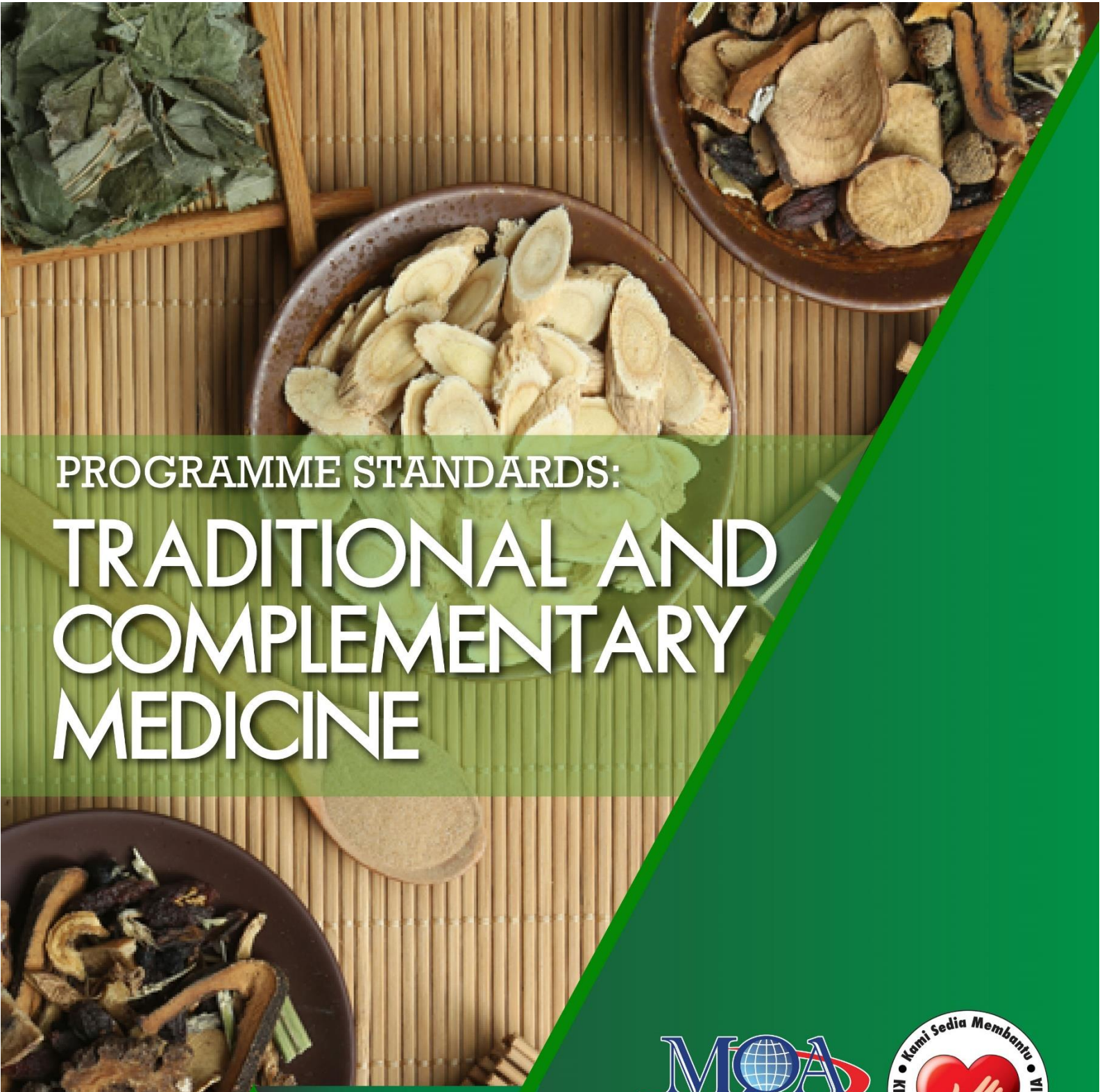

PROGRAMME STANDARDS:

TRADITIONAL AND COMPLEMENTARY MEDICINE

Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

Kami Sedia Membantu
KEMENTERIAN KESIHATAN MALAYSIA

2nd Edition

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

Programme Standards: Traditional and Complementary Medicine, 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 Traditional and Complementary Medicine in 2009. Generally, the PS is subject to a comprehensive review in order to update the requirements. The revised PS reflects the outcomes of the review conducted to ensure its relevance to the changing Traditional and Complementary Medicine programmes offered by different HEPs across higher education, technical and vocational education, and training providers.

This PS outlines revised sets of requirements describing the minimum levels of acceptable practices in the Traditional and Complementary Medicine programmes based on the quality assurance areas in COPPA 2nd Edition, i.e., programme development and delivery, assessment of student learning, student selection and support services, academic staff, educational resources, programme management, and programme monitoring, review and continual quality improvement. Accordingly, the PS covers different levels of standards leading to the awards of individual qualifications prescribed in the MQF 2nd Edition, which are Diploma (Level 4, MQF) and Bachelor's Degree (Level 6, MQF) levels.

This PS document was revised with the collaboration of Malaysian Qualifications Agency (MQA), Ministry of Education, and Traditional and Complementary Medicine (T&CM) Division, Ministry of Health. It represents the significant contribution from panel members (see Appendix 1) from both public and private HEPs and industry, in consultation with various HEPs, relevant government and statutory agencies, professional bodies, industry, alumni and students (see Appendix 2) through stakeholders' workshops and online feedback. Hence, the revised PS reflects national and international good practices to ensure T&CM graduates from Malaysian HEPs are globally competitive.

MQA would like to express appreciation to all the panel members, various stakeholders for their valuable input and to all the MQA and T&CM Division officers who have contributed to developing the PS for T&CM. Ultimately, the revised PS should benefit different stakeholders in producing T&CM graduates to face future challenges.

Prof. Dato' Dr. Mohammad Shatar Sabran
Chief Executive Officer
Malaysian Qualifications Agency (MQA)
October 2021

ABBREVIATIONS

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
CPD	Continuous Professional Development
GGP	Guidelines to Good Practices
DKM	*Diploma Kemahiran Malaysia*
DLKM	*Diploma Lanjutan Kemahiran Malaysia*
DVM	*Diploma Vokasional Malaysia*
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*
T&CM	Traditional and Complementary Medicine

1. INTRODUCTION

In the past, Traditional and Complementary Medicine (T&CM) education was largely conducted in an informal method without a fixed curricula or established institutions of learning. Knowledge and skills were transferred from one generation to another through oral communication and apprenticeship. T&CM education began to evolve in 2010 when private higher education institutions offered T&CM programmes accredited by the Malaysian Qualifications Agency (MQA). The process of gradual formalisation of T&CM education is a significant milestone towards standardising and professionalising the practice of T&CM as it ensures the safety and quality of T&CM services and enhances public confidence in such services.

Since 2009, the MQA's PS: T&CM has become a reference and guidance for Higher Education Providers (HEPs) regarding the minimum acceptable practices in designing and offering T&CM programmes in Malaysia at the tertiary levels. The PS ensures T&CM programmes equip students with the necessary knowledge, skills and competencies at the respective levels as prescribed by the MQF 2nd Edition (2018) to enable them to pursue career opportunities in a variety of jobs.

This PS is designed to encourage a diversity of approaches within a framework that is compatible with the national and global human resource requirements and the socio-economic needs of the T&CM community. The PS will be employed in the evaluation of T&CM programmes and as a benchmark or programme specification in an institutional audit. The PS defines requirements for programmes at Diploma and Bachelor's Degree levels in broad outlines, within which individual HEPs can creatively design their programme of study and appropriately allocate and use resources in accordance with their stated vision, mission, educational goals, and learning outcomes.

According to T&CM Act 2016 [Act 775], T&CM is a form of health-related practice designed to prevent, treat or manage ailment or illness or preserve the mental and physical well-being of an individual and includes such practices as traditional Malay medicine, traditional Chinese medicine, traditional Indian medicine, Islamic medical practice, homeopathy, and complementary therapies, but excludes medical and dental practices used by a medical and dental practitioner respectively.

Following are the descriptions of each T&CM practice area recognised by the T&CM Council:

1. **Traditional Malay Medicine (TMM)**

   TMM is a form of inherited knowledge, skill and practice based on traditional theories, beliefs and experiences. It is a holistic approach based on two elements namely physical and spiritual involving aspects of the body, mind and soul.

2. **Traditional Chinese Medicine (TCM)**

   TCM is an accumulation of valuable long-term experience in understanding life, maintaining health and overcoming disease based on Chinese culture and practices.

3. **Traditional Indian Medicine (TIM)**

   TIM is based on knowledge inherited from generation to generation among the Indian community.

