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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). These documents 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.

MQA policies and quality assurance practices are upheld through Programme Standards (PS), guided by the Malaysian Qualifications Framework (MQF), the Code of Practice for Programme Accreditation (COPPA) and discipline-specific requirements and practices. The MQA first introduced the PS for Education in 2014. Generally, the PS undergoes a comprehensive review every five years to update its requirements. The revised PS reflects the outcomes of these reviews, ensuring its relevance to the rapidly changing education programmes offered by different Higher Education Providers (HEPs) across higher education, technical and vocational education and training providers.

The revised PS also taking into consideration of Value-Based Education (VBE), which aims to nurture character, personality, attitude and behaviour based on humanistic, societal and communal values; Flexible Learning Pathways (FLPs) for getting into, getting through and getting out of higher education as well as the Global Sustainability Agenda (GSA).

This PS outlines revised sets of characteristics describing the minimum levels of acceptable practices in the education 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 online consultations involving public and private HEPs, relevant government and statutory agencies,

professional bodies, industry, alumni and students. The revised PS reflects national and international good practices to ensure Education graduates from Malaysian HEPs are globally competitive.

MQA would like to express its heartfelt appreciation to all the panel members and stakeholders for their valuable inputs, as well as to all MQA officers who have contributed to developing the PS: Education. Ultimately, the revised PS should benefit different stakeholders in producing education 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*
ESD	Education for Sustainable Development
FLP	Flexible Learning Pathway
GGP	Guidelines to Good Practices
GSA	Global Sustainability Agenda
HEP	Higher Education Provider
MOOCs	Massive Open Online Courses
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
PEO	Programme Educational Objective
PLO	Programme Learning Outcomes
PS	Programme Standards
SDG	Sustainable Development Goals
SGM 2.0	*Standard Guru Malaysia*
SKM	*Sijil Kemahiran Malaysia*
SMDD	Standards for Master's and Doctoral Degree
SPM	*Sijil Pelajaran Malaysia*
STAM	*Sijil Tinggi Agama Malaysia*
STPM	*Sijil Tinggi Persekolahan Malaysia*
VBE	Value-Based Education
WBL	Work-based learning

1. INTRODUCTION

Background: Historical, Social and Philosophical Context

Current teacher education and training scenarios are offered through various methods, levels and specialisations. Educational provisions are expanding rapidly due to the emergence and growth of various teaching and learning technologies, driven by advancements in technology aligned with the development of the Fourth Industrial Revolution. Massive Open Online Courses (MOOCs) are now extending their strategic influence globally.

In Malaysia today, education programmes offered by the Institute of Teacher Education, faculties or schools of education and educational universities are well-equipped with adequate resources and staffed by competent, qualified professionals to run education programs effectively. Additionally, training and development programs are provided for administrators and educational leaders to enhance their management and leadership skills in the education sector. As such, a specific document, the Program Standard Education, is essential to guide the development of education programs in Malaysia, ensuring they meet and exceed the standards of the teaching profession.

Malaysia as a developing country invests a lot of resources in all levels of the education system. This investment has helped to place the education in Malaysia as one of the leading education systems in the world, benchmarking itself against the best systems of other countries and measuring its progress based on global criteria and standards.

In the last two decades, the emphasis has been on higher education. Nowadays, the focus is highlighted on preschool and early childhood education, recognising the generation of young students as the nation's most valuable asset. When teachers are trained to the highest level of professionalism, they will provide young people with the best possible educational opportunities. Quality education for all will enable Malaysia to produce knowledgeable and highly skilled citizens and workers, aligned with the demands of the current economy.

Malaysia's commitment to improve living standards and quality of life can only be achieved when its people have the opportunity to receive lifelong education. In the community and in the workplace, both employees and employers will continue to be learners, acquiring more knowledge and competencies relevant to their work and life. Educated citizens are engaged in lifelong learning while personal and professional development will continue to be confident, have high self-esteem and remain competitive at the global level.

Education draws a corpus of knowledge from various disciplines within literature and science. The core areas of educational science include the philosophy of education, psychology, sociology and history of education.

The Critical and Strategic Role of Education: The Importance of Program Standards Education (PSE)

Malaysia's goal to become a regional education centre requires the formation and development of quality teachers who are benchmarked against international teacher standards. All national education strategic plans emphasise education and the development and sustainability of human capital to achieve a knowledge-based and innovation-based economy for a developed, high-income society. By focusing on values-based education (VBE), the five clusters of learning outcomes will guarantee a comprehensive graduate development. In addition, it is recommended that the five learning outcome clusters be connected to and incorporate the sustainability essential competencies promoted in education to the current Global Sustainability Agenda (GSA) which includes Education for Sustainable Development (ESD). This goal can only be realized if all the nation's educational institutions provide high-quality instruction and provide effective teacher preparation.

This PSE contains quality assurance criteria and procedures for teacher education in Malaysia including face-to-face, online learning and hybrid modes. This is to ensure that if we face a situation like Covid-19 pandemic again, we can still provide a good teacher education program for society. It provides guidelines for Higher Education Providers (HEPs) to design and deliver relevant programs to produce professional educators for schools and educational institutions at all levels. It is also intended to be used by HEP as a self-assessment guide for continuous program quality improvement. This PSE also serves as a reference for Panel of Assessors in program recognition and accreditation. It is a frame of reference to ensure that HEPs address relevant issues with education programs through methods based on authoritative information.

In addition to fulfilling its purpose as a standard for designing and shaping teacher education programs, the PSE also seeks to draw attention to and stimulate discussion about educational matters and issues that have yet to be explored and addressed properly. Such intellectual discourse should generate common sense for improving the standards developed in this PSE document. Furthermore, this PSE is guided by the Standard Guru Malaysia 2.0 (SGM 2.0), which outline the competencies, knowledge, and professional values required for quality teaching in Malaysia, as published by the Ministry of Education Malaysia.

This PSE provides guidelines on curriculum design and delivery as well as non-curriculum matters such as student selection which include Flexible Learning Pathway (FLP), academic staff and educational resources. It aims to minimise quality control and improve quality assurance principles, policies and processes in teacher education to build and sustain a quality culture. The introduction and distribution of PSE means greater responsibility and accountability to HEPs in establishing and ensuring academic and professional standards and promoting the effectiveness of quality teaching-learning processes.

In addition, steps need to be taken towards continuous improvement and sustainability of the effectiveness of the learning experience of pre-service and in-service teacher-scholars and educational leaders. Based on the knowledge tradition of the teaching profession and the challenges of knowledge development, there are needs for reconstruction, redefinition and acknowledgment that teachers and educators are the earliest knowledge workers. To emphasis this reality and foster a culture of continuous knowledge and learning leadership among teachers and educators, we adopt the concept of scholar teachers who will engage in lifelong learning and continuous professional development which is appropriate for the profession that requires increased knowledge and skills over time.

The Disciplinary Core of the Educational Body of Knowledge

To ensure that the task of developing PSE is relevant, practical and manageable, five core components of the **body of knowledge (BOK)** in education are identified as follows:

i. The basic components of education
    a. Foundation of education
    b. Professional education
ii. The professional practice component
iii. The school subject content component
iv. The educational electives component
v. The education specialisation component

The five components are adopted as one approach to conceptualise the BOK in education and these components are not mutually exclusive. The characteristic of 'looping curriculum' in the BOK can be seen through various conceptions of continuous and cumulative mastery of educational disciplines at the diploma, bachelor's degree, master's degree and doctoral degree levels.

i. Basic Components of Education

The basic component of education is the core body of knowledge for the discipline of education. The body of knowledge for the basic components of education divided into two as below:

a. Foundation of education
   - History of education
   - Education philosophy
   - Educational psychology
   - Sociology/Anthropology of education

b. Professional education
   - Curriculum
   - Assessment in Education
   - Pedagogy
   - Technology for Teaching and Learning

ii. Professional Practice Components

The professional practice component is based on the 'clinical dimension' where members of the profession are required to master the skills, tools, concepts and applications of the science and art of the teaching profession. This component is usually considered as the field of pedagogy and lessons learned. Curriculum, teaching and learning and assessment is a generic core that can be applied to all levels of education, all subject specialisations and all trainee teachers who will become teacher-scholars.

Professional practice components include teaching practice, mock classrooms, simulations, role-plays, microteaching and practical training in teaching laboratories and laboratory schools. An important component in the core of generic professional practice is serving as a substitute teacher, internship or practicum at a relevant workplace within or outside the educational and training organisation.

iii. Content Components of School Subjects

The school subject content component covers all school subjects offered in the school curriculum at all levels of school education. Typically, teachers are expected to master at least two subject areas. With mastery of the knowledge content of school subjects, teachers should have the confidence in guiding students to acquire knowledge, skills, attitudes and ways of thinking in various subjects such as languages, mathematics, science, vocational and technical subjects, health and sports science, history, geography, Islamic education/studies, arts-based education and moral education.

It is suggested that the content of school subjects be cross-referenced and aligned with the core disciplines of degree programmes offered by higher education providers (HEPs). For example, the core academic content of subjects taught at the secondary level in the Malaysian school system (as outlined in the Kementerian Pendidikan Malaysia (KPM) syllabus document) should correspond to courses offered by various faculties, schools, or departments in tertiary institutions.

