduate Certificate in Social Psychology
		Examples of acceptable nomenclature: **[applied psychology (non-practitioner)]** i. Postgraduate Certificate in Positive Psychology ii. Postgraduate Certificate in Political Psychology iii. Postgraduate Certificate in Environmental Psychology iv. Postgraduate Certificate in Consumer Psychology
		Examples of acceptable nomenclature: **[applied psychology (practitioner)]** i. Postgraduate Certificate in Industrial-Organizational Psychology

Programme Structure	Explanation	Example
		ii. Postgraduate Certificate in Forensic Psychology iii. Postgraduate Certificate in Health Psychology iv. Postgraduate Certificate in Educational Psychology v. Postgraduate Certificate in Sport Psychology
Postgraduate Diploma .	Without indication of specialisation area in programme nomenclature (at least 30 credits in psychology)	**Examples of acceptable nomenclature:** i. Postgraduate Diploma in Psychology ii. Postgraduate Diploma in Applied Psychology.
	With indication of specialisation area **(basic psychology/ [applied psychology (non-practitioner)]** **/ [Applied Psychology (practitioner)]** in programme nomenclature (at least 30 credits in psychology)	**Examples of acceptable nomenclature:** **(basic psychology)** i. Postgraduate Diploma in Biological Psychology ii. Postgraduate Diploma in Cognitive Psychology iii. Postgraduate Diploma in Developmental Psychology iv. Postgraduate Diploma in Social Psychology
	Please note that it is **NOT** allowed to offer Postgraduate Diploma in any clinical- or treatment-based psychology specialisation. For example, Clinical Psychology, Counselling Psychology, and Clinical Neuropsychology, etc.	**Examples of acceptable nomenclature:** **[applied psychology (non-practitioner)]** i. Postgraduate Diploma in Consumer Psychology ii. Postgraduate Diploma in Environmental Psychology iii. Postgraduate Diploma in Political Psychology iv. Postgraduate Diploma in Positive Psychology

Programme Structure	Explanation	Example

		Examples of acceptable nomenclature:
		[applied psychology) (practitioner]
		  i. Postgraduate Diploma in Industrial-Organizational Psychology
		  ii. Postgraduate Diploma in Forensic Psychology
		  iii. Postgraduate Diploma in Health Psychology
		  iv. Postgraduate Diploma in Educational Psychology
		  v. Postgraduate Diploma in Sport Psychology

Master's Degree by Coursework	Without indication of specialisation area in programme nomenclature (at least 40 credits in psychology)	**Examples of acceptable nomenclature:**
		  i. Master of Social Science (M.Soc.Sc)
		  ii. Master of Arts (MA)
		  iii. Master of Science (MSc)
		  iv. Master of Human Science (MHSc) in: Psychology, Applied Psychology, Experimental Psychology, Psychological Research Methods.
		
		HEP is encouraged to use the nomenclature Master in Psychology (M.Psych) in [state the specalisation] to differentiate it with [applied psychology (non-practitioner)] and [applied psychology (practitioner)]; and to differentiate between Master's degree by coursework mode with mixed-mode and research mode.

	With indication of specialisation area **(basic psychology)** in programme nomenclature (at least 40 credits in psychology)	**Examples of acceptable nomenclature:**
		  i. Master of Social Science (M.Soc.Sc)
		  ii. Master of Arts (MA), Master of Science (MSc)

Programme Structure	Explanation	Example
		iii. Master of Human Science (MHSc) iv. Master of Psychology (M.Psych) in: Biological Psychology, Cognitive Psychology, Develomental Psychology, Personality Psychology, Social Psychology HEP is encouraged to use the nomenclature Master in Psychology (M.Psych) in [state the specalisation] to differentiate it with [applied psychology (non-practitioner)] and [applied psychology (practitioner)]; and to differentiate between Master's degree by coursework mode with mixed-mode and research mode.
	With indication of specialisation area **[applied psychology (non-practitioner)]** in programme nomenclature (at least 40 credits in psychology)	**Examples of acceptable nomenclature**: i. Master of Social Science (M.Soc.Sc) ii. Master of Arts (MA) iii. Master of Science (MSc) iv. Master of Human Science (MHSc) in: Consumer Psychology, Environmental Psychology, Political Psychology and Positive Psychology HEP is encouraged to use the nomenclature Master in Psychology (M.Appl.Psych) in [state the specalisation] to differentiate it with [applied psychology (practitioner)]; and to differentiate between Master's degree by coursework mode with mixed-mode and research mode.

