Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

STANDARDS FOR UNDERGRADUATE PROGRAMME

2025 EDITION

Standards for Undergraduate Programme
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FOREWORD

The Malaysian Qualifications Agency (MQA) proudly presents the Standards for Undergraduate Programme, a comprehensive guide that defines the minimum acceptable practices for the development and delivery of undergraduate programmes in Malaysia. This document serves as a cornerstone in shaping the nation's higher education landscape, ensuring alignment with international best practices while catering to Malaysia's unique societal, economic and cultural needs.

Rooted in the principles of quality assurance and innovation, this Standards document draws on established Malaysian Qualifications Framework (MQF) Second Edition (2024), ranging from the level of Certificate (Level 3, MQF) to the level of bachelor's degree (Level 6, MQF). These include the Code of Practice for Programme Accreditation (COPPA), based on the seven quality assurance areas: programme development and delivery, assessment of student learning, student selection, academic staff, educational resources, programme management and programme monitoring, review and continual quality improvement. Additionally, the Guidelines to Good Practices (GGP) and Programme Standards are integral to this framework.

This Standards places a strong emphasis on integrating Values-Based Education (VBE) and Education for Sustainable Development (ESD) in alignment with the Global Sustainability Agenda (GSA). VBE nurtures character, personality and attitudes rooted in humanistic, societal and communal values across all disciplines. Each programme integrates VBE principles to align academic learning with ethical and social responsibilities, encouraging graduates to apply these values professionally and in their communities. ESD on the other hand, equips learners with competencies to address global challenges such as climate change, resource depletion and inequality while the GSA underscores the importance of aligning academic and institutional efforts with global sustainability goals.

Recognizing the dynamic nature of education, the Standards also prioritize the Flexible Learning Pathways (FLP). This approach facilitates diverse entry, progression and completion routes, making higher education more inclusive and accessible while promoting lifelong learning opportunities. The Standards encourage the inclusion of

Artificial Intelligence (AI) and adaptive learning technologies to enhance student engagement and skill acquisition, ensuring graduates are prepared for an AI-enriched workforce.

The development of this Standards was a collaborative effort, reflecting the collective expertise of stakeholders, including the Ministry of Higher Education (MoHE), panel members from public and private Higher Education Providers (HEPs), industry professionals, government and statutory agencies, alumni and students. Extensive consultations, stakeholder workshops and online feedback sessions (details in Appendices 1 and 2) further enriched the process.

The MQA extends its deepest appreciation to the panel members, stakeholders and MQA officers who have contributed to this significant endeavour. It is our hope that this document will serve as an indispensable resource for HEPs, enabling them to nurture future-ready graduates who exemplify innovation, integrity and resilience. Together, let us advance the quality and global standing of Malaysia's higher education system.

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ABBREVIATIONS

COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
COPPA: ODL	Code of Practice for Programme Accreditation: Open and Distance Learning
COPTPA	Code of Practice for TVET Programme Accreditation
CPD	Continuous Professional Development
ESD	Education for Sustainable Development
FLPs	Flexible Learning Pathways
GGP	Guidelines to Good Practices
GSA	Global Sustainability Agenda
HEP	Higher Education Provider
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
PEO	Programme Educational Objective
PS	Programme Standards
SDG	Sustainable Development Goals
SKM	*Sijil Kemahiran Malaysia*
SPM	*Sijil Pelajaran Malaysia*
STAM	*Sijil Tinggi Agama Malaysia*
STPM	*Sijil Tinggi Persekolahan Malaysia*
TVET	Technical and Vocational Education and Training
VBE	Values-Based Education

1. INTRODUCTION

The Standards for Undergraduate Programme provide essential guidance for Higher Education Providers (HEPs) on the minimum acceptable practices in designing and delivering undergraduate programmes in Malaysia. Given that numerous programmes do not fit within any specific Programme Standards (PS), this Standards becomes invaluable. Unlike discipline-specific PS, this Standards provides a baseline, offering flexibility for contextualization while ensuring adherence to minimum requirements.

A comprehensive review and application of key frameworks and best practices guided the development of the Standards. This approach involved a detailed examination of the National Education Code 2020 (NEC-2020) to identify and address areas lacking defined standards. This in-depth analysis identified 71 specific fields without established PS, comprising 36 fields in science and 35 in non-science disciplines.

Adhering to the Malaysian Qualifications Framework (MQF), the Standards align with various qualification levels including Certificate (Level 3, MQF), Diploma (Level 4, MQF), Advanced Diploma (Level 5, MQF), Graduate Certificate/Graduate Diploma and Bachelor's Degree (Level 6, MQF).

To ensure relevance and rigour, the Standards were cross-referenced with the latest benchmarks across multiple disciplines, including Business Studies, Creative Multimedia Technology, Traditional and Complementary Medicine, Computing, Occupational Safety and Health, Psychology, Accounting, Education, Early Childhood Education and Media and Communication Studies.

Essential Guidelines to Good Practices (GGP) and other standards were integrated to uphold best practices encompassing Graduate Certificate and Graduate Diploma, Academic Staff, Academic Staff Workloads, Executive Diploma, Assessment of Student Learning and Programme Development and Delivery.

Additionally, simulations and pilot studies from selected science and non-science programmes provided valuable insights. These findings informed the development of

the comprehensive Standards, ensuring robustness and applicability across diverse educational disciplines.

The Standards 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 and
vii. Programme monitoring, review and continual quality improvement.

This Standards describes the minimum requirement for various levels of qualifications prescribed in the MQF, which are:

i. Certificate (Level 3, MQF)
ii. Diploma (Level 4, MQF)
iii. Advanced Diploma (Level 5, MQF)
iv. Graduate Certificate, Graduate Diploma & Bachelor's Degree (Level 6, MQF)

HEPs are required to ensure holistic graduate development by addressing the five clusters of learning outcomes, with a strong focus on Values-Based Education (VBE). Furthermore, the key competencies for sustainability promoted in Education for Sustainable Development (ESD) should be aligned with and incorporated into the five clusters of learning outcomes as stated in MQF 2024.