Mastery of school specialisation subjects usually occurs either before entering a teacher education programme or simultaneously by mastering the core corpus of academic and professional knowledge, relevant skills, and positive attitudes essential to the teaching profession. In the first case, prospective teacher scholars pursuing these studies will obtain qualifications in specific academic disciplines and subsequently become eligible to register for the Postgraduate Diploma in Education. In the second case, prospective teacher scholars will master school specialisation subjects concurrently with the core body of knowledge for the teaching profession such as a Bachelor of Education, Bachelor in Mathematics with Education and so on.

However, the PSE does not prescribe a specific body of knowledge for various academic subject areas or schools.

iv. Elective Components of Education

The elective component of education encompasses a variety of courses offered at all qualification levels. It includes both knowledge related to educational disciplines and additional subjects that teachers can teach in schools, as well as general subjects not directly tied to educational knowledge or specific school subject areas, providing knowledge and skills for future teachers.

There are two types of elective courses:

a. The first type of elective course is related to educational discipline, though it may not be within the field of study of prospective teacher scholars. There are cases where graduates in Humanities and Social Sciences majors are interested in science elective courses (with or without prerequisites) and vice versa. Electives in this category may require more in-depth study in areas such as Curriculum Development and Evaluation, Advanced Psychological Education, Basics of Further Education, French or Middle Chinese (basic or advanced) or Ethnographic Education. This type of elective also refers to additional subject areas that the degree holder has mastered and is qualified to teach in schools.

For example, a prospective teacher scholar specialising in Elementary Science Education can take Physical Education as an elective or minor subject.

b. The second type of elective course are not directly related to the Educational Discipline but are offered by the University and are subjects of interest to prospective teacher scholars such as Russian Literature; History of Southeast Asia; Golf; Tennis; or Gender Studies. Such electives act as a form of continuous personal enrichment and development for the prospective teacher scholar.

v. Educational Specialisation Component

The educational specialisation component can be in primary education, secondary education, advanced secondary education, higher education, or continuing education. The core of specialisation can be in the basic field, the field of pedagogy and evaluation, the field of school subjects, or electives. It may also lie outside the basic field, in the generic professional core, the elective core, or the field of school subjects.

The example of core specialisations may include:

- Language and Linguistics Teaching
- Mathematics and Science Teaching
- History
- Geography
- Islamic Studies
- Educational Technology
- Teacher Education
- Preschool Education
- Educational Research
- Early Childhood Education
- Educational Management and Leadership
- Special Education
- Sports Science or Physical Education
- Technical and Vocational Education
- Religious Education
- Language and Literacy Education
- Mathematics and Science Education
- Social Science and Humanities Education
- Counseling

Educational leaders, scholars, and researchers design and develop curricula for teaching and assessment. They choose a core knowledge base and enhance it based on the education level. This knowledge can then be used for problem-solving and fostering innovation and creativity.

Educational Discipline and Educational Standards

As mentioned before, the goal of PSE is to provide guidelines to HEPs to produce educators and trainers for educational institutions from the school level to higher education. It is intended to be used as a self-assessment guide and a curriculum design guide for the educational programmes of HEPs. It also serves as a guideline manual for the purpose of program recognition and accreditation. The criteria and standards identified and generated are subject to continuous improvement and modification based on feedback received and progress and developments in the field.

The development of contemporary education recognises the interdisciplinary corpus of knowledge leading to the emergence of various degrees and awards that go beyond the boundaries of traditional knowledge such as science with education, religion with education and business with education. Regardless of the diversity of disciplines available, the curriculum of the education programme still takes into account the appropriate level of education and the core needs of the education discipline.

Programme Offerings

There are various ways of educational programs offered by institutions of higher learning in Malaysia. For example, there are stand-alone education programs, education with a major and minor, and a combination of education with other disciplines. Below are examples of *nomenclature for education fields:

***For nomenclature, please refer to the Guidelines on Nomenclature of Malaysian Higher Education Programme**

i. **Stand-alone program**

   Example: Diploma in Education, Bachelor of Education, Bachelor of Education in Primary School Education, Postgraduate Diploma of Education, Postgraduate Diploma of Higher Education Teaching, Master of Education, Master of Arts in Educational Leadership and Management, and Master of Teaching.

ii. **Education with Specialisation**

   Example: Bachelor of Education in Mathematics, Bachelor in Education (Science), Bachelor in Education (Economics), Bachelor in Education (Biotechnology), Bachelor in Education

(Teaching English as a Second Language,TESL), Master of Education (Curriculum and Instruction) and Master of Technology in Education and Digitization of Learning.

iii. Education as Minor with other Major Disciplines

Example: Bachelor in Biology Science with Education, Bachelor in Physics Science with Education and Bachelor in Statistics Science with Education.

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 PSE should encourage diversity and innovation in the field. HEPs are encouraged to develop their niche to meet the employment and society's needs addressing various priorities of the Sustainable Development Goals (SDG).

This PSE covers all the seven quality assurance areas:

i. programme development and delivery
ii. assessment of student learning
iii. student selection
iv. academic staff
v. educational resources
vi. programme management
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, MQF);
ii. Bachelor's degree (Level 6, MQF);
iii. Postgraduate certificate (Level 7, MQF);
iv. Postgraduate diploma (Level 7, MQF);
v. Master's degree (Level 7, MQF: Coursework, Mixed Mode and Research); and
vi. 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 Education 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) Second Edition (2024)
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 Distance Learning (COPPA: ODL)
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 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 a clear statement of the competencies, i.e., the practical, intellectual and soft skills that are expected to be achieved by the student at the end of the programme.(COPPA 2nd Edition, 2017, p.8).

The formulation of PEO statements must emphasise flexibility and adaptability in addition to the current sub-attributes (lifelong learning and values). In addition, PEO should stress that educators must internalize the VBE and Education for Sustainable Development (ESD)[1] competencies to the MQF Five Clusters of Learning Outcomes.

Guidance of the PEOs is provided under each level of study, from the certificate to doctoral level. **The flexibility in describing the PEOs remains with the 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. Possess broad-based theoretical and practical knowledge in education. ii. Demonstrate the ability to carry out duties responsibly, ethically & professionally. iii. Demonstrate a wider range of digital and numeracy skills to support roles and functions in educational settings. iv. Demonstrate teamwork, interpersonal and communication skills.

[1] ESD Competencies may be treated as sub attributes of the MQF Learning Outcomes. They are to be assessed at course levels (CLO) and will collectively contribute to the PLOs which they support. ESD consist of: System Thinking, Anticipatory Thinking, Normative, Strategic Thinking, Collaboration, Critical Thinking, Self-Awareness, Integrated Problem Solving.

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
	v. Exhibit an entrepreneurial mindset for continuous professional development in educational settings.
BACHELOR'S DEGREE (LEVEL 6, MQF)	i. Possess in-depth and comprehensive theoretical and practical knowledge in education. ii. Demonstrate the ability to lead various responsibilities, ethically and professionally. iii. Use a broad range of digital and numeracy skills to support educational functions. iv. Demonstrate effective teamwork, leadership and communication skills. v. Apply entrepreneurial competencies for continuous professional development in educational settings.
POSTGRADUATE CERTIFICATE (LEVEL 7, MQF)	i. Possess advanced specialised knowledge and skills in educational settings. ii. Exhibit leadership skills within educational professionalism and ethical practices. iii. Display advanced numerical skills and digital technologies in a specialised area. iv. Demonstrate competencies effectively teamwork, leadership and communication skills. v. Display positive attitude and entrepreneurial attributes significantly for continuous professional development in educational settings.
POSTGRADUATE DIPLOMA (LEVEL 7, MQF)	i. Possess advanced professional knowledge and skills in an educational setting. ii. Exhibit leadership skills within educational professionalism and ethical practices. iii. Display advanced numerical skills and digital technologies in a educational setting. iv. Demonstrate competencies effective teamwork, leadership and communication skills. v. Display positive attitude and entrepreneurial attributes significantly for continuous professional development in educational settings.
MASTER'S DEGREE	i. Demonstrate mastery of knowledge and skills in an educational setting.

MQF LEVELS	PROGRAMME EDUCATIONAL OBJECTIVES
(LEVEL 7, MQF)	ii. Exhibit leadership skills within educational professionalism and ethical practices. iii. Display a wide range of suitable digital technologies and advanced numerical skills in an educational setting. iv. Demonstrate competencies effectively/autonomously/clearly teamwork, leadership and communication skills. v. Display positive attitude and entrepreneurial attributes significantly for continuous professional development in educational settings.
DOCTORAL DEGREE (LEVEL 8, MQF)	i. Demonstrate critical understanding of advanced knowledge and skills in the education field of study. ii. Exhibit advanced leadership skills within educational professionalism and ethical practices. iii. Utilise a wide range of digital technologies and advanced numerical skills in an educational setting. iv. Demonstrate substantial teamwork and leadership skills and; advanced communication competencies. v. Exhibit exemplary positive attitude and entrepreneurial attributes significantly for continuous professional development in educational settings.

2.2 PROGRAMME LEARNING OUTCOMES

Learning outcomes are detailed statements describing the achievement of learners in explicit terms. 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 (constructive alignment). (COPPA Second Edition, 2017, p.8).

The learning outcomes in Education should **cumulatively reflect the five clusters**[2] **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[3];
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.