   Ayurveda means 'science of life'. The principal objectives of Ayurveda are maintenance and promotion of health, prevention of disease and cure of sickness. It is a system of traditional Indian medicine, based on 5 elements - space, air, fire, water and earth; and the treatment concept is based on balancing the three life forces or energies, the Doshas. The Doshas consist of Vata (kinetic energy), Pitta (thermal energy), and Kapha (potential energy) that governs physiological and psychological functions of the body. An equal balance of the 3 Doshas leads to health, while imbalance leads to disease. Ayurveda emphasises Dietary principles (Ahara Niyma), Daily regimen (Dincharya), Seasonal regimen (Ritucharya), Good conduct/social behaviour (Sadavritta) and the use of plant-based medicines and treatments.

   Siddha originates from the word siddhi, which means perfection of heavenly bliss. The Siddha system is popular in South India especially in Tamil Nadu. Siddha medicine is a form of traditional Indian medicine with a therapeutic concept. It is assumed that when the normal equilibrium of the three humors (Vaadham, Pittham and Kabam) is disturbed, illness will result. The factors which affect this equilibrium are environment, climate conditions, diet, physical activities and stress. According to the Siddha medical system, diet and lifestyle play a major role, not only in health but also in curing diseases.

4. **Homeopathy**

   Homeopathy is a therapeutic system of medicine premised on the Similarity (or Similia) Principle: Similia, Similibus, Curentur (let like be cured by like). This implies that substances capable of causing disorder in healthy persons are used as medicines to treat similar patterns of disorder experienced by ill people. Other principles that form the basis of homeopathy include individualisation of treatment and use of the minimum dose.

5. **Islamic Medical Practice (IMP)**

   IMP is an endeavour to cure physical and spiritual illness by a Muslim who is skilled in the method of treatment using the verses of the Qur'an or hadith, or the practice of *salaf al-soleh*, *ulamak muktabar*, or all at once and using the methods or materials that are allowed by shariah.

6. **Chiropractic**

   Chiropractic is a primary health care profession concerned with the diagnosis, treatment and prevention of disorders of the neuromusculoskeletal system and the effects of these disorders on general health. There is an emphasis on manual techniques, including spinal adjustment and/or joint and soft tissue manipulation with a particular focus on improving joint dysfunction, reducing pain and disability and promoting rehabilitation.

7. **Osteopathy**

   Osteopathy is primarily a manual therapy, concerned with the intricate manual readjustment of an individual patient's anatomy to augment that patient's overall health and tissue repair.

This PS prescribes the minimum standards for all the **seven recognised practice areas. Siddha Medicine and Osteopathy are additions to the practice areas covered in the PS published in 2009.**

The existing standards for Natural Medicine and Aromatherapy areas in the PS (2009) are retained (refer to PS: T&CM, 2009). The main focus of the review is on the seven recognised practice areas as delineated by the T&CM Act (2016) and the resources available for the review.

SCOPE OF THE PROGRAMME STANDARDS

The panel acknowledges that besides prescribing a set of minimum requirements to ensure consistency in the programme quality offered by various HEPs, the PS should encourage diversity and innovation. Consequently, HEPs could craft their niches to meet the dynamics of the targeted employment markets, meet society's needs, and engage the HEP and students with ethical responsibilities towards 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:

i. Diploma (Level 4, Malaysian Qualifications Framework, MQF); and
ii. Bachelor's Degree (Level 6, MQF).

The PS aims to provide minimum requirements on the development and conduct of different levels of T&CM 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:

i. The Malaysian Qualifications Framework (MQF) 2nd Edition
ii. The Code of Practice for Institutional Audit (COPIA)
iii. The Code of Practice for Programme Accreditation (COPPA) 2nd Edition
iv. The Code of Practice for Programme Accreditation: Open and Distance Learning (COPPA: ODL) 2nd Edition
v. Relevant Standards
vi. Relevant Guidelines to Good Practices (GGP)

2. PROGRAMME DEVELOPMENT AND DELIVERY

2.1 PROGRAMME EDUCATIONAL OBJECTIVES

The programme educational objectives (PEOs) are broad statements that describe the career and professional accomplishments that the programme is preparing 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 are provided under each level of study, i.e., diploma and bachelor’s degree levels. **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 below.

DIPLOMA (Level 4, Malaysian Qualifications Framework, MQF)

PEO 1: Competent T&CM assistant practitioners or practitioners with the knowledge, skills and ethical approaches to practice T&CM modalities.

PEO 2: Effective in communication and able to demonstrate interpersonal skills, leadership skills and social responsibilities in the community.

PEO 3: Execute digital, numerical and entrepreneurial skills and engage in lifelong learning for further professional development.

PEO 4: Engage in health-related research or activities for the benefit of the community.

BACHELOR'S DEGREE (Level 6, MQF)

PEO 1: Competent T&CM practitioners to manage various disorders and diseases with comprehensive knowledge and ethical approaches.

PEO 2: Manage health-related issues in the community through research and integrative collaboration.

PEO 3: Effective in communication and able to demonstrate interpersonal skills, leadership skills and social responsibilities in the community.

PEO 4: Demonstrate entrepreneurial, digital and numerical skills and pursue lifelong learning for further professional development.

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 T&CM practice areas 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.

Table 2.1 shows the mappings of learning outcomes based on MQF learning outcomes for T&CM. **The flexibility in describing the learning outcomes remains with the Higher Education Providers (HEPs), provided they are sufficiently covered.**

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

Table 2.1: Learning Outcomes (LO) for T&CM mapped against MQF LOs

LO (DIPLOMA LEVEL 4, MQF)	Knowledge & understanding	Cognitive skills	Practical skills	Interpersonal skills	Communication skills	Digital skills	Numeracy skills	Leadership, autonomy & responsibility	Personal skills	Entrepreneurial skills	Ethics & professionalism
1. Describe technical and theoretical knowledge in relevant traditional and complementary medicine therapies.	√										
2. Relate knowledge of basic medical sciences in the practice of traditional and complementary medicine.		√									
3. Demonstrate practical skills by carrying out the assessment, and selecting and performing treatment techniques of common disorders or diseases with traditional and complementary medicine therapies under supervision by a registered T&CM practitioner (where applicable)[2].			√								
4. Show the use of appropriate technology in the traditional and complementary medicine professions.						√					
5. Communicate effectively with patients, their families, caregivers and the community at large.					√						
6. Recognise medical emergencies and respond appropriately.		√	√								
7. Collaborate with other healthcare professionals and work in a team.				√				√			

[2] Diploma holders of certain T&CM practice areas are allowed to register and practice on their own, according to provision by T&CM Council.

LO (DIPLOMA LEVEL 4, MQF)	Knowledge & understanding	Cognitive skills	Practical skills	Interpersonal skills	Communication skills	Digital skills	Numeracy skills	Leadership, autonomy & responsibility	Personal skills	Entrepreneurial skills	Ethics & professionalism
8. Practise traditional and complementary medicine therapies in an ethical manner in line with laws and regulations governing traditional and complementary medicine.											√
9. Engage in lifelong learning for personal and professional development.									√		
10. Acquire basic knowledge in research methodologies related to health issues by applying appropriate scientific skills in T&CM practices.	√	√					√				
11. Acquire knowledge of managerial and entrepreneurial skills.	√							√		√	

LO (BACHELOR'S DEGREE LEVEL 6, MQF)	Knowledge & understanding	Cognitive skills	Practical skills	Interpersonal skills	Communication skills	Digital skills	Numeracy skills	Leadership, autonomy & responsibility	Personal skills	Entrepreneurial skills	Ethics & professionalism
1. Describe comprehensive theoretical and technical knowledge in relevant traditional and complementary medicine therapies.	√										
2. Integrate knowledge of basic medical sciences in the practice of traditional and complementary medicine.		√									
3. Demonstrate clinical skills by carrying out the assessment, and selecting and performing treatment techniques in managing common disorders and diseases with traditional and complementary medicine therapies.			√								
4. Demonstrate the use of appropriate technology in the traditional and complementary medicine professions.						√					
5. Communicate effectively with patients, their families, caregivers and the community at large.					√						
6. Recognise medical emergencies and respond appropriately.		√	√								
7. Collaborate with other healthcare professionals and work in a team.				√				√			
8. Practise traditional and complementary medicine therapies in a professional and ethical manner in line with laws and regulations governing traditional and complementary medicine.											√

LO (BACHELOR'S DEGREE LEVEL 6, MQF)	Knowledge & understanding	Cognitive skills	Practical skills	Interpersonal skills	Communication skills	Digital skills	Numeracy skills	Leadership, autonomy & responsibility	Personal skills	Entrepreneurial skills	Ethics & professionalism
9. Engage in lifelong learning for personal and professional development.									√		
10. Conduct research activities related to health issues by applying appropriate scientific skills in T&CM practice.		√					√				
11. Engage in managerial and entrepreneurial skills.								√		√	

2.3 CURRICULUM DESIGN AND DELIVERY[3]

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 section of the Programme Standards (PS) contains statements pertaining to the structure and delivery of the T&CM programmes.