The purpose of this Standards is to provide minimum requirements for the development and conduct of various levels of programmes within the core areas described. It is therefore paramount that this document be read together with other quality assurance documents and policies issued by MQA, Professional Bodies and other related agencies, including but not limited to:

i. The Malaysian Qualifications Framework (MQF) Second Edition (2024)
ii. The Code of Practice for Institutional Audit (COPIA) Second Edition
iii. The Code of Practice for Programme Accreditation (COPPA) Second Edition
iv. The Code of Practice for Programme Accreditation: Open and Distance Learning (COPPA: ODL) Second Edition
v. The Code of Practice for TVET Programme Accreditation (COPTPA) Second Edition
vi. Relevant Standards
vii. Relevant Guidelines to Good Practices (GGP)

2. PROGRAMME DEVELOPMENT AND DELIVERY

2.1 PROGRAMME EDUCATIONAL OBJECTIVES

Programme Educational Objectives (PEOs) are broad statements outlining the career and professional accomplishments that graduates are expected to achieve three to five years after graduation. These objectives act as a critical benchmark, aligning educational efforts with the roles and responsibilities graduates are anticipated to undertake in society. As highlighted in the COPPA Second Edition (2017), "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 underscores the importance of clearly defining the practical, intellectual and soft skills that students must acquire.

Guidance on PEOs is outlined for various level of study, ranging from Certificate to Bachelor's Degree. While the flexibility to describe PEOs remains with the HEPs, it is crucial that these objectives align with the institution's vision and mission. The PEOs provided in this Standards are intended as minimum requirements and a guide. HEP should ensure that PEO statements formulated connect their overarching educational goals to specific Programme Learning Outcomes (PLOs).

When formulating PEOs, it is vital to emphasize the development of flexibility and adaptability in personal skills, along with other key attributes such as lifelong learning and values-based competencies. Additionally, PEOs should incorporate Value-Based Education (VBE) and Education for Sustainable Development (ESD) competencies within the five clusters of learning outcomes outlined in the Malaysian Qualifications Framework (MQF). These competencies prepare graduates to address both societal and global challenges responsibly and effectively.

To ensure alignment between HEP objectives and graduate outcomes, HEPs can adopt a PEO-PLO mapping approach that clearly links each PEO to the relevant PLOs. This mapping facilitates a detailed evaluation of their relationship using both direct and indirect measurement methods. Programme committees should regularly monitor PLOs attainment over a three to four years period, using the findings to

inform strategies and implement targeted interventions, thereby driving continuous improvement in student outcomes.

For further guidance on this mapping process, refer section 2.4 of the Guidelines to Good Practices: Programme Design and Delivery, which provides a comprehensive explanation of the relationship between PEOs and PLOs.

The PEOs of each level of qualification are merely examples as outlined in Table 2.1 below:

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

	Certificate (Level 3, MQF)	**Diploma (Level 4, MQF)**	**Advanced Diploma (Level 5, MQF)**	**Graduate Certificate/ Graduate Diploma/ Bachelor (Level 6, MQF)**
PEO1	The practitioner shows basic knowledge in the related field and can identify some services and solutions to industry issues.	The practitioner demonstrates basic knowledge in the related and relevant fields and can identify some services and solutions to industry issues.	The practitioner exhibits knowledge in the related and relevant fields and can identify specific services and solutions to industry issues.	The practitioner possesses knowledge in the related and broad areas of study and can provide services and solutions to industry issues.
PEO2	The practitioner learns basic procedures and uses digital/information technologies and quantitative information for decision-making.	The practitioner follows basic procedures and utilises digital/information technologies and quantitative information for decision-making.	The practitioner adheres to procedures and utilizes digital/information technologies and quantitative information for decision-making.	The practitioner adopts relevant procedures and uses digital/information technologies and quantitative information for effective decision-making.
PEO3	The practitioner works with others and communicates information to stakeholders.	The practitioner leads occasional collaborations with others and communicates information professionally to stakeholders.	The practitioner leads specific collaborations with others and communicates information professionally to stakeholders.	The practitioner leads collaborations with others as an effective leader and communicates information professionally to stakeholders.

	Certificate (Level 3, MQF)	Diploma (Level 4, MQF)	Advanced Diploma (Level 5, MQF)	Graduate Certificate/ Graduate Diploma/ Bachelor (Level 6, MQF)
PEO4	The practitioner understands ethical, social, cultural and professional codes of practice while exploring entrepreneurship or entrepreneurial mindset and engage in life-long learning for personal development and career advancement.	The practitioner follows ethical, social, cultural, and professional codes of practice while engaging in entrepreneurship or entrepreneurial mindset and engage in life-long learning for personal development and career advancement.	The practitioner observes ethical, social, cultural, and professional codes of practice while engaging in entrepreneurship or entrepreneurial mindset and engage in life-long learning for personal development and career advancement.	The practitioner adheres to ethical, social, cultural, and professional codes of practice while engaging in entrepreneurship or entrepreneurial mindset and engage in life-long learning for personal development and career advancement.

Notes:

i. In this context, the term practitioner refers to a graduate who, depending on their qualification level, exhibits varying degrees of knowledge, decision-making, leadership and ethical understanding, equipping them to contribute effectively to their chosen careers or professional fields.

ii. HEPs are free to determine the number of PEOs statements as long as the statements address all the skill sets specified in the MQF Five Clusters of Learning Outcomes.

2.2 PROGRAMME LEARNING OUTCOMES

Programme Learning Outcomes (PLOs) are detailed statements that define learners' achievements in explicit, measurable terms, offering a structured framework for evaluating student success. These outcomes are designed to be both achievable and assessable by the end of a period of study, ensuring alignment with programme goals. As emphasised in the COPPA Second Edition (2017), "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)." This alignment underscores the importance of well-defined PLOs in shaping effective educational experiences.

The learning outcomes should cumulatively reflect the five clusters of learning outcomes outlined in the Malaysian Qualifications Framework (MQF).