[2] Malaysian Qualifications Agency (2017). Malaysian Qualifications Framework 2nd Edition. Cyberjaya, Malaysia.

[3] Knowledge and understanding is the name of Cluster 1. They do not refer to the taxonomy levels in Bloom's Taxonomy. Both Clusters 1 and 2 need to address the lowest to the highest taxonomy levels of any cognitive taxonomy. [MQF Second Edition (2024)]

Table 2.2 shows the mappings of learning outcomes based on MQF learning outcomes for Education. **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 Education 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. Explain the relationships between teaching and learning concepts and their connections to global educational systems, emphasizing broader implications in diverse contexts.	/										
ii. Apply task-based learning strategies and digital technologies to design and implement effective teaching practices, integrating holistic problem-solving skills to address diverse, real-world educational challenges.			/			/					
iii. Engage critical analysis and utilize numeracy skills to solve complex problems in educational settings, using quantitative data to forecast trends and develop strategic		/					/				

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
solutions aligned with Sustainable Development Goals (SDGs).											
iv. Demonstrate inclusive leadership by valuing and respecting the contributions of others, taking responsibility and autonomy in fostering collaborative, sustainable solutions that address diverse educational challenges.								/			
v. Exhibit effective communication and interpersonal skills by demonstrating mutual respect and understanding in collaborative educational settings, fostering positive relationships and team synergy				/	/						
vi. Uphold professionalism and ethical behaviour by engaging in transparent collaboration with stakeholders, reflecting on sustainable practices, and fostering a positive learning environment.											/
vii. Exemplify a positive attitude towards collaborative learning, identify opportunities for self-improvement, and engage with an entrepreneurial mindset to contribute to community development and adapt to changes in educational environments.									/	/	

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. Explain subject specific knowledge within complex educational systems, identifying interconnections between diverse components, and anticipating future trends to inform innovative teaching practices.	/										
ii. Design and implement sustainable teaching strategies that integrate digital technologies and promote critical thinking to address contemporary educational challenges.			/			/					
iii. Apply quantitative and problem-solving skills to analyse data and forecast strategies that address educational challenges, promoting equitable and sustainable practices.		/					/				
iv. Demonstrate leadership with responsibility and autonomy in educational settings.								/			
v. Demonstrate skilfully communication and interpersonal skills in educational settings.				/	/						
vi. Perform professionalism and ethics to fulfil professional teaching standards in educational settings											/

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. Exhibit commitment to lifelong learning and innovation, adapting to emerging educational challenges, while applying entrepreneurial competencies to promote sustainable development.									/	/	

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
i. Analyse subject-specific knowledge and global systems thinking to design dynamic, sustainable curriculum that effectively address complex educational challenges and evolving societal needs.	/										
ii. Develop and implement innovative teaching and learning strategies that integrate digital technologies and promote sustainable development and global citizenship.			/			/					

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
iii. Integrate analytical and advanced numerical skills in solving and enhancing teaching practices and organisational performance.		/					/				
iv. Lead with responsibility and autonomy to address diverse teams in educational challenges and apply sustainable practices.								/			
v. Communicate effectively through multi-disciplinary team with good communication and interpersonal skills in delivering educational services to stakeholders.				/	/						
vi. Uphold professionalism and ethics to fulfil professional teaching standards and maintain the good image of the profession at all times.											/
vii. Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in educational settings.									/	/	

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
i. Critically analyze knowledge and research in global educational systems and their interconnections to develop innovative strategies that address the implications of dynamic curriculum challenges through systems thinking.	/										
ii. Exhibit research skills to forecast scenarios, envision outcomes, and design innovative strategies using advanced analytics and systems thinking to address educational and environmental sustainability challenges.		/					/				
iii. Demonstrate integrated problem-solving and digital skills to execute outcomes-based research, utilizing appropriate technologies to address real-world educational challenges and collaborate globally to improve teaching and learning practices.			/			/					
iv. Exemplify inclusive leadership styles by applying systems thinking, fostering responsibility and autonomy, and encouraging collective contributions to								/			

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
sustainable solutions in dynamic educational settings.											
v. Collaborate effectively in multidisciplinary teams, applying clear communication and mutual respect to deliver sustainable outcomes in educational and organizational settings.				/	/						
vi. Evaluate ethical standards and professional practices in teaching and research, implementing transparent collaboration to promote sustainable progress and strengthen the profession's integrity.											/
vii. Showcase forward thinking mind set and individual ambition to create and implement innovative educational ventures and commitment to lifelong learning in addressing evolving global challenges.									/	/	

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
i. Critically evaluate and synthesize knowledge and research to develop innovative frameworks connecting educational theories and practices to broader societal and environmental systems, addressing complex curriculum challenges.	/										
ii. Exhibit innovative research skills to forecast and address educational challenges, integrating advanced analytical and numerical techniques aligned with Sustainable Development Goals to envision and strategize for future outcomes		/					/				
iii. Design and implement innovative, outcomes-based research by integrating advanced digital technologies and holistic problem-solving approaches to address complex educational challenges, leading to global collaboration and the enhancement of sustainable teaching and learning practices.			/			/					
iv. Lead and critically evaluate innovative educational leadership practices that empower others to take responsibility								/			

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
for driving sustainable change, fostering autonomy, and shaping a resilient educational future.											
v. Critically evaluate and synthesize advanced communication and interpersonal strategies to lead and foster mutual respect, collaboration, and understanding within multidisciplinary teams, ensuring effective outcomes in educational, organizational, and research contexts.				/	/						
vi. Demonstrate ethical leadership by integrating diverse stakeholder perspectives to advance sustainable education practices, ensuring professional integrity, fostering accountability, and driving transformative change in teaching and research.											/
vii. Exemplify a commitment to visionary thinking and ethical innovation in creating transformative educational ventures, fostering a culture of lifelong learning and advancing professional excellence in response to global educational challenges.									/	/	

2.3 CURRICULUM DESIGN AND DELIVERY

A well-designed curriculum[4] is fundamental to quality education, ensuring that graduates are equipped with relevant knowledge and skills.

> 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, p.8).

A formal curriculum is defined as a series of planned events that are intended to have educational outcomes. It plans a sequence in which the content of a particular programme is delivered, whether through conventional or non-conventional modes and the books and materials that are to be used. It also lays down the educational objectives and learning outcomes of the programme (Guidelines to Good Practices: Programme Development and Delivery, 2023, p.29). HEPs also need to ensure the curriculum content, and the programme reflect the VBE and ESD competencies, incorporating the GSA and FLPs.

This document contains the matrices for Graduating Credits and the percentage of components for all levels of qualifications. Specific requirements on to the BOK of the various core areas are in **Appendix 2. 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.**

Academic programmes with the term education in their nomenclature are required to refer to this PS to ensure high quality of education graduates and to facilitate career paths in education in Malaysia. If the programmes use the term education in their nomenclature, the curriculum content must be predominantly focused on education.

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

Body of Knowledge in the Education Field

As discussed in the Introduction section, there are overlaps among the courses in the five components of the educational knowledge disciplines. Additionally, for the purpose of practical coordination and presentation in the Programme Standards Education (PSE), the BOK is presented in four categories, namely;

i. Education Common Core
    a. Education Foundation
    b. Professional Education
ii. Education Discipline Core/Specialisation
    a. School Subject Content
    b. Education Specialisation
iii. Professional Practice; and
iv. Electives (Related to discipline core and free electives).

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.

At the Master's and Doctoral levels coursework and mixed mode, the focus must be on specialised areas (discipline core) of education, with well-defined pathways for acquiring, generating, enhancing and refining knowledge and skills. These programs should also promote interdisciplinary connections with other fields, such as the humanities, social sciences, and physical sciences.

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 foreign universities to follow the PS, or show evidence that the assessments are equivalent to what is required by the PS.

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

DIPLOMA (LEVEL 4, MQF)

COMPONENT	MINIMUM CREDITS
Compulsory Courses (General* and HEPs courses)	6
Education Foundation	12
Professional Education	9
Discipline Core	39
Professional Practice Training	6
Elective (optional)	0
Sub Total Credits	72
To complete the minimum requirement of 90 credits, the remaining 18 credits can be placed in any of the categories above.	
MINIMUM GRADUATING CREDITS	**90**

Notes:

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

Recommended Delivery Methods:

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

BACHELOR'S DEGREE (LEVEL 6, MQF)

COMPONENT		MINIMUM CREDITS	EDUCATION AS MINOR
Compulsory Courses (General* and HEPs courses)		8	-
Education Foundation		12	12
Professional Education		12	12
Discipline Core / Specialisation		45	-
Professional Practice Training		10	10
Elective	Related to another specialisation based on school subject	**18	-
	Open***	0	-
Sub Total Credits		**87**	**34**
		To complete the minimum requirement of 120 credits, the remaining 15 credits can be placed in any of the categories above.	The selection of a major should take into consideration the subjects taught at the primary and secondary school levels, as well as other educational institutions that are equivalent to it.
MINIMUM GRADUATING CREDITS		**120**	-

Notes:

*	General courses refer to *Mata Pelajaran Pengajian Umum* (MPU) courses which are mandatory. Please refer to the *Garis Panduan Mata Pelajaran Pengajian Umum* (MPU) *Edisi Kedua* for the minimum credit requirement as stipulated by the Ministry of Higher Education (MoHE). The HEP has the option to offer its own compulsory courses in addition to the General courses.
**	Optional: 18 credits are to fulfil the requirements of the Ministry of Education (MoE) but are not limited to those 18 credits
***	Open electives may be offered from within the broad area of education disciplines or from other disciplines.