The T&CM Council has decided to standardise the duration of study for Bachelor's Degree programmes to five years and Diploma programmes to three years based on the recommendations of the Joint Technical Committee (JTC) for Accreditation Assessment of T&CM Programmes. The T&CM Council has also agreed to exempt the residency training for T&CM programmes, thus the duration of study does not include the duration of residency training as mentioned in the T&CM Act 2016 [Act 775]. Therefore, Higher Education Providers (HEPs) should ensure that an adequate amount of credit hours in clinical training shall be incorporated in the duration of study for students to attain sufficient clinical experience.

This section outlines the minimum credits of each curriculum component for diploma and bachelor's degree levels as stated in **Table 2.2** and specific requirements to the body of knowledge (BOK) of various core areas are detailed in **Appendix 3**.

HEPs have the flexibility to design their programmes, provided they cover the BOK indicated in this PS. It is important that HEPs align their programmes with one or more of the Sustainable Development Goals (SDG). In addition, the HEPs are encouraged to develop programmes to reflect the current best practices and offer a high-quality academic programme. **The programme nomenclature shall reflect the content of the programme and the standard nomenclature of all T&CM programmes are as provided in Appendix 3**.

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

Percentages of theoretical and practical components of the programme are as follows:

Diploma (Level 4, MQF)	Theoretical component: 40 - 60% Practical component: 40 - 60%
Bachelor's Degree (Level 6, MQF)	Theoretical component: 50 - 70% Practical component: 30 - 50%

Table 2.2: Minimum credits of each curriculum component for diploma and bachelor's degree levels

DIPLOMA (Level 4, MQF)

1. **Diploma in Malay Massage**

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		6
Core	Basic Medical Sciences	16
	Discipline	55
	Scientific Methods	3
	Clinical Training**	7
Humanities		6
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**93**

2. **Diploma in Traditional Malay Medicine**

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		6
Core	Basic Medical Sciences	18
	Discipline	60
	Scientific Methods	3
	Clinical Training**	7
Humanities		6
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**100**

3. Diploma in Traditional Chinese Medicine

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		6
Core	Basic Medical Sciences	14
	Discipline	53
	Scientific Methods	3
	Clinical Training**	8
Humanities		6
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**90**

4. Diploma in Islamic Medical Practice

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		6
Core	Basic Medical Sciences	12
	Discipline	58
	Scientific Methods	3
	Clinical Training**	6
Humanities		6
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**91**

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.
**	Clinical training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. The training is suggested to be placed during final semester.

Recommended Delivery Methods

- Lectures/tutorials
- Practical/laboratory classes
- Work-based learning (WBL)
- Blended learning
- Case-based learning
- Problem-based learning
- Projects
- Group work
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Field/industry visits (universities, non-governmental organisations, healthcare facilities, and others)
- Apprenticeship
- Clinical training

BACHELOR'S DEGREE (Level 6, MQF)

1. Bachelor of Traditional Malay Medicine

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	26
	Discipline	74
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**143**

2. Bachelor of Traditional Chinese Medicine

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	24
	Discipline	93
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**160**

3. Bachelor of Acupuncture, Moxibustion and Tuina

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	24
	Discipline	93
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**160**

4. Bachelor of Ayurveda Medicine

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	30
	Discipline	97
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
Minimum Graduating Credit		**170**

5. Bachelor of Siddha Medicine

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	38
	Discipline	74
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**155**

6. Bachelor of Homeopathy

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	42
	Discipline	76
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**161**

7. Bachelor of Chiropractic

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	42
	Discipline	84
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**169**

8. Bachelor of Osteopathy

COMPONENT		MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)		8
Core	Basic Medical Sciences	44
	Discipline	85
	Scientific Methods	7
	Clinical Training**	20
Humanities		8
Elective	Discipline	0
	Open	0
GRADUATING CREDITS		**172**

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.
**	Clinical training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. The training is suggested to be placed during final year.

Recommended Delivery Methods

- Lectures/tutorials
- Practical/laboratory classes
- WBL
- Blended learning
- Case-based learning
- Problem-based learning
- Projects
- Group work
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Field/industry visits (botanical gardens, herbal farms, universities, non-governmental organisations, healthcare facilities, and others)
- Apprenticeship
- Clinical training

3. ASSESSMENT OF STUDENT LEARNING[4]

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

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 core course. The passing mark is set at 50%**; and
iv. **The HEP must have clear marking guidelines such as assessment rubrics, marking schemes, and others for contininuous and final assessments to indicate the achievement of course learning outcomes**.

Percentages of theoretical and practical components assessment of the programme are as follows:

Diploma (Level 4, MQF)	Assessment of theoretical component: 40 - 60% Assessment of practical component: 40 - 60%
Bachelor's Degree (Level 6, MQF)	Assessment of theoretical component: 50 - 70% Assessment of practical component: 30 - 50%

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.

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

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

DIPLOMA (Level 4, MQF)

CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	SUGGESTED FORMS OF ASSESSMENT
30 - 50	50 - 70	• Multiple Choice Questions (MCQ) • Short Essay Questions (SEQ) • Mixed Essay Questions (MEQ) • Long Answer Questions (LAQ) • Quizzes • Extended Matching Questions (EMQ) • Seminar • Presentations • Project Report • Case Study • Problem-Based Learning (PBL) • Portfolios • Objective Structured Practical Examinations (OSPE) • Objective Structured Clinical Examinations (OSCE) • Logbook

BACHELOR'S DEGREE (Level 6, MQF)

CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	SUGGESTED FORMS OF ASSESSMENT
30 - 50	50 - 70	• Multiple Choice Questions (MCQ) • Short Essay Questions (SEQ) • Mixed Essay Questions (MEQ) • Long Answer Questions (LAQ) • Clinical Reasoning Vignette • Extended Matching Questions (EMQ) • Quizzes • Project Report • Presentations • Case Study • Problem-Based Learning (PBL) • Portfolios / Herbarium Sheets • Objective Structured Practical Examinations (OSPE) • Objective Structured Clinical Examinations (OSCE) • Logbook • Viva voce

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 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 T&CM programmes shall be formulated in reference to generic national higher education policies pertaining to minimum student entry requirements.

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

Table 4: Minimum Entry Requirement for Student Admission

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
DIPLOMA (Level 4)	i. Possesses *Sijil Pelajaran Malaysia* (SPM) with at least credits in THREE subjects including a Science subject and Mathematics*; (Additional requirement for Islamic Medical Practice: Credit in ONE subject related to Islamic Studies* at SPM level) **OR** ii. A pass in *Sijil Tinggi Pelajaran Malaysia* (STPM) with at least Grade C (GP 2.0) in	Achieve a **minimum** of **Band 2 in Malaysian University English Test (MUET) OR** equivalent to **Common European Framework of Reference for Languages (CEFR) Low B1****.

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
	a subject and credits in a Science subject and Mathematics* at SPM level; **OR** iii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with at least Grade *Maqbul* and credits in a Science subject and Mathematics* at SPM level; **OR** iv. Possesses *Sijil Kemahiran Malaysia* (SKM) Level 3 in the related field subject to HEP Senate / Academic Board's approval; (The HEPs are to conduct screening and provide necessary guidance specific to the discipline of the programme) **OR** v. Other equivalent/related qualifications recognised by the Malaysian Government.	
BACHELOR'S DEGREE (Level 6)	i. A pass in STPM (Science stream) with at least CGPA of 2.50; **OR** ii. A pass in STPM (non-Science stream) with at least CGPA of 2.50 and credits in TWO Science subjects and Mathematics at SPM level; (Not applicable to Traditional Indian Medicine) **OR** iii. A pass in STAM with at least Grade *Jayyid* and credits in TWO Science subjects and Mathematics* at SPM level; (Not applicable to Traditional Indian Medicine) **OR** iv. Matriculation or Foundation in Science or T&CM related areas with at least CGPA of 2.50; **OR** v. Matriculation or Foundation in other fields with at least CGPA of 2.50 and credits in	Achieve a **minimum** of **Band 3 in MUET OR** equivalent to **CEFR High B1****.