The five clusters of learning outcomes are:

i. Knowledge and understanding[1]
ii. Cognitive skills
iii. Functional work skills, with focuses 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
v. Ethics and professionalism

[1] 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])

To enhance their relevance and impact, PLOs should incorporate Values-Based Education (VBE), emphasis Flexible Learning Pathways (FLPs) and integrate Educational for Sustainable Development (ESD) competencies. This ensures that the learning outcomes support holistic and balanced graduate development, equipping students with the knowledge, skills and values necessary to address both professional and societal challenges.

ESD Competencies may be treated as sub-attributes of the MQF Learning Outcomes. These competencies may be assessed at the course levels (CLO) and will collectively contribute to the PLOs they support. The core competencies of ESD include Systems Thinking, Anticipatory Thinking, Normative, Strategic, Collaboration, Critical Thinking, Self-Awareness and Integrated Problem Solving. Together, these competencies equip learners to address complex and interconnected global challenges effectively.

The PEOs and PLOs have been mapped using comprehensive insights from leading economic research organizations and reports on the future of work. These sources analyse global workforce trends, technological advancements, industry shifts and emerging essential skills, illustrating a detailed understanding of how automation, digital transformation, demographic changes and economic development shape future job market both globally and in Malaysia. This alignment ensures that the PEOs and PLOs are not only responsive to current employment demand but are also forward-looking, equipping graduates with the competencies required to thrive in an evolving workforce.

Table 2.2 provides a mapping of learning outcomes aligned with the MQF learning outcomes. The flexibility in describing the learning outcomes remains with the HEPs, provided they are sufficiently covered.

Table 2.2: Programme Learning Outcomes (PLOs) based on The Malaysian Qualifications Framework (MQF) Second Edition (2024) Learning Outcomes (LOs) for General Programmes

CERTIFICATE (LEVEL 3, MQF)

At the end of the programme, graduates will be able 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
1. Identify fundamental knowledge in the related field.	√										
2. Describe concepts for basic solutions and decisions within the related field.		√									
3. Display practical work skills in basic professional activities within the related field.			√								
4. Recognise the importance of interpersonal skills in collaborative teamwork under basic social, cultural, and relational situations.				√							
5. Participate in communicating ideas verbally and non-verbally to different audiences under different situations.					√						
6. Use basic digital and information technologies in various situations related to the field.						√					

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
7. Utilize basic quantitative information to address simple problems in the related field.							√				
8. Assist leaders in demonstrating basic independence to cultivate leadership abilities within group settings.								√			
9. Participate willingly in basic lifelong learning for personal development and professional growth within the field.									√		
10. Select basic entrepreneurial mindset and knowledge for potential venture creations in the related field.										√	
11. Comply to basic ethical, social, cultural and professional practices when making decisions in the field.											√

DIPLOMA (LEVEL 4, MQF)

At the end of the programme, graduates will be able 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**
1. Describe fundamental knowledge within the related and relevant fields in national and international contexts.	√										
2. Apply concepts for basic solutions and decisions within the related and relevant fields.		√									
3. Complete practical work tasks in professional activities within the related and relevant fields.			√								
4. Show commitment when applying interpersonal skill during collaborative teamwork under various social, cultural, and relational situations.				√							
5. Take initiative in sharing ideas verbally and non-verbally to diverse audiences in various contexts.					√						
6. Use basic functions of digital/information technologies in various contexts within the related and relevant fields.						√					
7. Use basic quantitative information skills for basic solutions and decisions							√				

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
within the related and relevant fields.											
8. Assume responsibility while showing basic leadership qualities and autonomy in group settings.								√			
9. Show desire to seek lifelong learning skills for personal development and professional growth within the related and relevant fields.									√		
10. Assume responsibility for specific entrepreneurial mindset and knowledge for exploring venture creations within the related and relevant fields.										√	
11. Exhibit basic ethical, social, cultural and professional codes of practice in carrying out tasks or operations within the related and relevant fields.											√

ADVANCED DIPLOMA (LEVEL 5, MQF)

At the end of the programme, graduates will be able 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**
1. Discuss fundamental knowledge within the related and relevant fields in national and international contexts.	√										
2. Relate concepts for basic solutions and decisions within the related and relevant fields.		√									
3. Independently conduct practical work skills in professional activities within the related and relevant fields.			√								
4. Show commitment when applying interpersonal skills during collaborative teamwork under various social, cultural, and relational situations.				√							
5. Take initiative in sharing ideas verbally and non-verbally to diverse audiences in various contexts.					√						
6. Adopt basic functions of digital/information technologies in various contexts within the related and relevant fields.						√					

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
7. Use basic quantitative information skills for basic solutions and decisions within the related and relevant fields.							√				
8. Assume responsibility while showing basic leadership qualities and autonomy in group settings.								√			
9. Take initiative to seek lifelong learning skills for personal development and professional growth within the related and relevant fields.									√		
10. Assume responsibility for specific entrepreneurial mindset and knowledge for exploring venture creations within the related and relevant fields.										√	
11. Exhibit basic ethical, social, cultural and professional codes of practice in decision-making within the related and relevant fields.											√

GRADUATE CERTIFICATE/GRADUATE DIPLOMA/BACHELOR'S DEGREE (LEVEL 6, MQF)

At the end of the programme, graduates will be able 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
1. Analyse in-depth knowledge within the related and broad areas of study in national and international contexts.	√										
2. Assess theories and models for effective solutions and decisions within the related and broad areas of study.		√									
3. Perform with confidence practical work skills in professional activities within the related and broad areas of study.			√								
4. Organise when applying interpersonal skills during collaborative teamwork under various social, cultural, and relational situations.				√							
5. Express ideas verbally and non-verbally to diverse audiences in various contexts.					√						
6. Perform with confidence when using digital/information technologies in various contexts within the related and broad areas of study.						√					

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
7. Analyse the relevant quantitative information for effective solutions and decisions within the related and broad areas of study.							√				
8. Integrate leadership qualities and autonomy in diverse groups within the related and broad areas of study.								√			
9. Prioritise lifelong learning skills for personal development and professional growth within the related and broad areas of study.									√		
10. Adopt entrepreneurial mindset and knowledge for innovative venture creations within the related and broad areas of study.										√	
11. Adapt ethical, social, cultural and professional codes of practice into decision-making within the related and broad areas of study.											√

Notes:

The total number of PLOs is flexible and does not need to be exactly eleven (11). Higher Education Providers (HEPs) have the autonomy to determine the number of PLO statements, provided they address all the skillsets specified in the MQF Five Clusters of Learning Outcomes. These statements should be clearly mapped and measured to ensure comprehensive coverage and may integrate multiple skillsets where appropriate.