Programme Structure	Explanation	Example
		i. Master in Applied Psychology (M.App.Psych) in: Consumer Psychology, Psychology, Environmental Psychology, Political Psychology and Positive Psychology.
	With indication of specialisation area **[applied psychology (practitioner)]** in programme nomenclature (at least 40 credits in psychology) It is compulsory for programmes in [applied psychology (practitioner)] to be offered using coursework mode only.	**Examples of acceptable nomenclature:** i. Master in Clinical Psychology (M.ClinPsych) ii. Master in Counselling Psychology (M.Couns.Psych) iii. Master in Educational Psychology (M.Edu.Psych) iv. Master in Forensic Psychology (M.ForenPsych) v. Master in Health Psychology (M.HealthPsych) vi. Master in Industrial / Organizational Psychology (M.OrgPsych) vii. Master in Sport Psychology (M.SportPsych) Basic psychology and [applied psychology (non-practitioner)] programmes are **NOT** allowed to use this type of nomenclature.
Master's Degree by Mixed Mode	Without indication of specialisation area in programme nomenclature (at least 40 credits in psychology)	**Examples of acceptable nomenclature:** i. Master of Social Science (M.Soc.Sc) ii. Master of Arts (MA),Master of Science (MSc), Master of Human Science (MHSc) in: Psychology, Applied Psychology, Experimental Psychology, Psychological Research Methods

Programme Structure	Explanation	Example
	With indication of specialisation area (basic psychology) in programme nomenclature (at least 40 credits in psychology)	**Examples of acceptable nomenclature:** i. Master of Social Science (M.Soc.Sc), Master of Arts (MA), Master of Science (MSc), Master of Human Science (MHSc), Master of Psychology (M.Psych) in: Biological Psychology, Cognitive Psychology, Develomental Psychology, Personality Psychology, Social Psychology.
	With indication of specialisation area [applied psychology (non-practitioner)] in programme nomenclature (at least 40 credits in psychology) It is **NOT** allowed for [applied psychology (practitioner)] to offer Master's programme by mixed-mode. They are: Clinical Psychology, Health Psychology, Counselling Psychology, Industrial-Organizational Psychology, Educational Psychology, Sport Psychology and Clinical Neuropsychology.	**Examples of acceptable nomenclature:** i. Master of Social Science (M.Soc.Sc),Master of Arts (MA), Master of Science (MSc), Master of Human Science (MHSc), Master of Psychology (M.Psych) in: Consumer Psychology, Psychology, Environmental Psychology, Political Psychology and Positive Psychology.

Programme Structure	Explanation	Example

Master's Degree by Research	Without indication of specialisation area in programme nomenclature
	
	Please note that it is **NOT** allowed to have specialisation mentioned in psychology programme nomenclature for Master's degree by research even if their research is focusing on certain specialisation in psychology.
		Examples of acceptable nomenclature:
		  i. Master of Philosophy (M.Phil) in Psychology
		  ii. Master of Science in Psychology
		
		Examples of unacceptable nomenclature:
		  i. Master of Human Development (Developmental Psychology)
		  ii. Master of Philosophy in Social Psychology
		  iii. Master of Cognitive Science in Cognitive Psychology
		  iv. Master of Education (Counselling Psychology)
		  v. Master of Health Science (Health Psychology)
		  vi. Master of Sport Science (Sport Psychology).
		
		This is because a research mode academic programme does not have credited courses that train students in all contents in a specialised field.
		
		This mode is aimed to produce research psychologists, not specialists or professional psychologists.

Doctoral Degree by Coursework	Basic psychology Doctor of Psychology in [state the specialisation] for all psychology programmes. Basic psychology are **ONLY** allowed to use this nomenclature. (D.Psych).	**Examples of acceptable nomenclature:** i. Doctor of Psychology in: Biological Psychology, Cognitive Psychology, Developmental Psychology, Personality Psychology and Social Psychology.