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
	TWO Science subjects and Mathematics at SPM level; (Not applicable to Traditional Indian Medicine) vi. A Diploma in T&CM related areas or any Science related Diploma (Level 4, MQF) with at least CGPA of 2.50; **OR** vii. A Diploma in T&CM related areas or any Science related areas (Level 4, MQF) with CGPA above 2.00 but less than 2.50 can be accepted with minimum TWO years work experience in relevant T&CM or Science related fields; **OR** viii. A *Diploma Kemahiran Malaysia* (DKM) / *Diploma Vokasional Malaysia* (DVM) in T&CM related areas or any Science related areas with at least CGPA of 2.50 subject to HEP Senate / Academic Board's approval***; **OR** ix. A DKM / DVM in T&CM related areas or any Science related areas with CGPA above 2.00 but less than 2.50 can be accepted with minimum TWO years work experience in relevant T&CM or Science fields subject to HEP Senate / Academic Board's approval***; **OR** x. A *Diploma Lanjutan Kemahiran Malaysia* (DLKM) in T&CM related areas or Science related areas with at least CGPA of 2.50 subject to HEP Senate / Academic Board's approval***; **OR** xi. A DLKM in T&CM related areas or Science related areas with CGPA above 2.00 but less than 2.50 can be accepted with minimum TWO years work experience in relevant T&CM or Science related fields	

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
	subject to HEP Senate / Academic Board's approval; (Note for (viii), (ix), (x) & (xi): The HEPs are to conduct screening and provide necessary guidance specific to the discipline of the programme) **OR** xii. Bachelor's degree in any discipline subject to the discretion of the HEPs; **OR** xiii. Other equivalent/related qualifications recognised by the Malaysian Government.	

Notes:

*	The requirement to have credit in Science, Mathematics and Islamic Studies subjects at SPM level can be waived should any other higher qualifications contain Science, Mathematics and Islamic Studies subjects with equivalent/higher achievement.
**	Refer to *Surat JPT GS 1000-630(41)*, 9th December 2019 - *Syarat Kompetensi Bahasa Inggeris Kepada Pelajar Antarabangsa* for equivalent English language assessments and score.
***	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.*

5. ACADEMIC STAFF[5]

"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 T&CM. **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)	**<u>Traditional Chinese Medicine (TCM)</u>** i. A Bachelor's degree (Level 6, MQF) in TCM or related fields (1 year relevant work experience* is required for staff teaching TCM core courses); **OR** *In the case where there is a lack of Bachelor's degree holders in TCM, the following qualification/ experience can be considered:*	<u>Academic staff ratio</u> i. At least 60% of the academic staff are full-timers. ii. Part-time staff may consist of industry practitioners or from the academia. iii. The minimum number of academic staff in the related field for each programme is 6**.

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

MQF LEVEL	REQUIREMENT	REMARK
	ii. Diploma (Level 4, MQF) in TCM with 5 years relevant work experience*; **OR** iii. Practitioners registered with T&CM Council and with 10 years relevant work experience in TCM. **<u>Malay Massage / Traditional Malay Medicine (TMM)</u>** i. A Bachelor's degree (Level 6, MQF) in TMM or related fields (1 year relevant work experience* is required for staff teaching TMM core courses); **OR** *In the case where there is a lack of Bachelor's degree holders in TMM, the following qualifications/ experience can be considered:* ii. Advanced Diploma (Level 5, MQF) in TMM with 3 years relevant work experience*; **OR** iii. Diploma (Level 4, MQF) in TMM with 5 years relevant work experience*; **OR** iv. Practitioners registered with T&CM Council and with 10 years relevant work experience in TMM. **<u>Islamic Medical Practice (IMP)</u>** **i.** A Bachelor's degree (Level 6, MQF) in IMP or related fields (1 year relevant work experience* is required for staff teaching IMP core courses); **OR** *In the case where there is a lack of Bachelor's degree holders in IMP,*	<u>Staff-student ratio</u> Theory (tutorial) - 1:25 Practical - 1:10 Clinical - 1:8 Basic Medical Sciences and Scientific Methods courses must be taught by Bachelor's degree holders. The qualification must be in the field of medical/medical sciences for staff teaching Basic Medical Sciences.

MQF LEVEL	REQUIREMENT	REMARK
	the following qualifications/ experience can be considered: ii. Advanced Diploma (Level 5, MQF) in related fields with 3 years relevant work experience*; **OR** iii. Diploma (Level 4, MQF) in related fields with 5 years relevant work experience*; **OR** **iv.** Practitioners registered with T&CM Council and with 10 years relevant work experience.	
BACHELOR'S DEGREE (Level 6)	i. Master's degree in T&CM or other related fields (3 years relevant work experience* is required for staff teaching core courses); **OR** *In the case where there is a lack of Master's degree holders, the following qualifications/experience can be considered:* ii. Bachelor's degree (Level 6, MQF) in T&CM or other related fields with 5 years relevant work experience*; **OR** iii. Advanced Diploma in TMM with 5 years relevant work experience*; (Applicable to TMM only) **OR** iv. Diploma in TMM with 10 years relevant work experience*. (Applicable to TMM only) **The programme should not employ more than 60% of the staff in category iii and iv.** **Minimum of 40% staff with relevant postgraduate qualifications to teach Bachelor's Degree programme.**	<u>Academic staff ratio</u> i. At least 60% of the academic staff are full-timers. ii. Part-time staff may consist of industry practitioners or from the academia. iii. The minimum number of academic staff in the related field for each programme is 10**. <u>Staff-student ratio</u> Theory (tutorial) - 1:20 Practical - 1:10 Clinical - 1:8 Basic Medical Sciences and Scientific Methods courses must be taught by Master's or Bachelor's degree holders. The qualification must be in the field of medical/medical sciences for staff teaching Basic Medical Sciences.

Notes:

*	The experience acquired shall be after obtaining the required qualification. An exemption is provided to candidates with a Master's degree (for Bachelor's level), where the three years of work experience can be counted from the commencement of Master's studies, only if the programme has a significant clinical component.
**	Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

Academic Staff Development

In order to deliver quality programmes and to produce marketable graduates, competent qualified academic staff must be employed. Hence, HEPs must ensure that the academic qualifications of their academic staff are accredited by the relevant accreditation bodies. It would also be an advantage for the HEPs to hire those with certain years of working experience to reflect on their intellectual maturity and enrich learning experience of students.

The HEPs must commit to providing staff with development opportunities to ensure that their staff are able to contribute fully to their vision and mission. Therefore, the **HEPs must provide the academic staff with at least 40 hours per year of Continuous Professional Development (CPD) programmes** to enhance their expertise and skills in teaching, learning, assessment and research. 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. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance" (COPPA 2nd Edition, 2017).

For T&CM programmes, Higher Education Providers (HEPs) are required to provide sufficient resources conducive to support learning and teaching in the field. Lecture and tutorial rooms, and technical support / facilities, must be designed to accommodate student-centered learning.

Educational resources required for the relevant T&CM programmes include, but are not limited to:

i. Physical Facilities
   a. Lecture hall and seminar/tutorial rooms
   b. Computer laboratories
   c. Skills/Simulation laboratories sufficient to provide practical and hands-on training
   d. Basic medical science laboratory facilities
   e. Equipment and instruments related to Traditional Indian Medicine for medicine preparations and treatments
   f. Herbarium Museum
   g. Herbal garden
   h. Yoga hall
   i. Teaching pharmacy
   j. Homeopathic Medicine Potentiser

ii. Library Resources (Physical & Virtual)
   a. T&CM (Discipline-specific)
   b. Medical
   c. Basic Science
   d. Management

iii. Clinical Training
   a. T&CM Centres / healthcare facilities / institutes / Yoga/Varmam/Silambam centres* providing discipline specific health facilities, locally or internationally.

b. T&CM Pharma Industries
c. Health and wellness centres

* Applicable for Siddha Medicine

iv. Access to Community Services

a. Homes for the elderly
b. Hospices
c. Centres for the physically and intellectually challenged
d. Shelters for children, young girls and women
e. Sports events

v. Support and Technical Staff

a. The technical staff in a T&CM programme include laboratory assistants and/or science officers.
b. The HEP determines the allocation of support staff to assist in the delivery of the programme.
c. The HEP should also facilitate continuous professional development opportunities for the technical staff to support their expertise and skills.

Note:

Where adequate facilities are not available in-house, the HEPs must make arrangements with other institutions for access and must provide evidence (agreement letter) of the arrangements.