Recommended Delivery Methods:

- Lectures / Tutorial
- Interactive learning
- Blended learning
- Practical class / Practical workshop / Studio / Laboratory work / Demonstration technique
- Field / Industry visit
- Fieldwork
- Apprenticeship
- Industrial training
- Industry speaker

- Task-based learning
- Problem-based learning
- Project-based learning
- WBL
- Experiential learning
- Final year project
- Seminar
- Empirical study
- Case study
- Exhibition

***POSTGRADUATE CERTIFICATE (LEVEL 7, MQF)**

COMPONENT	MINIMUM CREDITS
Education Foundation	8
Discipline Core	6
Professional Practice Training	3
Elective (optional)	0
Sub Total Credits	17
To complete the minimum requirement of 20 credits, the remaining 3 credits can be placed in any of the categories above.	
MINIMUM GRADUATING CREDITS	**20**

Notes:

*	The Postgraduate Certificate is not a certification for classroom teaching, it is for mastery of a specialisation, for personal enhancement and enrichment in the field of education.

Recommended Delivery Methods:

- Lecture
- Practical class / 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)

COMPONENT	MINIMUM CREDITS
Education Foundation	12
Discipline Core	6
Professional Practice Training	6
*Elective (optional)	0
Sub Total Credits	24
To complete the minimum requirement of 30 credits, the remaining 6 credits can be placed in any of the categories above.	
MINIMUM GRADUATING CREDITS	**30**

Notes:

*	Recommended: Related to Discipline Core / Related to school subject AND related to first degree specialisation

Recommended Delivery Methods:

- Lecture
- Practical class / 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 CREDITS
Core	12
Discipline Core	15
Project Paper*	6
Elective (optional)	0
Sub Total Credits	**33**
To complete the minimum requirement of 40 credits, the remaining 7 credits can be placed in any of the categories above.	
MINIMUM GRADUATING CREDITS	**40**

Notes:

*	Recommended: minimum word limit for a project paper is 15,000.

Recommended Delivery Methods:

- Lecture
- Practical class / Practical workshop / Studio / Laboratory work / Demonstration technique
- Blended learning
- Studio work
- Fieldwork
- Seminar
- Exhibition
- Workshop
- Case study

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

COMPONENT	MINIMUM CREDITS
Core	12
Discipline Core/Field Electives	0
Dissertation	20
Sub Total Credits	**32**
To complete the minimum requirement of 40 credits, the remaining 8 credits can be placed in any of the categories above.	
MINIMUM GRADUATING CREDITS	**40**

Notes:

i.	Discipline Core/Field Electives offered must be discipline-related courses. Flexibility is given to HEPs to determine the appropriate credit.
ii.	The ratio of coursework to dissertation is 50:50 or 40:60 or 30:70.
iii.	The recommended minimum word limits for a dissertation are 20,000, 30,000 and 40,000 words, based on the ratio of 50:50, 40:60 and 30:70, respectively.

Recommended Delivery Methods:

- Lecture
- Practical class / 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	REMARKS
Dissertation	1. Candidates must have followed a research methodology course. 2. The following requirements must be decided by HEP: a) Relevant prerequisite courses b) Maximum period of candidature c) Format of the dissertation 3. The recommended length of dissertation: minimum 35,000 words.
MINIMUM GRADUATING CREDITS	**No given credit value**

RECOMMENDED DELIVERY METHODS:

- Lectures
- Seminar / Workshop
- Supervision of dissertation

DOCTORAL DEGREE BY COURSEWORK (LEVEL 8, MQF)

COMPONENT	MINIMUM CREDITS
Core	12
Discipline Core	30
Thesis	30
Electives (optional)	0
Sub Total Credits	**72**
To complete the minimum requirement of 80 credits, the remaining 8 credits can be placed in any of the categories above.	
MINIMUM GRADUATING CREDITS	**80**

Notes:

i.	Recommended: minimum word limit for a thesis is 25,000.

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 BY MIXED MODE (LEVEL 8, MQF)

COMPONENT	MINIMUM CREDIT
Core	12
Discipline Core	15
Thesis	40
Elective (optional)	0
Sub Total Credits	**67**
To complete the minimum requirement of 80 credits, the remaining 13 credits can be placed in any of the categories above.	
MINIMUM GRADUATING CREDITS	**80**

Notes:

i.	The ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70.
ii.	The recommended minimum word limits for a thesis are 50,000, 60,000 and 70,000 words, based on the ratio of 50:50, 40:60 and 30:70, respectively.

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	REMARKS
Thesis	1. Candidates must have followed a research methodology course. 2. The following requirements must be decided by HEP: a. Relevant prerequisite courses b. Maximum period of candidature c. Format of the dissertation 3. The recommended length of dissertation: minimum 70,000 words.
MINIMUM GRADUATING CREDITS	**No given credit value**

RECOMMENDED DELIVERY METHODS:

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

Doctoral degree by Retrospective or Prior Publication
Doctoral degree by Concurrent or Prospective Publication
(Refer to Standard Master and Doctoral Degree)

3. ASSESSMENT OF STUDENT LEARNING

Student assessment[5] plays a critical role in quality assurance and measuring learning outcomes.

> Assessment of student learning is a key aspect of quality assurance, and it is one of the most important indicators of learning outcomes achievement. Hence, it is crucial that appropriate assessment methods and mechanisms are in place. Qualifications are awarded based on the results of assessment. The methods of the student assessment must be aligned, clear, consistent, effective, reliable, and in line with current practices. They must clearly measure the achievement of the intended learning outcomes (COPPA Second Edition, 2017, p.12).

Specific methods of assessment to be used will depend on the specific requirements of particular modules, both academic and co-curricular. Cognitive, affective and psychomotor domains should be included in the learning domain of assessment, depending on the type of learning and teaching activities. However, as a general guide, the following assessment principles should be considered and adhered to as deemed appropriate:

i. Assessments must reflect the knowledge, skills, abilities and attitudes outlined in the appropriate MQF Level descriptors, which candidates should achieve upon completion of the programme as well as other needs of the HEP.
ii. Assessments should comprise formative and summative assessments.
iii. Assessments must be aligned to the achievement of the learning outcomes.
iv. ESD competencies are to be assessed as sub-attributes of the MQF five clusters of learning outcomes at the course level. ESD competencies should be made explicit as course learning outcomes (CLO) that support the MQF learning outcomes (PLO). The final reporting on PLO is based on statements developed in line with the MQF learning outcomes.
v. **Candidates are required to pass BOTH continuous and final assessments for core courses.** 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.
vi. **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.**

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

vii. Summative and formative assessments, whether assessment for learning, assessment as learning and assessment of learning are important for learning and teaching educational programmes.
viii. Criterion referenced assessment.
ix. The assessment measures cognitive, affective and psychomotor development. Assessment can be based on such as Bloom's Taxonomy (revision), Krathwohl and Simpson.
x. Higher Education Providers (HEPs) should continue to use current assessment modes such as subjective and objective tests, evidence of initiative and demonstration of work through the digital media, assessment inclusive of formative and summative, criterion-referenced modes whether via face to face or online or blended-learning.
xi. Student intellectual and technical as well as generic skills should be assessed using various appropriate modes of assessment that are appropriate to learning outcomes, encompassing cognitive, psychomotor and affective domains and using measures, of self-assessment and peer evaluation, and, when available and appropriate, to develop use culturally valid and reliable standardized testing instruments.
xii. Practical skills should be assessed continuously with or without final examinations, in modules requiring practical skills especially for Technical and Vocational Education and Training (a pass in practical work is compulsory). A pass implies that the examiner is satisfied that the student has met the learning outcomes of the particular subject).
xiii. Plagiarism must be monitored continuously by the HEPs. HEPs must have mechanism to monitor and to prevent Plagiarism of formative and summative assessment including in the online learning and teaching environment.

The types of assessments indicated below are merely examples. HEPs are encouraged to use a variety of methods and tools appropriate for the learning outcomes and competencies which should be measured.

Generally, students shall be evaluated where appropriate through:

i. Examination (face to face / online / blended).
    a. Closed / open book, take-home, viva voce, mid semester, written test.
ii. Coursework (face to face / online / blended).
    a. Assignments, quizzes, laboratory reports.
    b. Other kinds of reports, journals, logs.
iii. Projects (face to face / online / blended).

a. Individual / group, long / short.

iv. Others (face to face / online / blended).
   a. Class participation, group activities, presentation, portfolio;
   b. Valid and reliable, creative and innovative means of assessing the generic skills and co-curricular at different levels of attainment, accomplishment and achievements; and
   c. Competency-based assessment should be used where appropriate especially for Technical and Vocational Education and Training.