2.3 CURRICULUM DESIGN AND DELIVERY

Effective learning and teaching rely on curriculum content and programme structure being continuously updated to reflect the latest developments in the field of study, as highlighted in the COPPA Second Edition (2017). Additionally, the curriculum should clearly define the programme's objectives and learning outcomes while incorporating a schema to map these outcomes to the stated objectives, as outlined in the Guidelines to Good Practice: Programme Development and Delivery (2023).

This section outlines the minimum credit requirements for each curriculum component across all qualification levels, as shown in Table 2.3. HEPs have the flexibility to design programmes, provided they incorporate the Body of Knowledge (BoK) recommended by subject matter experts in the field. Curriculum development should prioritize the integration of VBE, the Global Sustainability Agenda (GSA) and FLPs as essential components while covering core disciplinary areas.

In addition, HEPs are encouraged to develop programmes that reflect the current best practices and maintain a high-quality academic programme. The HEPs should also develop a curriculum that empower students to creatively leverage digital technologies in furtherance of national and global agenda. HEPs should refer to the Guidelines on Nomenclature of Malaysian Higher Education when naming their programmes, ensuring that the chosen name accurately reflects the discipline and content of the programme.

The credit distribution in academic programmes within this Standards is guided by a principle rooted in flexibility and adherence to minimum requirements. Unlike discipline-specific standards, this framework provides a foundational structure that allows for adaptation to diverse contexts while meeting essential benchmarks. A meticulous review of the latest PS was undertaken to establish these benchmarks. Furthermore, insights were obtained from simulations conducted within selected programmes across various HEPs, encompassing both Science and Non-Science Programmes. These simulations provided practical validation and refinement, ensuring the robustness and adaptability of the Standards for Undergraduate Programme to meet the evolving educational and professional landscape.

Aligned with current and projected industry requirements, the credit distributions ensure that graduates are well-prepared for employment and poised to make meaningful contributions from day one in their respective fields. Any remaining credits can be strategically allocated within specified categories to fulfil the minimum requirements, granting autonomy to shape the programme's direction. This approach enhances flexibility and maintains adherence to essential benchmarks, empowering educators to effectively tailor programmes to meet diverse educational goals and evolving industry demands.

Table 2.3: Minimum credits of each curriculum component for all levels of qualifications

CERTIFICATE (LEVEL 3, MQF)

Components	**Minimum Credits**
Compulsory Modules (General* and HEP modules)	4
Core**	39
Industrial Training***	0
Elective**** (optional)	0
Sub Total Credit	**43**
To complete the minimum requirement of 60 credits, the remaining can be placed in any of the category above.	
Minimum Graduating Credit	**60**

DIPLOMA (LEVEL 4, MQF)

Components	**Minimum Credits**
Compulsory Modules (General* and HEP modules)	6
Core**	59
Final Year Project	0
Industrial Training***	0
Elective**** (optional)	0
Sub Total Credit	**65**
To complete the minimum requirement of 90 credits, the remaining credits can be placed in any of the category above.	
Minimum Graduating Credit	**90**

ADVANCED DIPLOMA (LEVEL 5, MQF)

Components	Minimum Credits
Compulsory Modules (General* and HEP modules)	6
Core**	26
Elective**** (optional)	0
Sub Total Credit	**32**
To complete the minimum requirement of 40 credits, the remaining credits can be placed in any of the category above.	
Minimum Graduating Credit	**40**

GRADUATE CERTIFICATE (LEVEL 6, MQF)

Components	Minimum Credits
Compulsory Modules (General* and HEP modules)	4
Core**	30
Minimum Graduating Credit	**34**

GRADUATE DIPLOMA (LEVEL 6, MQF)

Components	Minimum Credits
Compulsory Modules (General* and HEP modules)	4
Core**	60
Minimum Graduating Credit	**64**

BACHELOR'S DEGREE (LEVEL 6, MQF)

Components	Minimum Credits
Compulsory Modules (General* and HEP modules)	8
Core**	65
Final Year Project	0
Industrial Training***	0
Elective**** (optional)	0
Sub Total Credit	**73**
To complete the minimum requirement of 120 credits, the remaining credits can be placed in any of the category above.	
Minimum Graduating Credit	**120**

In the case of a Double Major Programme, the first major is governed by this Standards. For the second major, the programme content must meet the core components or BoK set by the relevant PS. In the fields without PS, 50% of the programme content must meet the requirements of the respective fields. However, fulfilling the minimum graduating credit specified in this Standards is imperative.

The minimum requirement for the Major-Minor programme is 25% of the core components relevant to the BoK, which is determined by the respective field programme standards. Adherence to the programme's standards is essential for minor in Major-Minor programmes with established programme standards. HEP must ensure that the core components or BoK are sufficient and suitable for fields without specific programme standards.

Specialisation shall be in the same field or discipline of study as the programme major. If a programme has double specialisations, both specialisations must meet a minimum of 25% of the core components.

Engaging in a well-crafted, technology-driven learning and teaching activity allows students to collaborate with a facilitator, acquire essential knowledge, and build the skills necessary to achieve their learning outcomes. Integrating Artificial Intelligence (AI) and other advanced technologies into the delivery process can further enhance the experience, offering personalized and adaptive learning pathways. Selecting the most effective, technology-driven delivery method transforms instruction into a dynamic and immersive experience, inspiring students to actively engage with the content and deepen their knowledge and skills. For a comprehensive list of learning and teaching activities, please refer to Appendix 5 in the Guidelines to Good Practices: Programme Design and Delivery (2023).