7. PROGRAMME MANAGEMENT

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

This Programme Standards (PS) does not raise issues pertaining to governance and administration as these are at the institutional rather than at the programme level. In this PS, academic leadership largely focuses on suitably qualified persons in the T&CM practice areas to manage the programme delivery from admission to graduation. The leaders of the programme should demonstrate knowledge of the field and the attributes of good ethical values in work practices. A person holding the programme leadership position must have relevant academic qualifications and experience in the area of study. Additionally, the following characteristics may be expected of a programme leader:

i. broad-based view of T&CM practice areas and perception of the education industry and its impact on the environment and society;
ii. ability to inspire others to perform at their full potential;
iii. ability to listen and communicate effectively and with sensitivity to both individuals and groups;
iv. ability to show a strong commitment in translating the organisation's aspirations through initiatives consistent with the organisation's purposes;
v. ability to make sound judgements based on relevant input or information;
vi. flexible to changing demands and pressures from key stakeholders to achieve individual and organisational goals;
vii. ability to promote continuous learning among staff and students; and
viii. ability to establish a constructive mechanism for collaboration with stakeholders.

The programme leaders, i.e. Programme Coordinator, Head of Programme or equivalent position must meet the qualification and experience requirements as stated in **Table 6**.

Table 6: Criteria for selection of programme leader

MQF LEVEL	REQUIREMENT
DIPLOMA (Level 4)	**Traditional Chinese Medicine (TCM)** Master's degree **and** Bachelor's degree in TCM with at least FIVE years of experience in related field including teaching experience*; **OR** Bachelor's degree in TCM with at least TEN years of experience in related field including teaching experience*. **Traditional Malay Medicine (TMM) and Islamic Medical Practice (IMP)**** Master's degree **or** Bachelor's degree in respective T&CM practice area or related field with at least FIVE years of experience including teaching experience*.
BACHELOR'S DEGREE (Level 6)	**TCM, Traditional Indian Medicine, Homeopathy, Chiropractic and Osteopathy** Doctoral degree **or** Master's degree **and** Bachelor's degree in respective T&CM practice area with at least TEN years of experience in related field including teaching experience*. **TMM**** Doctoral degree **or** Master's degree **and** Bachelor's degree in respective T&CM practice area or related field with at least TEN years of experience in related field including teaching experience*.

Notes:

*	The required teaching experience can be a cumulative experience even before acquiring required qualification for a particular level of study. However, the experience must be relevant to the level of study as well as the content. For TMM & IMP, the required teaching experience includes experience gained through training programmes, besides from proper academic setting.
**	When a programme leader for TMM & IMP is without the required qualifications, the proposed qualifications by the HEPs will be evaluated during accreditation on a case by case basis.

8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT[6]

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

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

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

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

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately.

Comprehensive monitoring and review of the programme for its improvement is to be carried out with a proper mechanism, considering feedback from various parties. The committee responsible for this should be granted adequate autonomy to carry out its responsibility

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

effectively. It is desirable that the departments work in association with the HEP's central Quality Assurance Unit to ensure objectivity" (COPPA 2nd Edition, 2017).

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

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

i. The department must have a Quality Assurance (QA) unit for internal quality assurance of the department working together with the QA unit of the HEP.
ii. A comprehensive curriculum review should be conducted at least once every three to five years. Nonetheless, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.
iii. Compulsory appointment of external advisor(s) who are qualified in the relevant fields to provide feedback on programme design and review.
iv. Compulsory appointment of external examiner(s) who are qualified in the relevant fields to review the assessment systems for Bachelor's degree (Level 6, MQF) and above.
v. Consultation/Engagement with stakeholders.

Additionally, HEPs are encouraged to demonstrate the following:

i. Continual benchmarking against top universities at national and international levels.
ii. Linkages with related professional bodies, government agencies and industry.
iii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses.
iv. Presentations by invited speakers, local or international.
v. Organising conferences, seminars and workshops.
vi. Encouraging international exchange amongst students and staff.

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Surat JPT GS 1000-630(41) – Syarat Kompetensi Bahasa Inggeris Kepada Pelajar Antarabangsa, dated 9th December 2019.

Surat JPT.S(BPKP)2000/400/04/01 Jld.5 (53) – Pindaan syarat kelayakan minimum (Syarat am) Diploma TVET (DKM, DLKM, DVM) sebagai syarat kelayakan masuk ke program Ijazah Sarjana Muda di Universiti Awam (UA), dated 20th November 2019.

Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik, dated 1st October 2014.

Traditional and Complementary Medicine Act 2016 [*Act 775*].

APPENDIX 1

LIST OF PANEL MEMBERS

NO.	PANEL MEMBERS (AREA OF EXPERTISE)	ORGANISATION
1.	Dr. Liow Sook Mee (TCM) *Chairperson*	Serena Liow TCM & Acupuncture Center
2.	Dr. Te Kian Keong (TCM)	Universiti Tunku Abdul Rahman
3.	Mr. Adzhar Latiff (TMM)	Genovasi University College
4.	Mr. Syed Mahdi Syed Faozi Barakbah (TMM)	Malaysian Heritage Association of Malay Massage
5.	Dr. G. Senthilvel (TIM - Siddha)	Deputed Siddha Practitioner, Sungai Buloh Hospital
6.	Mr. Chiramel Devassy Siby (TIM - Ayurveda)	Ayur Centre Sdn Bhd
7.	Prof. Ibrahim Usman Mhaisker (Homeopathy)	University of Cyberjaya
8.	Mr. Zainul Azmi Ahmad (Homeopathy)	Malaysia Homeopathic Medical Council
9.	Dr. Muhammad Najib Abdullah (IMP)	Universiti Sains Islam Malaysia
10.	Tuan Haji Ikmal Zaidi Hashim (IMP)	Jabatan Kemajuan Islam Malaysia
11.	Madam Chan Vey Lian (Chiropractic)	International Medical University
12.	Dato' Dr. Thomas Ong Keat Siew (Chiropractic)	Chiropractic Practitioner
13.	Mr. Nicolas Grimaldi (Osteopathy)	One Osteo Academy Malaysia

LIST OF SUBJECT MATTER EXPERTS

NO.	SUBJECT MATTER EXPERTS (AREA OF EXPERTISE)	ORGANISATION
1.	Dr. Kong Why Hong (TCM)	Malaysia Chinese Medical Association (MCMA) / K&L Acupuncture TCM Center
2.	Dr. Ariffin Mohamed (TMM)	Qalieff Therapy
3.	Madam Janany Pohoopalan (TIM - Siddha)	Janany Herbal Health Care
4.	Mr. Kaniappan Kannaiah (TIM - Siddha)	Pertubuhan Perubatan Tradisional India Malaysia (PEPTIM)
5.	Mr. Anand Madhavan Unni (TIM - Ayurveda)	Vally Arogya Ayuvedic Centre (M) Sdn. Bhd.
6.	Dr. Hariniramya Gopalachoodamani (TIM - Ayurveda)	Deputed Ayurveda Practitioner, Port Dickson Hospital
7.	Mr. Faisal Mohd Hanif Girach (Homeopathy)	University of Cyberjaya
8.	Dr. Zainal Abidin Kusmin (IMP)	Jabatan Kehakiman Syariah Malaysia
9.	Dr. Tamara Gien Pooke (Chiropractic)	International Medical University
10.	Mr. Pierre Charles Bernardino Rubert (Osteopathy)	One Osteo Academy Malaysia
11.	Mr. Ian Thien Lee (Osteopathy)	OsteoHub Center

The review process was assisted by the following officers:

NO.	NAME	ORGANISATION
1.	Dr. Dyanan Puvanandran	Traditional and Complementary Medicine Division, Ministry of Health (T&CM Division, MOH)
2.	Dr. Siti Norhidayah Md Almi	T&CM Division, MOH
3.	Dr. Sharifah Firyelhana Syed Abdul Rahman	T&CM Division, MOH
4.	Madam E Mei Hooi	T&CM Division, MOH
5.	Madam Lin Hui Szu	T&CM Division, MOH
6.	Madam Jivanti Murugaiyan	T&CM Division, MOH
7.	Madam Fairouz Jahaan Mohd Aanifah	Standards Division, Malaysian Qualifications Agency (MQA)
8.	Madam Mariyam Faeqah Muhaini	Accreditation Division (Science and Medicine), MQA

APPENDIX 2

LIST OF STAKEHOLDERS INVOLVED

A. Ministry/Government Agency

1. Bahagian Pembangunan Modal Insan, Jabatan Pentadbiran Awam
2. Bahagian Kurikulum, Jabatan Pendidikan Politeknik dan Kolej Komuniti, Kementerian Pendidikan Tinggi
3. Bahagian Kecemerlangan Akademik, Jabatan Pendidikan Tinggi, Kementerian Pendidikan Tinggi
4. Bahagian Dasar, Kementerian Sumber Manusia
5. Institut Maklumat dan Analisis Pasaran Buruh (ILMIA), Jabatan Statistik, Kementerian Sumber Manusia
6. Bahagian Dasar dan Perancangan Strategik, Kementerian Belia dan Sukan