Programme Structure	Explanation	Example
	[Applied psychology (non-practitioner)]	**Examples of acceptable nomenclature:** i. Doctor of Applied Psychology (D.AppPsych) in: Consumer Psychology, Environmental Psychology, Political Psychology and Positive Psychology.
	[Applied psychology (practitioner)] It is compulsory for Clinical Psychology programmes to be offered using coursework mode **ONLY**.	**Examples of acceptable nomenclature:** i. Doctorate in Clinical Psychology (D.ClinPsych) ii. Doctorate in Counselling Psychology (D.CounsPsych), iii. Doctorate in Educational Psychology (D.EduPsych) iv. Doctorate in Forensic Psychology (D.ForenPsych) v. Doctorate in Health Psychology (D.HealthPsych) vi. Doctorate in Industrial/Organizational Psychology (D.OrgPsych vii. Doctorate in Sport Psychology (D.SportPsych). Basic psychology and [applied psychology (non-practitioner)]programmes are not allowed to use this type of nomenclature)
Doctoral degree by Mixed Mode	Basic Psychology	**Examples of acceptable nomenclature:** i. Doctor of Psychology (D.Psych) in basic psychology (e.g. Biological Psychology, Cognitive Psychology, Developmental Psychology, Personality Psychology and Social Psychology)
	[Applied psychology (non-practitioner)]	**Examples of acceptable nomenclature:**

Programme Structure	Explanation	Example
		i. Doctor of Psychology (D.Psych) in applied psychology (e.g. Consumer Psychology, Psychology, Environmental Psychology, Political Psychology and Positive Psychology)

Doctoral Degree By Research	Without indication of specialisation area in programme nomenclature	**Examples of acceptable nomenclature:**
		  i. Doctor of Philosophy (PhD) in Psychology
		
		Please note that it is **NOT** allowed to have specialisation mentioned in psychology programme nomenclature for doctoral degree by research.
		
		Examples of unacceptable nomenclature:
		  i. Doctor of Psychology (Social Psychology)
		  ii. Doctor of Philosophy in Cross-cultural Psychology
		  iii. Doctor of Health Studies (Health Psychology)
		  iv. Doctor of Cognitive Science (Cognitive Psychology
		  v. PhD in Human Development (Developmental Psychology)
		  vi. PhD in Education (Counselling Psychology)

GLOSSARY

1)	Core	Required courses related to areas of Psychology.
2)	Continuous Assessment	Assessments conducted throughout the duration of a course for the purpose of determining student attainment.
3)	Dissertation	Refers to the 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.
4)	Final Assessment	Assessment of student attainment at the end of a course which can be in the form of a final examination, lab assessment, presentation, dissertation/thesis, project or industrial training report.
5)	Final Examination	A written examination scheduled within an official examination period held at the end of an academic term.
6)	Formative Assessment	Assessment of student's progress throughout a course, in which the feedback from the learning activities is used to improve student attainment.
7)	Industrial Training	A period of time within the programme when students are required to be placed in the industry to experience the real working environment.
8)	Final Year Project	Refers to the documentation of the research or any applied project prepared and submitted by the candidate for the award of Bachelor degree by coursework.
9)	Project Paper	Refers to the documentation of the research or any applied project prepared and submitted by the candidate for the award of the master's and doctoral degree programme by coursework.
10)	Related fields	Related fields refer to the programmes with at least 25% of their programme core that cover relevant BOK of this PS.
11)	Specialist Programme	The programme core is designed to prepare students in a specific area of Psychology.

12) Summative Assessment	Assessment of learning which summarises the student progress at a particular time and is used to assign the student a course grade.
13) 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.
14) Viva Voce	Oral defense of the dissertation/thesis for the programme.
15) Practicum	Short-term structured practical activities on-campus or off-campus, and it is compulsory for applied psychology postgraduate programmes only. Activities may include, but not limited to, site visit, practical exercises, practical workshop, short-term attachment, designing modules and industry lecture. Note: This is not professional placement and therefore, does not follow the formula of 1 credit=2 weeks.
16) Psychology lecturers	Lecturers who are qualified to teach all courses offered by the psychology programmes. (For [applied psychology (paractitoner)] please refer to Table 5.
17) Related-field psychology lecturers	Lecturers who are qualified to teach courses offered in the psychology programmes that are only related to their specialisation.
18) Internship	Professional placement on site (according to the formula of 1 credit = 2 weeks) supervised by academic advisor and professionals in psychology and/or related fields, and it is compulsory for applied-professional postgraduate programmes only.
19) Industrial Exposure	Non-professional placement (according to the formula of 1 credit = 2 weeks) at level 6 supervised by one academic supervisor and another site-supervisor at any work setting not necessarily directly related to psychology, and they are required to relate psychological principles/theories that they have learnt to their work experience in their report.