Notes:

i. *General courses refer to Mata Pelajaran Pengajian Umum (MPU) courses, which are mandatory. Please refer to Garis Panduan Mata Pelajaran Pengajian Umum (MPU) 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.
ii. **Core courses, final year project and industrial training must cover sufficient Body of Knowledge (BoK) in the field of the awarded programme.
iii. ***Industrial training is a vital component in preparing students for the professional world and should be **strongly encouraged** for all Higher Education Providers (HEPs) to offer. By immersing students in relevant industries, it bridges the gap between academic knowledge and practical application, fostering

essential skills such as problem-solving, adaptability and professional ethics. Although industrial training is designated as 0 credits in the curriculum component, its inclusion is indispensable. The training must be undertaken in a relevant industry and allocated a minimum duration based on the formula of 1 credit equating to two weeks of training. Industrial training must be in a relevant industry and is allocated at a minimum number according to the formula of 1 credit = 2 weeks of training.

iv. ****Electives can be non-discipline related courses. Flexibility is given to HEPs to determine the appropriate credit.

3. ASSESSMENT OF STUDENT LEARNING

Assessment is central to ensuring the quality of a programme, acting as a critical indicator of whether students have achieved the intended learning outcomes. The COPPA Second Edition (2017) highlights the significance of assessment as a cornerstone of quality assurance, stating that "assessment of student learning is a key aspect of quality assurance, and it is one of the most important indicators of learning outcomes achievement." It emphasises the need for appropriate assessment methods and mechanisms, which must be aligned, clear, consistent, effective, and reliable, ensuring they accurately measure the achievement of the intended learning outcomes. This approach underpins the credibility of qualifications awarded, reinforcing the importance of robust and relevant assessment practices.

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

i. Assessments should comprise formative and summative assessments;
ii. Assessment must be aligned to both course and programme learning outcome;
iii. The development of intended PLOs should occur progressively, with courses at different stages of the programme indicating the progression. Consequently, it is essential to clearly identify and indicate courses that enable, enforce, reinforce, and measure PLOs. The achievement of PLOs at each stage should be compared to the performance targets set. Intervention should be considered in cases where the performance target is not met. Refer to Table 3, Code of Practice for Programme Accreditation and Guidelines to Good Practices: Programme Design and Delivery for further details.
iv. **Candidates are required to pass BOTH continuous and final assessments for every core course**. HEPs can define the meaning of a pass; however, a pass should imply that the examiner is satisfied that the candidate has met all the learning outcomes of a course;
v. Individual and group components for course assessment should be considered in an assessment plan. In courses with full continuous assessment is conducted, the weightage of the individual component shall be determined by the programme owner;

vi. The HEP must ensure academic integrity is adhered to, especially when generative artificial intelligence is incorporated in students' assessment. Consequently, alternative and authentic assessment should be considered and practiced; and

vii. The HEP must provide clear assessment instructions, marking guidelines, including assessment rubrics and marking schemes, for both continuous and final assessments, to measure CLOs and designated PLOs.

HEPs have the autonomy to determine the distribution of continuous and final assessments, with both assessment types ranging from 0% to 100% of the total assessment weightage, depending on the nature and requirements of the CLOs. This flexibility encourages HEPs to innovate and adopt alternative assessment methods, such as project-based tasks, portfolios and real-world simulations, alongside traditional methods like exams and quizzes. By integrating these diverse approaches, HEPs can design assessments that constructively align with learning outcomes, as outlined in the Guidelines to Good Practices: Assessment of Student Learning (2023).

Additionally, Education for Sustainable Development (ESD) competencies should be assessed as sub-attributes within the Malaysian Qualifications Framework (MQF) Five Clusters of Learning Outcomes and explicitly reflected in the CLOs. These competencies must be integrated into assessments to support broader learning goals and ensure alignment with Programme Learning Outcomes (PLOs).

The Guidelines to Good Practices: Assessment of Student Learning further highlights the significance of flexible assessment in catering to diverse learning contexts and student needs. This approach involves adapting methods to align with PLOs and CLOs while considering the discipline's nature, student diversity and delivery mode. Flexible assessments support active learning, inclusivity, and accessibility through options like online assessments, blended learning approaches, and student-centred strategies.

The following are the suggested forms of assessment, but not limited to, a variety of approaches to evaluate student learning and competencies:

i. Case Study;
ii. Comprehensive Examination;
iii. Course Product;
iv. Course Project;
v. Critique and Review;
vi. Demonstration;
vii. Essay;
viii. Event Management;
ix. Examination;
x. Exhibition;
xi. Expert-based Assessment (Academic & Industry);
xii. Field Work;
xiii. Final Year Project;
xiv. Graduate Seminar;
xv. Internship Report;
xvi. Logbook;
xvii. Oral Presentation;
xviii. Peer Assessment;
xix. Portfolio or e-portfolio;
xx. Quiz;
xxi. Simulation;
xxii. Test;
xxiii. Virtual Online Assessment; or
xxiv. Workshop.

Notes:

i. Standards in this area are best read together with the Guidelines to Good Practices: Assessment of Students, which is available on the MQA website: www.mqa.gov.my.
ii. The robustness and security of the processes and procedures related to student assessment are crucial in inspiring confidence in the quality of the qualifications awarded by the HEP. Please refer to the Code of Practice for Programme Accreditation, Second Edition for more details.

4. STUDENT SELECTION

This section of the Standards for Undergraduate Programme outlines principles for student selection, focusing on adherence to national policies, fairness, consistency, and alignment with institutional capacity and guidelines. As highlighted in the COPPA Second Edition (2017), admission to a programme must comply with the prevailing policies of the Ministry of Higher Education (MoHE). While methods of student selection may vary, HEPs must ensure consistency and be prepared to justify their approach. The number of students admitted should reflect the capacity of the HEP and the number of qualified applicants, without compromising admission and retention policies to meet enrolment targets. For geographically separated campuses or collaborative programmes, the selection and assignment of students must remain consistent with national policies.