B. Higher Education Providers

1. International Institute of Management and Technology (IIMAT)
2. INTI International University
3. Management and Science University (MSU)
4. Southern University College
5. International Medical University (IMU)
6. University of Cyberjaya (UoC)
7. Xiamen University Malaysia

C. Industry

1. Unit Perubatan Tradisional dan Komplementari, Hospital Sultanah Bahiyah, Kedah
2. Unit Perubatan Tradisional dan Komplementari, Hospital Sultanah Nur Zahirah, Terengganu
3. Unit Perubatan Tradisional dan Komplementari, Hospital Port Dickson, Negeri Sembilan
4. Unit Perubatan Tradisional dan Komplementari, Sultan Ismail Hospital, Johor
5. Unit Perubatan Tradisional dan Komplementari, Sabah Women and Children Hospital, Sabah
6. Unit Perubatan Tradisional dan Komplementari, Hospital Duchess of Kent, Sabah
7. Jabatan Perubatan Tradisional dan Komplementari, Hospital Rehabilitasi Cheras, Kuala Lumpur
8. Institut Kanser Negara, Putrajaya
9. Sunway Traditional and Complementary Medicine Centre
10. Thomson TCM Sdn Bhd
11. Xing Lin TCM Centre Sdn Bhd
12. Nature Concept TCM Healthcare Sdn Bhd
13. Association of Chiropractic Malaysia
14. Spinalive Sdn Bhd

15. Zen Symphony Sdn Bhd
16. Luqman Ayurvedic
17. Persatuan Tabib Tionghoa Malaysia (Malaysian Chinese Medical Association, MCMA)
18. Gabungan Pertubuhan Perubatan Komplementari dan Alami Malaysia
19. Persatuan Perubatan, Pengubatan dan Kebajikan Islam Malaysia (Darussyifa')
20. Federation of Chinese Physicians and Acupuncturists Associations Malaysia (FCPAAM)
21. Federation of Chinese Physicians and Medicine-Dealers Association of Malaysia (FCPMDAM)
22. Malaysian Employers Federation

D. Students

E. Alumni

F. Panel of Assessors

G. MQA and T&CM Division Officers

APPENDIX 3

BODY OF KNOWLEDGE

Diploma Programme

1. Diploma in Malay Massage

Component	Courses and Credits
Compulsory Courses	**Minimum of 6 credits**
Basic Medical Sciences	1. Anatomy (4) 2. Physiology (4) 3. Psychology (2) 4. First Aid and Emergency Conditions (2) 5. Pathology (4) **Credits = 16**
Discipline Core	1. Principles of Massage (8) 2. Massage Techniques (12) 3. Specialised Massage (2) 4. Child Massage (2) 5. Neuromuscular Therapy (10) 6. Midwifery Massage (Antenatal and Postnatal) (6) 7. Traditional Exercise (2) 8. Massage Appliances (2) 9. Massage for Special Needs (4) 10. Traditional Nutrition (2) 11. Aroma Treatment (2) 12. Hygiene and Safety (2) 13. Introduction to T&CM (1) **Credits = 55**
Clinical Training	Clinical Training (7) **Credits = 7**
Scientific Methods	1. Introduction to Research methodology (2) 2. Critical Thinking (1) **Credits = 3**
Humanities	1. Medical Ethics, Professionalism and Governance (2) 2. Management and Entrepreneurship (2) 3. Communication Skills (2) **Credits = 6**

2. Diploma in Traditional Malay Medicine

Component	Courses and Credits
Compulsory Courses	**Minimum of 6 credits**
Basic Medical Sciences	1. Anatomy (4) 2. Physiology (4) 3. Psychology (2) 4. First Aid and Emergency Conditions (2) 5. Pathology (2) 6. Microbiology (2) 7. Pharmacology and Toxicology (2) **Credits = 18**
Discipline Core	1. History and Philosophy of Traditional Malay Medicine (2) 2. Principles of Traditional Malay Medicine (2) 3. Principles of Traditional Malay Medicine Diagnosis (2) 4. Manipulative Therapy 1 (Massage) (4) 5. Manipulative Therapy 2 (Cupping) (4) 6. Manipulative Therapy 3 (Other Traditional Malay Medicine Manipulative Therapies) (4) 7. Traditional Malay Medicine Resources (Kitab Tib) (2) 8. Traditional Malay Medicine Materia Medica (3) 9. Principles of Herbal Medicine (4) 10. Principles of Spiritual Healing (4) 11. Postnatal Care (6) 12. Phytomedicine (3) 13. Pharmacognosy (3) 14. Case Management and Therapeutics 1 (4) 15. Case Management and Therapeutics 2 (4) 16. Case Management and Therapeutics 3 (4) 17. Safety and Hygiene (2) 18. Nutrition and Diet (2) 19. Introduction to T&CM (1) **Credits = 60**
Clinical Training	Clinical Training (7) **Credits = 7**
Scientific Methods	1. Introduction to Research Methodology (2) 2. Critical Thinking (1) **Credits = 3**
Humanities	1. Medical Ethics, Professionalism and Governance (2) 2. Management and Entrepreneurship (2)

Component	Courses and Credits
	3. Communication Skills (2) **Credits = 6**

3. Diploma in Traditional Chinese Medicine

Component	Courses and Credits
Compulsory Courses	**Minimum of 6 credits**
Basic Medical Sciences	1. Anatomy (4) 2. Physiology (2) 3. Psychology (2) 4. First Aid and Emergencies Conditions (2) 5. Pathology (2) 6. Cell and Molecular Biology (2) **Credits = 14**
Discipline Core	1. Chinese Medicine (CM) History (2) 2. Theories of CM (6) 3. Diagnostics of CM (6) 4. CM Materia Medica (6) 5. Prescription of CM (6) 6. CM Internal Medicine (5) 7. Fundamental of Western Medicine (3) 8. Ancient Medical Chinese Literature (3) or Traditional Chinese Medicine Culture (3)* 9. The Yellow Emperor's Classic of Medicine (3) 10. Introduction to Acupuncture (6) 11. Introduction to Tuina (6) 12. Introduction to T&CM (1) **Credits = 53**
Clinical Training	Clinical Training (8) **Credits = 8**
Scientific Methods	1. Introduction to Research Methodology (2) 2. Critical Thinking (1) **Credits = 3**
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (2) 3. Communication Skills (2) **Credits = 6**
Electives	1. CM Qigong Exercise (3) 2. CM Dietary (2) **Credits = 5** **Note: These are suggestions of discipline related elective courses.**

Notes:

* Non-Mandarin speaking students shall take Traditional Chinese Medicine Culture course, whereas Mandarin speaking students shall take Ancient Medical Chinese Literature course.

Higher Education Providers (HEPs) may impose Mandarin language competency requirement as required by the programme.

4. Diploma in Islamic Medical Practice

Component	Courses and Credits
Compulsory Courses	**Minimum of 6 credits**
Basic Medical Sciences	1. Anatomy (3) 2. Physiology (3) 3. Psychology (3) 4. First Aid and Emergency Conditions (3) **Credits = 12**
Discipline Core	1. History of Islamic Medications (3) 2. Aqidah Islamiyah in Islamic Medical Practice (3) 3. Medical Science from Quran and Sunnah Perspective (3) 4. Principles of Islamic Medications (3) 5. Preparation for Islamic Medication Practitioners (3) 6. Disease and Illness Detection Methods (3) 7. Fatwas and Hukm in Islamic Medications (3) 8. Islamic Treatment and Physical Diseases (3) 9. Islamic Treatment and Spiritual Diseases (3) 10. Islamic Treatment and Mental Illness (3) 11. Theory of Ruqyah and its Application in Islamic Treatment (3) 12. Spiritual Problems and their Association with Illness (3) 13. Sihr Prevention and the Treatment (3) 14. The Ethics of Islamic Medication Treatment (3) 15. The Principles of Islamic Counseling and Psychotherapy (3) 16. Dietetics and Diet therapy in Islam (3) 17. Hygiene and Safety (3) 18. The Use of Herbs in Islamic Treatment (3) 19. Islamic Treatment from a Legal Perspective (3) 20. Introduction to T&CM (1) **Credits = 58**
Clinical Training	Clinical Training **Credits = 6**
Scientific Methods	1. Introduction to Research Methodology (2) 2. Critical Thinking (1) **Credits = 3**
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (2) 3. Communication Skills (2)

Component	Courses and Credits
	Credits = 6

Note:

HEPs may impose Arabic language competency requirement as required by the programme.