For Master's and Doctoral Degrees by Research:

1. Assessment principles, methods and practices must be constructively aligned to the learning outcomes of the programme and consistent with the levels defined in the MQF. A variety of assessment methods must be used consistent with the learning outcomes and programme content.
   i. Formative assessment must include the following.
      a. The department must monitor the progress of the candidate through the following means:
         - Regular consultation with supervisors (formal and informal).
         - Progress report.
         - Proposal defence
         - Presentation/Colloquium/Seminar/Workshop.
         - Other mechanisms.
      b. This assessment mode will assess knowledge, critical thinking skills, practical, technical, professional, scientific and problems solving skills, along with consideration of the research ethics and integrity and aspects of research endeavour and attitudes towards research culture and sustainable development.
      c. This assessment mode will evaluate Knowledge and Understanding, Cognitive Skills, Functional Work Skills (Practical Skills, Interpersonal Skills, Communication Skills, Digital Skills, Numerical Skills, Leadership, Autonomy and Responsibility), Personal and Entrepreneurial Skills and Ethics and Professionalism.
   ii. Summative assessment is used to assess all learning outcomes of a programme and must include the following:
      a. Completion of prescribed courses.
      b. Thesis or dissertation or conspectus (e.g. a prototype or others required by the programme).
      c. Viva voce.

For Master's and Doctoral Degrees by Coursework / Mixed Mode

1. Formative and summative assessments must be specified for the courses and research components.
    i. Summative assessment for research outcomes must include the following:
        a. Master's / Doctoral degree by Coursework.
            - Project report / Dissertation / Conspectus which demonstrates research or applied capabilities.
        b. Master's / Doctoral degree by Mixed-Mode.
            - Dissertation / Thesis / Conspectus appropriate to the discipline.

2. For a mixed-mode programme, the department must monitor the student's progress in research or equivalent conspectus appropriate to the discipline through:
    i. Regular consultation.
    ii. Proposal defense.
    iii. Presentation / Colloquium / Seminar / Workshop.
    iv. Progress reports.

3. The composition of research project/dissertation/thesis or equivalent conspectus examiners is as follows:
    i. Master's Degree by Coursework
        - The research report or equivalent conspectus must be examined by at least two examiners including the supervisor.
    ii. Master's Degree by Mixed Mode
        - The dissertation or conspectus and other artefacts must be examined by at least two examiners. More than 2 examiners may be necessary in the case of a multidisciplinary dissertation or conspectus.
    iii. Master's degree by Research
        - The master's thesis or conspectus and other artefacts must be examined by at least two examiners, one of whom is an external examiner. More than two examiners may be required in a multidisciplinary dissertation or conspectus.
    iv. Doctoral degree by Mixed Mode
        - The thesis or conspectus and other artefacts must be examined by at least two examiners, one of whom must be an external examiner. More than two examiners may be necessary in the case of multi-disciplinary thesis or conspectus.

v. Doctoral degree by Research

- For Doctoral degrees, including those by prior or concurrent publication, the thesis or conspectus and other artefacts must be examined by at least two examiners, one of whom must be an external examiner. More than two examiners may be necessary in the case of multi-disciplinary thesis or conspectus.

Suggested breakdown of assessment weightage and percentage for each level of qualification, from certificate to doctoral degree levels are as given in **Table 3**.

Table 3: The percentage for each level of qualifications

QUALIFICATION	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	SUGGESTED FORM OF ASSESSMENT
Certificate	50-70	30-50	• Written / Oral test • Practical Assessment • Oral Assessment /Presentation • Internship / Project • Portfolios or e-Portfolios
Diploma	30-70	30-70	• Written / Oral test • Practical Assessment • Oral Assessment /Presentation • Internship/Project • Portfolios or e-Portfolios
Bachelor's degree	40-70	30-60	• Written Examination • Practical Assessment • Oral Assessment / Presentation • Internship / Field work • Project • Portfolios or e-Portfolios
Postgraduate certificate	40-70	30-60	• Written / Oral test • Internship • Portfolios or e-Portfolios • Open Book Examination
Postgraduate diploma	30-70	30-70	• Written Assessment • Oral Assessment / Presentation • Practicum / Internship • Portfolios or e-Portfolios • Open Book Examination

QUALIFICATION	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	SUGGESTED FORM OF ASSESSMENT
Master's degree by Coursework [Some individual courses can be 100% coursework]	30-70	30-70	• Written Assessment • Seminar Presentation • Project Paper • Portfolios or e-Portfolios • Open Book Examination
Master's degree by Mixed Mode	30-70	30-70	• Written Assessment • Seminar Presentation • Dissertation • Viva Voce (if required by the HEP) • Progress Report • Open Book Examination • Portfolios or e-Portfolios
Master's degree by Research	NA	NA	• Seminar Presentation • Dissertation • Viva Voce (if required by the HEP) • Portfolios or e-Portfolios • Progress Report • Open Book Examination
Doctoral degree by Coursework / Mixed Mode	30-70	30-70	• Seminar Presentation • Thesis • Viva Voce • Publications in journals • Portfolios or e-Portfolios • Progress Report • Open Book Examination
Doctoral degree by Research	NA	NA	• Seminar Presentation • Thesis • Viva Voce • Publications in journals • Portfolios or e-Portfolios • Progress Report • Open Book Examination

Notes:

In specific cases there may be exceptions regarding assessment protocols and weightage. The guiding principles are thoughtful, reasonably flexible and focus on the attainment of the learning outcomes, based on the professional and academic discretion of the HEP.

Some modules may not have a final assessment 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.

As a general guideline, continuous assessment should not exceed 70%, and the final assessment should not be more than 70%. However**,** there are courses which can carry 100% course work and courses which can carry 100% final assessment.

Whatever the case, the distribution, credibility, consistency, fairness, objectivity, transparency, clarity of audit tracking, and quality of the assessment must not be compromised. A useful seminal reference for technical information on standards categorised as primary, secondary, conditional and desirable, covering contexts and purposes of test development is the American Educational Research Association (AERA) Standards. It covers standards on test construction, evaluation and documentation, fairness in testing, rights and responsibilities of test takers and users, testing applications in program evaluation and public policy. In educational assessments, distinctions are made among types of tests and assessments, measures change, stakes of testing, individualized and special needs testing (Standards for Educational and Psychological Testing).

4. STUDENT SELECTION

This section of the PS 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 Education. 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, p.14).

The standards for the selection of students into the Education programmes shall be formulated in accordance with 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[6] (INTERNATIONAL STUDENT)
DIPLOMA (Level 4, MQF)	i. Possess *Sijil Pelajaran Malaysia* (SPM) with a minimum of **THREE** credits in any subject; **OR** ii. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) with a minimum of Grade C (GP 2.00) in any subject; **OR** iii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a	Achieve Malaysian University English Test (MUET) or any English competency test equivalent to a Low B1 Common European

[6] English competency requirement refer to *Surat Pemakluman JPT berkenaan Syarat Kompentensi Bahasa Inggeris kepada Pelajar Universiti Awam* (JPT(A) 1000/016/018/07 Jld. 17(12)) and *Institusi Pendidikan Tinggi Swasta* (JPT/GS 1000/630 Jld. 3(12)) dated 6th March 2023.

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT[6] (INTERNATIONAL STUDENT)
	minimum grade of *Maqbul*; **OR** iv. A Certificate (Level 3, MQF) in the relevant fields with at least CGPA of 2.00; **OR** v. A pass *Sijil Kemahiran Malaysia* (SKM) Level 3 in the relevant field; (Note: The HEPs need to conduct specific screening and guidance related to the field of the program for the students) **OR** vi. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.	Framework of Reference (CEFR).
BACHELOR'S DEGREE (Level 6, MQF)	i. A pass in STPM with a minimum of Grade C (GP 2.00) in any **TWO** 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) subject to HEP Senate / Academic Board's approval*. The HEPs are required	Achieve (MUET) or any English competency test equivalent to a Low B1 Common European Framework of Reference (CEFR).

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT[6] (INTERNATIONAL STUDENT)
	to conduct screening and provide appropriate bridging courses; **OR** vi. An Advanced Diploma (Level 5, MQF) 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. **Additional requirement for Teaching English as Second Language (TESL): Achieve minimum of Band 4 in MUET or its equivalent. (Programme Standard: Language)**	
POST GRADUATE CERTIFICATE (Level 7, MQF)	i. A Bachelor's degree (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 (Level 6, MQF), who has not achieved CGPA of 2.50 or its equivalent, can be accepted subject to a minimum of **TWO** years working experience in education related fields; **OR** iii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.	Achieve (MUET) or any English competency test equivalent to a Low B1 Common European Framework of Reference (CEFR).

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT[6] (INTERNATIONAL STUDENT)
POST GRADUATE DIPLOMA (Level 7, MQF)	i. A Bachelor's degree (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 (Level 6, MQF), with a minimum CGPA of 2.00 **AND** can be accepted subject to a minimum of **TWO** years working experience in education related fields; **OR** iii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.	Achieve (MUET) or any English competency test equivalent to a Low B1 Common European Framework of Reference (CEFR).
MASTER'S DEGREE (Level 7, MQF)	**Master's Degree by Coursework** i. A Bachelor's degree in education field (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 education field with a minimum CGPA of 2.00 can be accepted subject to rigorous internal assessment. **OR** iii. A Bachelor's degree with a minimum CGPA of 2.50 must undergo ***prerequisite courses; **OR** iv. A Bachelor's degree with a minimum CGPA of 2.00, can be accepted subject to rigorous internal assessment **AND** must undergo ***prerequisite courses;	Achieve (MUET) or any English competency test equivalent to a Low B1 Common European Framework of Reference (CEFR).