The standards for the selection of students into programmes within this Standards for Undergraduate Programme are formulated by keeping in mind the generic national higher education policies pertaining to minimum student entry requirements. The student selection process should incorporate Flexible Learning Pathways (FLPs) by recognizing Accreditation of Prior Experiential Learning for Access (APEL.A), Accreditation of Prior Experiential Learning for Credit Award (APEL.C), Accreditation of Prior Experiential Learning for Award of Academic Qualifications (APEL.Q), and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M) practices.

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

Table 4: Minimum entry requirement for student admission

LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
CERTIFICATE (LEVEL 3, MQF)	i. Possess *Sijil Pelajaran Malaysia* (SPM) or equivalent with at least credit in any **ONE subject**; **OR** ii. A pass in *Sijil Kemahiran Malaysia* (SKM)* Level 2 in a related field; **OR** iii. Other relevant equivalent qualifications recognised by the Malaysian Government. * Pekeliling MQA Bil. 9/2019, Date: 30 Ogos 2019 - *Pelaksanaan Sistem Jaminan Kualiti Tunggal TVET: Penambahbaikan Laluan Pendidikan Graduan TVET.*	Achieve a grade in the Malaysian University English Test (MUET) or any English competency test equivalent to a Low B1 in the Common European Framework of Reference for Languages (CEFR).
DIPLOMA (LEVEL 4, MQF)	i. Possess SPM or equivalent with at least **THREE credits** in any subjects; **OR** ii. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) with a minimum grade of C in **ONE subject** [Grade Point (GP) 2.00]; **OR** iii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of Maqbul (Pass); **OR** iv. A pass in SKM Level 3 in a related field; **OR** v. A Certificate (Level 3, MQF) in a related field with at least a CGPA of 2.00; **OR**	Achieve a grade in the MUET or any English competency test equivalent to a Mid B1 in the CEFR.

LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENT)
	vi. Other relevant and equivalent qualifications recognised by the Malaysian Government.	
ADVANCED DIPLOMA (LEVEL 5, MQF)	i. A Diploma (Level 4, MQF) in the related fields with at least CGPA of 2.00; **OR** ii. Other related equivalent qualifications recognised by Malaysian Government.	Achieve a grade in the MUET or any English competency test equivalent to a Mid B1 in the CEFR.
BACHELOR'S DEGREE/ GRADUATE CERTIFICATE/ GRADUATE DIPLOMA (LEVEL 6, MQF)	i. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) or its equivalent, with a minimum of Grade C in **TWO subjects** (GPA 2.00); **OR** ii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of Jayyid; **OR** iii. Matriculation/Foundation or its equivalent, with a minimum CGPA of 2.00; **OR** iv. A Diploma or its equivalent, with a minimum CGPA of 2.00; **OR** v. *Diploma Kemahiran Malaysia (DKM)/Diploma Vokasional Malaysia* (DVM) with a minimum CGPA of 2.50 subjected to HEP Senate/Academic Board's approval; **OR** vi. *Diploma Lanjutan Kemahiran Malaysia (DLKM)* with a minimum CGPA of 2.50 subjected to HEP Senate/Academic Board's approval; **OR** vii. Other relevant and equivalent qualifications recognised by the Malaysian Government.	Achieve a grade in the MUET or any English competency test equivalent to a High B1 in the CEFR.

Notes:

i. HEP defines appropriate interventions for students-at-risk. These may include offering bridging, enhancement, or reinforcement courses related to the programme, which can be incorporated within or outside the curriculum structure.

ii. For the purpose of entry requirement, HEP needs to state clearly the types of disabilities that will be excluded from the programme. However, the types of disabilities should be reviewed based on advancement of technologies. For students with specific disabilities, the HEP has the responsibility of notifying the student of the limitations to employability.

iii. 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 for English competency requirement.

iv. 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).*

v. 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.*

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).

5. ACADEMIC STAFF

The quality of academic staff plays a pivotal role in ensuring the standard of higher education. COPPA Second Edition (2017) highlights that Higher Education Providers (HEPs) must prioritise appointing the most suitable candidates for their programmes through open, transparent, and fair recruitment practices. To achieve this, HEPs should design and implement efficient recruitment processes that attract talented individuals. It is essential to have an adequate number of qualified academic staff to meet the specific needs of each programme while ensuring a conducive working environment that supports their professional growth.

Furthermore, the role of academic staff must be clearly defined to ensure a fair distribution of responsibilities across teaching, research, and other activities. HEPs are encouraged to provide continuous staff development programmes, enabling staff to remain current in their disciplines and pedagogical skills. These programmes should include training on curriculum development, teaching and learning methodologies, technology, and assessment practices, with an emphasis on Values-Based Education (VBE), Education for Sustainable Development (ESD) and Flexible Learning Pathways (FLPs). This comprehensive approach ensures that academic staff are well-equipped to deliver quality education aligned with institutional and national goals.

Table 5 provides the requirements of the qualifications of academic staff and relevant staff ratios for the various MQF qualification levels. Besides possessing qualifications in the related field, HEPs must also ensure that academic staff are assigned courses based on their areas of expertise or relevant industry experience.

Table 5: Minimum qualification requirements of academic staff

MQF LEVEL	MINIMUM REQUIREMENT	NOTE
CERTIFICATE (LEVEL 3)	i. A Diploma (Level 4, MQF) or higher qualifications such as a Bachelor's degree (Level 6, MQF) or Master's Degree (Level 7, MQF) or Doctoral Degree (Level 8, MQF) in a related field; **OR**	<u>Academic staff ratio</u> i. At least 60% of the academic staff are full-timers. ii. Part-time staff may consist of industry practitioners or from academia.