Bachelor's Degree Programme

1. **Bachelor of Traditional Malay Medicine**

Component	Courses and Credits
Compulsory Courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy (6) 2. Physiology (6) 3. Pathology (4) 4. Pharmacology (2) 5. Biochemistry (2) 6. Microbiology (2) 7. Psychology (2) 8. First Aid and Emergency Conditions (2) **Credits = 26**
Discipline Core	1. History and Philosophy of Traditional Malay Medicine (2) 2. Theory of Disease and Assessment 1 (2) 3. Theory of Disease and Assessment 2 (2) 4. Traditional Malay Medicine Resources (Kitab Tib) (2) 5. Principles of Traditional Malay Medicine Diagnosis (3) 6. Principles of Traditional Malay Medicine Treatment (3) 7. Principles of Spiritual Healing (4) 8. Traditional Malay Medicine Materia Medica (3) 9. Principles and Applications of Herbal Medicine and Its Formulations I (4) 10. Principles and Applications of Herbal Medicine and Its Formulations II (4) 11. Manipulative Therapy 1 (Massage) (6) 12. Manipulative Therapy 2 (Cupping) (6) 13. Manipulative Therapy 3 (Other Traditional Malay Medicine Manipulative Therapies) (6) 14. Postnatal Care and Management (6) 15. Phytomedicine (3) 16. Pharmacognosy (3) 17. Preventive Practices in Traditional Malay Medicine (4) 18. Comparative Study of Modern and Traditional Malay Medicine (4) 19. Nutrition and Diet (4) 20. Safety and Hygiene (2) 21. Introduction to T&CM (1) **Credits = 74**
Clinical Training	Clinical Training (20) **Credits = 20**

Component	Courses and Credits
Scientific Methods	1. Research Methodology and Biostatistics (3) 2. Research Project (3) 3. Critical Thinking (1) **Credits = 7**
Humanities	1. Medical Ethics, Professionalism and Governance (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**

2. Bachelor of Traditional Chinese Medicine

Component	Courses and Credits
Compulsory Courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy (6) 2. Physiology (4) 3. Pathology (4) 4. Pharmacology (2) 5. Biochemistry (2) 6. Microbiology (2) 7. Psychology (2) 8. First Aid and Emergency Conditions (2) **Credits = 24**
Discipline Core	1. Chinese Medicine (CM) History (2) 2. Theories of CM (6) 3. Diagnostics of CM (6) 4. CM Materia Medica (6) 5. Prescription of CM (6) 6. CM Internal Medicine I (5) 7. CM Internal Medicine II (5) 8. CM External Medicine (4) 9. CM Gynaecology (4) 10. CM Paediatrics (4) 11. Basic of Modern Diagnostics (3) 12. Basic of Radiology (3) 13. Western Internal Medicine (6) 14. Ancient Medical Chinese Literature (3) or Traditional Chinese Medicine Culture (3)* 15. The Yellow Emperor's Classic of Medicine (3) 16. Treatise on Febrile Disease Caused by Cold (4) 17. Golden Chamber (4) 18. Exogenous Febrile Diseases (4) 19. School of Thought of CM (2) 20. Introduction to Acupuncture (6) 21. Introduction to Tuina (6) 22. Introduction to T&CM (1) **Credits = 93**
Clinical Training	Clinical Training (20) **Credits = 20**
Scientific Methods	1. Research Methodology and Biostatistics (3)

Component	Courses and Credits
	2. Research Project (3) 3. Critical Thinking (1) **Credits = 7**
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**
Elective	1. Geriatrics of CM (3) 2. Ophthalmology of CM (3) 3. Otorhinolaryngology of CM (3) 4. CM Qigong Exercise (3) 5. CM Traumatology (3) 6. CM Dietary (2) **Credits = 17** **Note: These are suggestions of discipline related elective courses.**

Notes:

* Non-Mandarin speaking students shall take Traditional Chinese Medicine Culture course, whereas Mandarin speaking students shall take Ancient Medical Chinese Literature course.

HEPs may impose Mandarin language competency requirement as required by the programme.

3. Bachelor of Acupuncture, Moxibustion and Tuina

Component	Courses and Credits
Compulsory Courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy (6) 2. Physiology (4) 3. Pathology (4) 4. Pharmacology (2) 5. Biochemistry (2) 6. Microbiology (2) 7. Psychology (2) 8. First Aid and Emergency Conditions (2) **Credits = 24**
Discipline Core	1. Chinese Medicine (CM) History (2) 2. Theories of CM (6) 3. Diagnostics of CM (6) 4. CM Materia Medica (6) 5. Prescription of CM (6) 6. CM Internal Medicine I (5) 7. CM Internal Medicine II (5) 8. CM External Medicine (4) 9. CM Gynaecology (4) 10. CM Paediatrics (4) 11. Basic of Modern Diagnostics (3) 12. Basic of Radiology (3) 13. Western Internal Medicine (3) 14. Western Medicine General and Orthopaedic Surgery (3) 15. Ancient Medical Chinese Literature (3) or / Traditional Chinese Medicine Culture (3)* 16. The Yellow Emperor's Classic of Medicine (3) 17. Meridians and Acupoints (6) 18. Acupuncture-moxibustion Techniques (3) 19. Therapeutics of Acupuncture and Moxibustion (4) 20. Exercise Regime of Tuina (3) 21. Techniques of Tuina (3) 22. Therapeutics of Tuina (4) 23. CM Traumatology (3) 24. Introduction to T&CM (1) **Credits = 93**
Clinical Training	Clinical Training (20) **Credits = 20**

Component	Courses and Credits
Scientific Methods	1. Research Methodology and Biostatistics (3) 2. Research Project (3) 3. Critical Thinking (1) **Credits = 7**
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**
Elective	1. Geriatrics of TCM (3) 2. Ophthalmology of TCM (3) 3. Otorhinolaryngology of TCM (3) 4. School of Thought of Acupuncture and Moxibustion (2) 5. CM Dietary (2) **Credits = 13** **Note: These are suggestions of discipline related elective courses.**

Notes:

* Non-Mandarin speaking students shall take Traditional Chinese Medicine Culture course, whereas Mandarin speaking students shall take Ancient Medical Chinese Literature course.

HEPs may impose Mandarin language competency requirement as required by the programme.

4. Bachelor of Ayurveda Medicine

Component	Courses and Credits
Compulsory courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy (10) 2. Physiology (8) 3. Pathology (4) 4. Biochemistry (2) 5. Microbiology (2) 6. Psychology (2) 7. First Aid and Emergency Conditions (2) **Credits = 30**
Discipline Core	1. Philosophy & History of Ayurveda (Padarthavijnana & Ithihas) (3) 2. Ayurvedic Anatomy (Sharir-rachana) (3) 3. Ayurvedic Physiology (Sharir-kriya) (3) 4. Principles of Ayurveda - Concept and Philosophy (Maulika Siddhanta Avum Ashtanga Hridaya) (4) 5. Ayurveda Materia Medica (Dravyaguna) (8) 6. Ayurvedic Pathology (Nidana) (4) 7. Ayurvedic Iatrochemistry & Pharmaceutics (Rasa Sastra & Bhaishajya Kalpana) (8) 8. Ayurvedic Treatise I (Charaka Samhita I) (6) 9. Daily/Seasonal Regime (Ayurvedic Concept of Swasthavritta & Yoga) (4) 10. Toxicology and Forensic Medicine (Agad Tantra) (4) 11. Gynaecology and Obstetrics (Principles of Prasuthitantra and Sthree Roga) (8) 12. Ayurvedic Paediatrics (Kaumarabrithya) (4) 13. Ayurvedic Treatise II (Charaka Samhita II) (4) 14. Ayurvedic Internal Medicine (Kayachikitsa) (16) 15. Principles of Detoxification (Panchakarma) (4) 16. Ayurvedic Surgery (Shalyachikitsa) (6) 17. Ayurvedic ENT, Ophthalmology and Dentistry (Shalakyatantra) (7) 18. Introduction to T&CM (1) **Credits = 97**
Clinical Training	Clinical Training (20) **Credits = 20**
Scientific Methods	1. Research Methodology and Biostatistics (3) 2. Research Project (3) 3. Critical Thinking (1)

Component	Courses and Credits
	Credits = 7
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**

Note:

HEPs may impose Sanskrit language competency requirement as required by the programme.