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT[6] (INTERNATIONAL STUDENT)
	OR v. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements. **<u>Master's Degree by Mixed Mode and by Research</u>** i. A Bachelor's degree in education field (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 education field with a minimum CGPA of 2.50, can be accepted subject to rigorous internal assessment; **OR** iii. A Bachelor's degree in education field with a minimum CGPA of 2.00, can be accepted subject to a minimum of **THREE** years working experience in the education field and rigorous internal assessment; **OR** iv. A Bachelor's degree with a minimum CGPA of 2.75 must undergo ***prerequisite courses; **OR** v. A Bachelor's degree with a minimum CGPA of 2.50, can be accepted subject to rigorous internal assessment **AND** must undergo ***prerequisite courses; **OR** vi. A Bachelor's degree with a minimum CGPA of 2.00, can be accepted subject to a minimum of **THREE** years working experience in the education field and rigorous	

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT[6] (INTERNATIONAL STUDENT)
	internal assessment **AND** must undergo ***prerequisite courses; **OR** vii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.	
DOCTORAL DEGREE (Level 8, MQF)	**<u>Doctoral degree by Coursework, Mixed Mode and Research</u>** i. A Master's degree in education field (Level 7, MQF) as accepted by the HEP Senate; **OR** ii. A Master's degree (non-education) must undergo ***prerequisite courses; **OR** iii. Other relevant equivalent qualifications recognised by Malaysian government as equivalent to the above requirements.	Achieve (MUET) or any English competency test equivalent to a Low B1 Common European Framework of Reference (CEFR).

Notes:

*	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.*
***	Pre-requisite courses: Common Core Education foundation.

Accreditation of Prior Experiential Learning for Access

Accreditation of Prior Experiential Learning for Access (APEL.A) provides an alternative entry route to formal programmes of study from Certificate (Level 3, MQF) to Doctoral degree (Level 8, MQF) through recognition of learning and experiences, regardless of how and where they were acquired. For details, 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).

*** Circular MQA Bil .1 /2023**

Entry requirements for Bachelor's degree to Doctoral degree by Research

1. A Bachelor's degree with the following conditions:
    i. A Bachelor's degree in the field or related fields with first-class (CGPA of 3.67 or higher) or its equivalent from an academic or Technical and Vocational Education and Training (TVET) programme;
    ii. Undergo internal assessment; and
    iii. Any other requirements of the HEP.

2. A Bachelor's degree candidates who are registered for Master's degree programmes may apply to convert to the Doctoral degree programmes subjected to the following conditions:
    i. within 1 year for full time and within 2 years for part-time candidates;
    ii. having shown competency and capability in conducting research at doctoral level through rigorous internal evaluation by the HEP; and
    iii. approval of the HEP Senate.

Additional Note

The requirement to conduct interviews and written assessments, such as Malaysian Educators Selection Inventory (MEdSI) or its equivalent, for additional screening for entry into Bachelor's degree (Level 6, MQF) and Postgraduate diploma (Level 7, MQF) is encouraged to assess an individual's competence and interest as an educator.

5. ACADEMIC STAFF

The quality of academic staff [7]is a key determinant in maintaining and enhancing the standards of higher education. HEPs must adopt effective recruitment and development strategies to ensure their academic workforce is well-qualified and adequately supported.

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 in education has appropriately qualified and sufficient number of academic staffs, 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, p.17).

Table 5 provides the minimum requirements of the qualifications of academic staff and relevant staff ratios for the different qualification levels in Education programme. Besides possessing qualifications in the related education field, HEPs must ensure that academic staff are assigned courses based on their areas of expertise and relevant experience.

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

Table 5: Minimum qualifications requirements of academic staff

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
DIPLOMA **(Level 4, MQF)**	i. A Bachelor's degree (Level 6, MQF) in related education field; **OR** ii. A Bachelor's degree (Level 6, MQF) (non-education) **WITH** Postgraduate Diploma in Education; **OR** iii. Diploma in related education fields with **TEN** years of related working experience, including teaching experience certified by competent authority. (The programme should not employ more than 20% of staff in this category).	i. The minimum number of full-time academic staff with related education fields teaching this programme is minimum of two to start a programme. ii. The minimum number of academic staff (full and part time) teaching the programme including non-major in the programme is 6*. iii. At least 60% of the academic staff are full-time staf. iv. All academic staff who are teaching education component courses should has qualification with education ikhtisas. <u>Staff-student ratio</u> Programme - 1:25. Note: • HEPs using the open and distance learning mode will comply with the requirements of Code of Practice for Open and Distance Learning (COPPA:ODL).
BACHELOR'S DEGREE **(Level 6, MQF)**	i. A Master's degree (Level 7, MQF) in a related education fields with a Bachelor's degree in education fields;	i. The minimum number of full-time academic staff with related education fields teaching this programme is

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
	OR ii. A Bachelor's degree (Level 6, MQF) in related education fields with **FIVE** years of related working experience, including teaching experience certified. (The programme should not employ more than 20% of the staff in this category).	minimum of two to start a programme. ii. The minimum number of academic staff in the related field for each programme is 10*. iii. At least 60% of the academic staff are full-time staff. iv. All academic staff who are teaching education component courses should has qualification with education *ikhtisas.* <u>Staff-student ratio</u> Programme - 1:25. Note: • HEPs using the open and distance learning mode will comply with the requirements of Code of Practice for Open and Distance Learning (COPPA:ODL). • Academic staff who do not meet criteria of academic staff mentioned above should only teach within their area of expertise. (e.g.: language, instructional technology, assessment and etc). • This requirement also applies to common core subject

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
		(Philosophy, Psychology and Sociology). • If the background of the academic staff is outside their area of expertise but they have five to ten years of teaching experience in related courses, they should demonstrate sufficient competency and subject-matter knowledge to effectively deliver the curriculum. Additionally, they may be required to engage in continuous professional development, acquire relevant certifications, or collaborate with experts in the field to ensure the quality of instruction remains high.
POSTGRADUATE CERTIFICATE, POSTGRADUATE DIPLOMA AND MASTER'S DEGREE BY COURSEWORK (Level 7, MQF)	i. A Doctoral degree (Level 8, MQF) in related education fields; **OR** ii. A Master's degree (Level 7, MQF) (with Bachelor degree in education); **OR** iii. A Master's degree (Level 7, MQF) in related education fields with **FIVE** years of experience in teaching. The additional criteria are subjected to the approval of the HEP Senate.	i. The minimum number of full-time academic staff with related education fields teaching this programme is minimum of two to start a programme. ii. The minimum number of academic staff in the related field for each programme is five*. iii. At least 60% of the academic staff are full-timers.

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
		Staff-student ratio Programme - 1:15
MASTER'S DEGREE BY MIXED MODE (Level 7, MQF)	**Teaching Staff** i. A Doctoral degree (Level 8, MQF) in related education fields; **OR** ii. A Master's degree (non-education) (Level 7, MQF) with Bachelor degree in education; **OR** iii. A Master's degree (Level 7, MQF) in related education fields with **FIVE** years of experience in teaching. **Principal Supervisor** i. A Doctoral degree (Level 8, MQF) in related education fields; **OR** ii. A Master's degree (Level 7, MQF) in a related education fields **WITH** Bachelor's degree in education / Postgraduate diploma in education, the principal supervisor must: a) have at least **THREE** years of experience in teaching and research; **AND** b) has co-supervised a master's degree candidate; **OR** iii. A Master's degree (Level 7, MQF) in related education fields, the principal supervisor must:	i. The minimum number of full-time academic staff with related education fields teaching this programme is minimum of two to start a programme. ii. The minimum number of academic staff in the related field for each programme is five*. iii. At least 60% of the academic staff are full-timers. Supervisor requirement: i. When there is one supervisor, the supervisor must be a full-time staff from the field of education of the conferring HEP. ii. When there is more than one supervisor, the principal supervisor must be a full-time staff of the conferring HEP. Staff-student ratio i. Programme - 1:15 ii. Overall principal supervisor-student ratio 1:10

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
	a) have at least **FIVE** years of experience in teaching and research; AND b) has co-supervised a master's degree a candidate. **Co-supervisor** i. A Master's degree (Level 7, MQF) in relevant education fields with at least **ONE** year of experience in teaching and research; **OR** ii. A co-supervisor from the industry or practitioner must at least a Bachelor's degree and have at least **FIVE** years of experience in the field at a level appropriate for the dissertation. **Additional criteria for above requirements:** i. The supervisors must go through structured supervisor training. (refer SMDD) ii. The additional criteria are subjected to the approval of the HEP Senate.	
MASTER'S DEGREE BY RESEARCH (Level 7, MQF)	**Principal Supervisor** i. A Doctoral degree (Level 8, MQF) in related education field; **OR** ii. A Master's degree (Level 7, MQF) in a related education fields **WITH** Bachelor's degree in education /	i. The minimum number of full-time academic staff with related education fields teaching this programme is minimum of two to start a programme.