MQF LEVEL	MINIMUM REQUIREMENT	NOTE
	ii. A Certificate (Level 3, MQF) in a relevant field **AND** at least **THREE years** of industry experience in the related field at a supervisory level in the subject taught (the programme should not employ more than 30% of staff in this category).	iii. At least 20% of the staff (both full-time and part-time) are required to have industry experience/ attachment in a related field. <u>Staff-student ratio</u> i. Overall academic staff-student ratio – 1:30. ii. Programme which has more practical skills, academic staff-student ratio 1:20.
DIPLOMA (LEVEL 4, MQF)	i. A Bachelor's Degree (Level 6, MQF) or higher qualifications such as a Master's Degree (Level 7, MQF) or Doctoral Degree (Level 8, MQF) in related field; **OR** ii. A Diploma (Level 4, MQF) in a relevant field **AND** at least **THREE years** of industry experience in related field at a supervisory level in the subject taught (the programme should not employ more than 30% of staff in this category).	<u>Academic staff ratio</u> i. At least 60% of the academic staff are full-timers. ii. Part-time staff may consist of industry practitioners or from academia. iii. At least 20% of the staff (both full-time and part-time) are required to have industry experience/ attachment in a relevant field. <u>Staff-student ratio</u> i. Overall academic staff-student ratio – 1:30. ii. Programme which has more practical skills, academic staff-student ratio 1:20.
ADVANCED DIPLOMA (LEVEL 5, MQF)	i. A Bachelor's Degree (Level 6, MQF) or higher qualifications such as a Master's Degree (Level 7, MQF) or Doctoral Degree (Level 8, MQF) in related field; **OR** ii. A Diploma (Level 4, MQF) in a relevant field **AND** at least	<u>Academic staff ratio</u> i. At least 60% of the academic staff are full-timers. ii. Part-time staff may consist of industry practitioners or from academia.

MQF LEVEL	MINIMUM REQUIREMENT	NOTE
	THREE years of industry experience in related field at a supervisory level in the subject taught (the programme should not employ more than 30% of staff in this category).	iii. At least 20% of the staff (both full-time and part-time) are required to have industry experience/ attachment in a relevant field. <u>Staff-student ratio</u> i. Overall academic staff-student ratio – 1:30. ii. Programme which has more practical skills, academic staff-student ratio 1:20.
GRADUATE CERTIFICATE/ GRADUATE DIPLOMA/ BACHELOR'S DEGREE (LEVEL 6, MQF)	i. A Master's Degree (Level 7, MQF) or higher qualification such as a Doctoral Degree (Level 8, MQF) in related field; **OR** ii. A Bachelor (Level 6, MQF) in a relevant field **AND** at least **FIVE years** of industry experience in related field at a supervisory level in the subject taught (the programme should not employ more than 30% of staff in this category).	<u>Academic staff ratio</u> i. At least 60% of the academic staff are full-timers. ii. Part-time staff may consist of industry practitioners or from academia. iii. At least 20% of the staff (both full-time and part-time) are required to have industry experience/ attachment in a relevant field. <u>Staff-student ratio</u> i. Overall staff-student ratio – 1:30. ii. Programme which has more practical skills, academic staff-student ratio 1:20.

Notes:

i. The staff (instructor/facilitator/tutor) to student ratio for the Open and Distance Learning (ODL) programme must be suitable for the learning-teaching methods and adhere to the discipline, while also considering the uniqueness and flexibility of ODL. Please refer to the Code of Practice for Programme Accreditation: ODL (COPPA: ODL) for more details.

ii. Industry experience can be cumulative, including before obtaining the required qualification, but it must align with the level and content of the programme.

iii. A candidate with an academic qualification obtained through the APEL route may be accepted as academic staff by considering the related industry experience gained. Refer to the Advisory Note No. 7/2021: Panduan Lantikan Staf Akademik Graduan APEL.

iv. Please refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik* for general guidelines on staff workload and staff-student ratio. You may utilize either the staff-student ratio framework outlined previously or the one provided in *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik.*

Academic Staff Development

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

The HEPs must commit to providing staff with development opportunities to ensure that their staff are able to contribute fully to their vision and mission. Therefore, the HEPs must provide the academic staff with at least 40 hours per year of Continuous Professional Development (CPD) programmes to enhance their expertise and skills in pedagogy for teaching, learning, assessment, research, technology literacy and current trends. The CPD may include participating in training, workshops and conferences; pursuing academic/professional qualifications; engaging in self-directed studies; coaching/mentoring/tutoring; and performing industrial attachments, consultancies and community services. Part-time and/or contract staff should also be considered in the CPD programmes.

6. EDUCATIONAL RESOURCES

The quality of teaching and learning in any programme depends significantly on the availability and adequacy of educational resources, which must align with the programme's specific needs to ensure optimal academic and professional development for students. As highlighted in the COPPA Second Edition (2017), "Adequate educational resources are necessary to support the teaching and learning activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance." This alignment ensures that programmes are equipped to meet educational objectives effectively.

HEPs are required to provide sufficient resources conducive to effective teaching and learning. These include lecture and tutorial rooms, technical support, and sufficient space to accommodate student-centred learning, as well as support for Flexible Learning Pathways (FLPs). While the recommended resources for related programmes represent a minimum standard, HEPs are encouraged to exceed these based on specific programme requirements.

Inclusive education practices and specialized facilities should be available for students with special needs or those facing personal or relational challenges. Access to professional counselling services is essential, as outlined in *Garis Panduan Pelaksanaan Dasar Inklusif Orang Kurang Upaya di Institusi Pendidikan Tinggi* and the *Pelan Pembangunan Pendidikan Malaysia* (PPPM).

Recommended resources include:

i. Physical Facilities: Qualified experts in the related field, technical support, reliable infrastructure, adequate internet access, electronic devices, lecture/tutorial rooms with audio-visual facilities, computer labs, studios (for specialised programmes), libraries with up-to-date resources, standard-sized workstations with internet access and relevant software.
ii. Financial Resources: Sufficient funding for exhibitions, publications, conferences, and student lounges near working spaces.

iii. ODL Programmes: Appropriate physical and virtual facilities, including electronic learning platforms and resources.