5. Bachelor of Siddha Medicine

Component	Courses and Credits
Compulsory courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy with Tamil terminology (Udal Koorugal) (12) 2. Physiology (Udal Thathuvam) (8) 3. Pathology (Noi Naadal) (4) 4. Pharmacology (Marunthiyal) (2) 5. Biochemistry (Uyir Vedhiyiyal) (2) 6. Microbiology (Nunnuyiriyal) (2) 7. Psychology (Ulaviyal) (2) 8. First Aids Emergency and Conditions (Muthal Uthavi) (2) 9. Community Medicine (Noi Anugaavithi Olukkam) (2) 10. Nutrition (Oottaviyal) (2) **Credits = 38**
Discipline Core	1. History & Fundamental Principles of Siddha Medicine (Siddha Maruthuva Adippadai Thathuvangalum Varalaarum) (4) 2. Medicinal Botany and Pharmacognosy (Maruthuva Thaavaraviyal) (4) 3. Principles of Siddha Physiology (Udal Thathuvam) (4) 4. Principles of Siddha Pathology (Noi Naadal) (4) 5. Materia Medica – Plant Kingdom Paper I (Gunapadam – Mooligai Paper I) (4) 6. Materia Medica – Metals, Minerals and Animal Kingdom Paper II (Gunapadam – Thathu and Vilanginam Paper II) (4) 7. Pharamaceuticals Paper I (Gunapadam – Marunthaakkaviyal Paper I) (4) 8. Pharmaceuticals Paper II (Gunapadam – Marunthaakkaviyal Paper II) (4) 9. Forensic Medicine and Toxicology (Sattam Saarntha Maruthuvamum Nanju Maruthuvamum) (4) 10. Hygiene and Community Medicine Including Health Policies (Noi Anugaavithi Ozhukkam) (4) 11. Medicine (Maruthuvam) (7) 12. Varmam Therapy, External Therapy and Special Medicine (Varmam, Puramaruthuvam and Sirappumaruthuvam) (7) 13. Surgery Including Dentistry, Opthalmology**,** Otorynolaryngology & Dermatology (Aruvai, Pal, Kan, Kathu, Mookku, Thondai, & Thol Maruthuvam) (6) 14. Obstetrics and Gynaecology (Sool, Magalir Maruthuvam) (6) 15. Paediatrics (Kuzhanthai Maruthuvam) (7) 16. Introduction to T&CM (1) **Credits = 74**

Component	Courses and Credits
Clinical Training	Clinical Training (20) **Credits = 20**
Scientific Methods	1. Research Methodology and Biostatistics (3) 2. Research Project (3) 3. Critical Thinking (1) **Credits = 7**
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**

Notes:

i. HEPs may impose Tamil language competency (comprise of reading, writing, speaking, grammar and poetry-grammar components) requirement as required by the programme.

ii. HEPs are encouraged to make reference to the syllabus outlined by Central Council of Indian Medicine (CCIM) which can be reached through this link: https://www.ccimindia.org/siddha-syllabus.php. Compliance to the CCIM syllabus provides opportunity for students to pursue postgraduate study in India.

6. Bachelor of Homeopathy

Component	Courses and Credits
Compulsory courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy (10) 2. Physiology (10) 3. Pathology (6) 4. Pharmacology (2) 5. Biochemistry (2) 6. Microbiology (2) 7. Psychology (2) 8. First Aid and Emergency Conditions (2) 9. Community Medicine (2) 10. Forensic Medicine and Toxicology (2) 11. Nutrition (2) **Credits = 42**
Discipline Core	1. Organon of Homeopathic Medicine (15) 2. Homeopathic Materia Medica (24) 3. Homeopathic Pharmacy (4) 4. Repertory (6) 5. Medicine and Homeotherapeutics (18) 6. Surgery and Homeotherapeutics (4) 7. Obstetrics & Gynaecology and Homeotherapeutics (4) 8. Introduction to T&CM (1) **Credits = 76**
Clinical Training	Clinical Training (20) **Credits = 20**
Scientific Methods	1. Research Methodology and Biostatistics (3) 2. Research Project (3) 3. Critical Thinking (1) **Credits = 7**
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**

7. Bachelor of Chiropractic

Component	Courses and Credits
Compulsory courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy (14) 2. Physiology (8) 3. Pathology (6) 4. Pharmacology (2) 5. Biochemistry (2) 6. Microbiology (2) 7. Psychology (2) 8. First Aid and Emergency Conditions (2) 9. Biology (2) 10. Physics (2) **Credit = 42**
Discipline Core	1. Chiropractic Practice (52) a. Topographic Anatomy (2) b. Static Palpation (2) c. Motion Palpation (4) d. Auxiliary Therapeutics and Rehabilitation (6) e. Chiropractic Techniques (4) f. Manipulative Therapy- Spinal (5) g. Manipulative Therapy- Extremities (5) h. Chiropractic Assessment and Diagnosis (8) i. Systems Examination and Diagnosis (8) j. Clinical Chiropractic Management (8) 2. Biomechanics (4) 3. Clinical Nutrition (4) 4. Radiography (4) 5. Communicable Diseases and Immunology (3) 6. Non-communicable Diseases (2) 7. Special Population (Geriatric, Paediatrics, Athletes and Special Needs) (6) 8. Diagnostic Imaging (8) 9. Introduction to T&CM (1) **Credit = 84**
Clinical Training	Clinical Training (20) **Credit = 20**
Scientific Methods	1. Research Methodology and Biostatistics (3) 2. Research Project (3)

Component	Courses and Credits
	3. Critical Thinking (1) **Credits = 7**
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**

8. Bachelor of Osteopathy

Component	Courses and Credits
Compulsory courses	**Minimum of 8 credits**
Basic Medical Sciences	1. Anatomy (14) 2. Physiology (8) 3. Pathology (6) 4. Pharmacology (2) 5. Biochemistry (2) 6. General Chemistry (2) 7. Microbiology (2) 8. Psychology (2) 9. First Aid and Emergency Conditions (2) 10. Biology (2) 11. Physics (2) **Credit = 44**
Discipline Core	1. Philosophy and History of Osteopathy (2) 2. Biophysics and Biomechanics (4) 3. Osteopathic Clinical Practice (52) a. Palpatory Anatomy (4) b. Palpatory Skills and Diagnosis (4) c. Osteopathic Technique (12) d. Introduction to Clinical Practice (6) e. Applied Clinical Osteopathy (24) f. Clinical Methods and Procedures (2) 4. Introduction to Diagnostic Imaging (2) 5. Orthopaedics and Trauma (2) 6. Obstetrics and Gynaecology Osteopathy Theory and Practice (6) 7. Paediatrics Osteopathy Theory and Practice (6) 8. Rheumatology (2) 9. Cranial, Biodynamic and Visceral Osteopathy Theory, Techniques and Practice (8) 10. Introduction to T&CM (1) **Credit = 85**
Clinical Training	Clinical Training (20) **Credit = 20**
Scientific Methods	1. Research Methodology and Biostatistics (3) 2. Research Project (3) 3. Critical Thinking (1)

Component	Courses and Credits
	Credits = 7
Humanities	1. Medical Ethics and Professionalism (2) 2. Management and Entrepreneurship (4) 3. Communication Skills (2) **Credits = 8**

GLOSSARY

1) Acupuncture	Acupuncture is a method to prevent and treat diseases based on theory of *Yin-Yang* and five elements, theory of *zang-fu* viscera, meridian theory and acupoints theory of Traditional Chinese Medicine. Clinical treatment involves meridians and acupoints. It can also be combined with cupping, moxibustion and electroacupuncture.
2) Basic Medical Sciences	Required core courses that make the foundation for understanding of the discipline core clinical teaching and training.
3) Clinical Training	A period of time within the programme when students are required to be placed in the industry to experience the real working environment.
4) Continuous Assessment	Assessments conducted throughout the duration of a course for the purpose of determining student attainment.
5) Discipline Core	Required courses for a recognised practice area of Traditional and Complementary Medicine.
6) Electives	Optional courses additional to compulsory core courses provided in the curriculum to be chosen by students, which can be either discipline or non-discipline-related.
7) 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 clinical training report.
8) Formative Assessment	Assessment of student's progress throughout a course, in which the feedback from the learning activities are used to improve student attainment.
9) Humanities	A diverse field of study comprising of human society, cultural studies, law, psychology, ethics, media, entrepreneurship, political science, public administration and others.
10) Malay Massage	Malay massage is a form of therapeutic massage using the whole body including hands, the knee, the heel and massage equipment with or without the

	application of oils. A variety of manual techniques are employed for this purpose.
11) Moxibustion	Moxibustion is a method to prevent and treat diseases using certain flammable substances e.g. wormwood leaves to heat certain parts of the body surface to adjust the function of the meridians and viscera.
12) Scientific Methods	A method of research in which a problem is identified, relevant data is gathered, a hypothesis is formulated from this data, and tested empirically.
13) Summative Assessment	Assessment of learning which summarises the student progress at a particular time and is used to assign the student a course grade.
14) Tuina	Tuina is an external treatment by using manipulative therapy and exercise training. Manipulative therapy refers to a method of treatment by which the practitioner uses his hands or other parts of the body, or with the help of certain instruments, to perform standard movements on the patient's body surface to prevent and treat disease whereas exercise training intensifies and prolongs the effects of clinical treatment.