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
	Postgraduate diploma in education, the principal supervisor must: a) have at least **THREE** years of experience in teaching and research; AND b) has co-supervised a master's degree candidate; **OR** iii. A Master's degree (Level 7, MQF) in related education fields, the principal supervisor must: a) have at least **FIVE** years of experience in teaching and research; **AND** b) has co-supervised master's a candidate. **Co-supervisor** i. A Master's degree in related education fields with at least **ONE** year of experience in teaching and research; **OR** ii. A co-supervisor from the industry or practitioner must have at least a Bachelor's degree and **FIVE** years of experience in the field at a level appropriate for the dissertation. **Additional criteria for above requirements:** i. The supervisors must go through structured supervisor training. (refer SMDD) ii. The additional criteria are subjected to the approval of the HEP Senate.	ii. The minimum number of academic staff (full and part time) teaching the programme including non-specialization in the programme is five*. iii. At least 60% of the academic staff are full-timers. Supervisor requirement: i. When there is one supervisor, the supervisor must be a full-time staff from the field of education of the conferring HEP. ii. When there is more than one supervisor, the principal supervisor must be a full-time staff of the conferring HEP. <u>Staff-student ratio</u> Overall Supervisor-Student ratio 1:10

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
DOCTORAL DEGREE (BY COURSEWORK, MIXED MODE AND RESEARCH) (Level 8, MQF)	**Academic Staff** i. A Doctoral degree (Level 8, MQF) in related education fields with **TWO** years of experience in teaching; **OR** ii. A Master's degree (Level 7, MQF) in a related education fields **WITH** Bachelor's degree in education/ Postgraduate diploma in Education; **OR** iii. A Master's degree (Level 7, MQF) in related education fields with **TEN** years of experience in related fields. **Principal Supervisor:** i. A Doctoral degree (Level 8, MQF) in related education fields with: a) have at least **TWO** years of experience in teaching and research; **AND** b) has supervised a master's degree or doctoral degree research candidate to completion. **Co- supervisor:** i. A Doctoral degree (Level 8, MQF) in relevant education fields with **TWO** years of experience in teaching and research; **OR** ii. A Master's degree (Level 7, MQF) in relevant education fields with **TEN** years of experience in related fields.	i. The minimum number of full-time academic staff with related education fields teaching this programme is minimum of two to start a programme. ii. The minimum number of academic staff (full and part time) teaching the programme including non-specialization in the programme is five*. iii. At least 60% of the academic staff are full-timers. Supervisor requirement: i. When there is one supervisor, the supervisor must be a full-time staff from the field of education of the conferring HEP. ii. When there is more than one supervisor, the principal supervisor must be a full-time staff of the conferring HEP. <u>Staff-student ratio</u> i. Staff-Student 1:12 (Coursework and Mixed Mode) ii. Overall Supervisor-Student ratio 1:10

MQF LEVEL	MINIMUM REQUIREMENT	REMARK
	Additional criteria for above requirements: i. The supervisors must go through structured supervisor training. (refer SMDD) ii. The additional criteria are subjected to the approval of the HEP Senate.	

Notes:

i. HEPs can hire part time Subject Specialist to all levels, at least with a minimum ten years of 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.

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.

* Refer to Notification Letter MQA Bil. 7/2014 – *Garis Panduan Beban Staf Akademik*.

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; providing training in developing assessments on VBE; and developing teaching and learning (T&L) materials that support FLP; 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

HEP must provide adequate resources and a supportive learning environment to ensure quality education,

> 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, p.20).

For educational programmes, HEPs must ensure the provision of sufficient resources and an environment conducive to supporting learning and teaching in the field. Lecture and tutorial rooms, along with technical support facilities, must offer ample space to accommodate student-centred learning. For postgraduate research programmes, students should be furnished with a conducive work area. Additionally, facilities that support Flexible Learning Pathways (FLP) must be provided.

Educational resources recommended for education programmes include:

CERTIFICATE, DIPLOMA AND BACHELOR'S DEGREE

Educational resources to be provided by HEPs according to the various levels are:

i. Suitable teaching and learning spaces (with sufficient audio-visual facilities and appropriate new technologies) in sufficient numbers, and, of appropriate size to permit reasonable scheduling for all lectures and classes and to provide sufficient opportunities for learners to use such facilities and technologies.
ii. Sufficient spaces suitable for individual or group study and other forms of collaborative work.
iii. Specialised learning facilities according to the needs of the programme (e.g. Science Laboratories, TVET Workshops and Media Rooms).
iv. Microteaching Rooms and Computer Laboratories or Computer.
v. Library/Resource Centre (including online resources).
vi. Internet Access (including the latest technologies).
vii. Schools for Professional Practice (including for Practicum, Internship, School-Based Experience, etc).
viii. Sufficient access to relevant software, hardware and other materials according to the needs of the students and programme.

POSTGRADUATE CERTIFICATE/DIPLOMA, MASTERS AND DOCTORAL DEGREE

i. Suitable teaching and learning spaces (with sufficient audio-visual facilities and appropriate new technologies) in sufficient numbers and size to permit reasonable scheduling for all lectures and classes and to provide sufficient opportunities for learners to use such facilities and technologies.
ii. Sufficient space suitable for individual or group study and other forms of collaborative work.
iii. Specialised learning facilities according to the needs of the programme (e.g. Science Laboratories, TVET Workshops and Viva room).
iv. Library/Resource Centre (including online resources).
v. Internet Access (including the latest technologies).
vi. Research laboratories.
vii. Study, Discussion, and Seminar Rooms.
viii. Relevant specialised software and hardware according to the needs of the programme and students.

Overall, HEPs should take the initiative to ensure the ambience of a university is experienced by all, through its presentations of mindscapes, landscapes, interior decorations, use of space, all of which should inspire and enhance learning, and promote a high quality of intellectual living and learning.

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.

7. PROGRAMME MANAGEMENT

Strong governance and academic leadership are critical to ensuring the effective management of academic programmes.

> 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, p.23).

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 education 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 minimum qualification and experience as per the rule-based requirement for the education field in **Table 6**.

Table 6: Criteria for Selection of Programme Leader

MQF LEVEL	RULE-BASED REQUIREMENT	EDUCATION FIELD REQUIREMENT AND YEARS OF EXPERIENCE
DIPLOMA (Level 4, MQF)	i. A Programme Leader must **possess <u>one higher academic qualification</u>** with **<u>at least one qualification related to the programme;</u>** **AND** have adequate years of working experience including academic experience.	i. A Bachelor's degree in education: **THREE** years of related working experience, including teaching experience; **OR** ii. A Bachelor's degree with at least one qualification in education related areas: **FOUR** years of related working experience, including teaching experience.
BACHELOR'S DEGREE (Level 6, MQF)	i. A Programme Leader must **possess <u>one higher academic qualification</u>** with **<u>at least one qualification related to the programme;</u>** **AND** have adequate years of working experience including academic experience.	i. A Master's degree in education: **THREE** years of related working experience, including teaching experience; **OR** ii. A Master's degree with at least one qualification in education related areas: **FOUR** years of related working experiences, including teaching experience.

MQF LEVEL	RULE-BASED REQUIREMENT	EDUCATION FIELD REQUIREMENT AND YEARS OF EXPERIENCE
MASTER'S DEGREE (Level 7, MQF)	i. A Programme Leader must **possess <u>a minimum Master's Degree with at least one qualification related to the programme</u>; AND** have adequate years of working experience including academic experience.	i. A Doctoral degree in education**:** **TWO** years of related working experience, including teaching and research experience; **OR** ii. A Doctoral degree with at least one qualification in education or related areas: **THREE** years of related working experience, including teaching and research experience; **OR** iii. A Master's degree in education: **FOUR** years of related working experience, including teaching and research experience; **OR** iv. A Master's degree with at least one qualification in education or related areas: **FIVE** years of related working experience including teaching and research experience.
DOCTORAL DEGREE (Level 8, MQF)	i. A Programme Leader must **possess <u>a minimum Master's Degree with at least one qualification related to the programme</u>; AND** have adequate years of working experience including academic experience.	i. A Doctoral degree in education: **THREE** years of related working experience, including teaching and research experience; **OR** ii. A Doctoral degree with at least one qualification in education field or related area;

MQF LEVEL	RULE-BASED REQUIREMENT	EDUCATION FIELD REQUIREMENT AND YEARS OF EXPERIENCE
		FOUR years of related working experience, including teaching and research experience; **OR** iii. A Master's degree with at least one qualification in education or related areas: **TEN** years of related working experiences, including teaching and research experience.

8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

Ensuring high-quality education requires a systematic approach to monitoring, reviewing, and improving academic programmes. Regular evaluation helps maintain programme relevance, effectiveness, and alignment with national and global educational standards. HEPs must adopt structured mechanisms to assess various aspects of their programmes, ensuring continuous enhancement.

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 analysing student performance and longitudinal studies. Measures of student performance include the average study duration, assessment scores, 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. Evaluation of student performance in examinations can reveal beneficial information. For example, if student selection is conducted correctly, 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.

Student feedback, for instance, through questionnaires and representation in programme committees is useful for identifying specific problems and the 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, obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately.

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, p.26).

The HEPs are also advised to refer to the Guidelines to Good Practices (GGP): Monitoring, Reviewing and Continually Improving Institutional Quality to ensure a systematic and evidence-based approach to quality assurance and enhancement.

HEPs are expected to provide evidence of their ability to monitor, maintain and improve the programme quality consistent with internal and external requirements, as well as with changes in the field of education and the requirement of the stakeholders' requirements. These shall be demonstrated by, but are not limited, to the following:

i. The department must have a Quality Assurance Unit working together with the Quality Assurance Unit of the HEP unit for internal quality assurance of the department.
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) 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 degrees (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 for Bachelor's degree (Level 6, MQF) and above.
ii. Linkages with related professional bodies, government agencies and industries.
iii. Engagement with industry practitioners through a formalised mechanism, such as the appointment of members to the Board of Studies, the establishment of an industry advisory panel or the appointment of adjunct positions, guest speakers and so on.
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 offering Master's degree (Level 7, MQF) and above.
vii. Encouraging international exchange among students and staff for Bachelor's degree (Level 6, MQF) and above.
viii. Dialogue sessions with stakeholders at least annually.
ix. Continuous review of industrial attachment practices and records.

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APPENDIX 1

LIST OF PANEL MEMBERS

NO.	NAME	INSTITUTIONS
1.	Professor Dr. Muhammad Sukri Saud Chairperson	Universiti Teknologi Malaysia (UTM)
2.	Professor Dr. Zaharah Hussin Standard Writer	Universiti Malaya (UM)
3.	Professor Dr. Abdull Sukor Shaari	Universiti Utara Malaysia (UUM)
4.	Professor Dr. Amir Hasan Dawi	Universiti Pendidikan Sultan Idris (UPSI)
5.	Associate Prof. Dr. Zaida Mustafa	UCSI University
6.	Dr. Nazifah Shaik Ismail	Institut Pendidikan Guru Malaysia (IPGM)
7.	Associate Prof. Dr. Zawawi Ismail	Universiti Malaya (UM) The representative of the *Majlis Dekan Pendidikan* until 31 December 2023.
8.	Puan Aziela Shaarani	*Bahagian Profesionalisme Guru,* Kementerian Pendidikan Malaysia (KPM)

APPENDIX 2

LIST OF ORGANISATIONS INVOLVED IN THE STAKEHOLDER WORKSHOPS

1. Higher Education Provider

ALFA University College
AMC University College
Asia e University
Asia Metropolitan university
Asia Pacific University of Technology and Innovation
City University Malaysia
Cosmopoint College
Cosmopoint College Kuching
First City University College
IIMAT College (International Institute of Management and Technology)
IJN College
Infrastructure Universiti Kuala Lumpur
Institusi Pendidikan Guru Malaysia
Institut Latihan Kementerian Kesihatan Malaysia Johor Bahru
Institut Pendidikan Guru Malaysia Kampus Ipoh
Institut Seni Lukis Malaysia
Institut Seni Sabah
International Islamic University Malaysia
International Medical University
INTI International College Subang
INTI International University
IPGM Kampus Perempuan Melayu Melaka
Kings University College
Kolej Kejururawatan dan Sains Kesihatan Adventist
Kolej Komuniti Bandar Darulaman
Kolej Komuniti Tampin
Kolej Pengajian Tinggi Raffles
Kolej Peninsula Georgetown
Kolej Perdana
Kolej Poly-Tech MARA Alor Setar
Kolej Poly-Tech MARA Kota Bahru
Kolej Profesional MARA Bandar Penawar
Kolej Profesional MARA Indera Mahkota
Kolej SATT
Kolej SIDMA Sarawak
Kolej Teknologi Darul Naim
Kolej Teknologi Timur
Kolej Universiti Antarabangsa MAIWP
Kolej Universiti Lincoln
Kolej Vokasional Bachok
Kolej Vokasional Pasir Mas

Kolej Vokasional Seberang Perai
Kolej Vokasional Taiping
Kolej Yayasan Islam Terengganu
Kolej Yayasan Pelajaran Johor
Kolej Yayasan UEM
Management and Science University
Manipal Globalnxt Universiti
Melaka International College of Science and Technology
Methodist Pilley Institute
Peninsula College Georgetown
Politeknik Sultan Haji Ahmad Shah
Politeknik Tuanku Sultanah Bahiyah
Politeknik Ungku Omar
Sekolah Kejururawatan Hospital Fatimah
Sunway University
Taylor's University
Tunku Abdul Rahman University of Management and Technology
UiTM Cawangan Pulau Pinang
UITM Cawangan Terengganu
UiTM Pahang
UNITAR International University
Universiti Antarabangsa INTI
Universiti Kebangsaan Malaysia
Universiti Malaya
Universiti Malaysia Sabah
Universiti Malaysia Sarawak
Universiti Pendidikan Sultan Idris
Universiti Sains Islam Malaysia
Universiti Sains Malaysia
Universiti Selangor (UNISEL)
Universiti Sultan Azlan Shah
Universiti Teknologi MARA (UiTM)
Universiti Tun Abdul Razak (UNIRAZAK)
Universiti Tun Hussein Onn Malaysia
Universiti Tunku Abdul Rahman
Universiti Utara Malaysia
Widad University College
YES International College

2. Government Agency

Jabatan Pendidikan Politeknik dan Kolej Komuniti
Kementerian Pendidikan Malaysia
Kementerian Pertanian dan Keterjaminan Makanan

APPENDIX 3

Table 2.3 BODY OF KNOWLEDGE

No	BOK Component	Body of Knowledge	MQF LEVELS					
			Diploma	Bachelor's Degree	Postgraduate Certificate	Postgraduate Diploma	Master's Degree	Doctoral Degree
1	Education Foundation **Common Core**	*History of Education	✓	✓	✓	✓	-	-
		*Education Philosophy	✓	✓	✓	✓	-	-
		*Educational Psychology	✓	✓	✓	✓	-	-
		*Sociology/ Anthropology of education	✓	✓	✓	✓	-	-
2.	Professional Education **Common Core**	Curriculum	✓	✓	-	-	-	-
		Assessment in Education	✓	✓	-	-	-	-
		Pedagogy	✓	✓	-	-	-	-
		Technology for Teaching and Learning	✓	✓	-	-	-	-
3.	Professional Practices	Practicum	✓	✓	✓	✓	-	-
4.	School Subject Content / Education Specialisation **Discipline Core**	Based on KPM Syllabus Document	✓	✓	✓	✓	-	-

No	BOK Component	Body of Knowledge	MQF LEVELS					
			Diploma	Bachelor's Degree	Postgraduate Certificate	Postgraduate Diploma	Master's Degree	Doctoral Degree
5.	**Core Courses** for Postgraduate Studies	*Research Method	-	-	-	-	✓	✓
		*Quantitative and Qualitative	-	-	-	-	✓	✓
		Curriculum and Pedagogy	-	-	-	-	✓	✓
		Academic Writing	-	-	-	-	✓	✓
		Educational Technology	-	-	-	-	✓	✓
6.	Education Electives	Related to the discipline core (Based on the school subject)	✓	✓	✓	-	-	-

*** Note: A given BOK can be covered either as topics or a stand-alone course**

GLOSSARY

1)	Core	Required courses related to areas of Education
2)	Continuous Assessment	Assessments conducted throughout the duration of a course for the purpose of determining student attainment.
3)	Dissertation	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)	Education for Sustainable Development (ESD)	"ESD embodies the acquisition of knowledge, skills, values and empowerment for learners of all ages to address interconnected global challenges such as climate change, biodiversity loss, resource depletion and social inequality. It also requires participatory teaching methods that inspire and enable learners to transform their behaviour and actively engage in actions promoting sustainable development. This educational approach fosters essential competencies, including critical thinking, envisioning future scenarios and collaborative decision-making." (UNESCO, 2017)
5)	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.
6)	Final Examination	A written examination scheduled within an official examination period held at the end of an academic term.
7)	Flexible Learning Pathways (FLPs)	FLPs refer to learning pathways that lead to a qualification. It comprises three phases: 1. Pathways for getting into higher education; 2. Pathways for getting through higher education; i.e., progression or transferability; and 3. Pathways for getting out of higher education.

8)	Formative Assessment	Assessment of student's progress throughout a course, in which the feedback from the learning activities is used to improve student attainment.
9)	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.
10)	Final Year Project	The documentation of the research or any applied project prepared and submitted by the candidate for the award of Bachelor degree by coursework.
11)	Project Paper	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.
12)	Related fields	The programmes with at least 25% of their programme core that cover relevant BOK of this PS.
13)	Relevant education fields	Fields with some reasonable connection in education field.
14)	Specialist Programme	The programme core is designed to prepare students in a specific area of Education.
15)	Summative Assessment	Assessment of learning which summarises the student progress at a particular time and is used to assign the student a course grade.
16)	Thesis	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.
17)	Values-Based Education (VBE)	VBE focuses on strengthening moral and ethical values alongside academic rigour. VBE aims to nurture character, personality, attitude and behaviour based on humanistic, societal and communal values.
18)	Viva Voce	Oral defense of the dissertation/thesis for the programme.
19)	Internship	Professional placement on site (according to the formula of 1 credit = 2 weeks) supervised by academic advisor and professionals in education and/or related fields.

AMENDMENT RECORDS				
No.	**Date**	**Areas**	**Description**	**Page(s)**
1.	25/4/2025	Student Selection	Editorial for Entry Requirement of Postgraduated Certificate and Posgraduated Diploma	42 & 43

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