All facilities must meet minimum health and safety standards, including adequate space, equipment, and internet access. Shared facilities between HEPs and industry, as specified in MoUs/MoAs/LoAs, must be provided. The availability of relevant reading materials and resources for staff and students must also be ensured within the HEP's library or resource centre.

7. PROGRAMME MANAGEMENT

Effective programme management is essential for ensuring the smooth operation and academic success of an educational institution. As noted in the COPPA Second Edition (2017), “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, leadership plays a pivotal role in providing clear guidelines, fostering collegiality and transparency, and managing resources with accountability. Additionally, it must establish strong partnerships with stakeholders and dedicate efforts to academic and scholarly pursuits. While formalised arrangements offer structural support, the development of these relationships thrives on a foundation of reciprocity, mutuality, and open communication. This approach ensures the governance framework effectively supports both institutional and academic objectives.

In this Standards, academic leadership is largely focused on suitably qualified persons in the respective field to carry out the necessary curriculum monitoring, review and assessment. The leaders of the programmes should demonstrate knowledge of the field and the attributes of good ethical values in work practices. It is advisable that leaders of programmes have industry experience or relevant professional certification.

A person holding the programme leadership position must:

i. have related academic qualifications and experience in the area of study;
ii. have a broad-based view of the related programme and perception of the industry and its impact on the environment and society;
iii. have the ability to inspire others to perform at their full potential;
iv. have the ability to listen and communicate effectively with sensitivity to both individuals and groups;
v. be able to show a strong commitment to 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 the changing demands and pressures from key 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 leader, i.e., Head of Programme, Programme Coordinator or equivalent positions, must meet the following principle-based requirements:

A Programme Leader must possess **any academic qualification** with **at least one qualification related to the programme; AND** have **adequate years** of working experience including academic experience subject to the HEP's approval.

Note:
Someone who has demonstrated **intensive scholarly work/achievement in the related field,** at a **complexity level appropriate for the programme may be considered** even though the **academic qualification is not related** to the programme.

However, the HEP may determine higher and/or additional criteria for selection of programme leader as it deems necessary.

Explanation of Terms:

'adequate years'	generally implies a significant amount of time, often more than a year. In most contexts, 'adequate' would not be used to describe a period as short as one year and one day, as that is not typically considered a long duration. The period implies a period long enough to be significant or impactful, which most people would interpret as several years rather than just over one.
'scholarly work/ achievement'	refers to significant contributions made in an academic or intellectual field and may include research papers, books, articles, or any form of publication that presents original research, analysis, or theory. Scholarly achievements are often recognised for their depth, rigour, and impact on the field.

The appointment for the Management of the Faculty, Academic Centre, Department, School, etc., requires the HEP's to document the process of appointments accordingly as a policy paper to support its structural frameworks and appropriately represent towards the governing of the programme.

Industry experience can be cumulative, including before obtaining the required qualification, but it must align with the level and content of the programme.

8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

Quality enhancement requires regular monitoring, review, and evaluation of programmes to ensure their effectiveness and relevance. This includes assessing structures, processes, curriculum components, and students' progress, employability, and performance. Feedback from diverse sources, such as students, alumni, academic staff, employers, external examiners, advisors, professional bodies and informed citizens, fosters a holistic approach to continuous improvement.

Student performance measures, including average study duration, assessment scores, examination passing rates, success and dropout rates and feedback from students and alumni, provide critical insights. For example, a high failure rate may indicate issues with curriculum content, teaching methods, or assessment systems. Student feedback, gathered through questionnaires and participation in programme committees, is instrumental in identifying specific areas for improvement.

Programme effectiveness is further evaluated by monitoring graduate performance and collecting feedback from society and employers on graduate strengths and weaknesses. Longitudinal studies of graduates offer valuable insights to align programmes with evolving needs (COPPA Second Edition, 2017).

To ensure continuous improvement, programmes must undergo comprehensive monitoring and review using appropriate mechanisms that incorporate feedback from various stakeholders. Departments should collaborate with the HEP’s central Quality Assurance Unit to maintain objectivity, while committees responsible for programme review should be granted sufficient autonomy to carry out their responsibilities effectively (COPPA Second Edition, 2017). This integrated approach ensures that programmes remain relevant and aligned with both academic and professional standards.

The HEPs are expected to provide evidence of their ability to keep pace with the changes in the field of related areas or experts and the requirements of the stakeholders. These may be demonstrated by, but are not limited, to the following:

i. The department must have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP;
ii. A comprehensive curriculum review should be conducted at least once every three to five years. However, updating the curriculum to keep pace with current developments should be conducted at more regular intervals;
iii. Compulsory appointment of external examiners who are qualified in the related fields to assure the quality of the students of the Bachelor's degree (Level 6, MQF) and above programmes;
iv. Continual benchmarking against top universities at the national and international levels;
v. Linkages with related professional bodies, government agencies and industry;
vi. Engagement with industry practitioners through appointment as a member of the Board of Studies, appointment of adjunct positions, guest speakers, etc.;
vii. Annual dialogue sessions with stakeholders, including internal such as academic staff and students, as well as external parties like alumni, employers, professional bodies and advisory boards;
viii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses;
ix. Presentations by invited speakers, local or international;
x. Organising conferences, seminars and workshops;
xi. Encouraging international exchange among students and staff; and
xii. Continuous review of industrial attachment practices and records.

The HEPs must outline subsequent actions, such as implementing recommendations, monitoring improvements, and following up on progress to ensure continuous quality enhancement. For further guidance, refer to the *Guidelines to Good Practices: Monitoring, Reviewing, and Continually Improving Institutional Quality (GGP: MR-CIIQ)*.

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APPENDIX 1

LIST OF PANEL MEMBERS

NO.	PANEL MEMBER	ORGANISATION
1.	Prof. Dr. Sharipah Ruzaina Syed Aris	Faculty of Education Universiti Teknologi MARA (UiTM) Shah Alam **Chairman**
2.	Assoc. Prof. Dr. Zuhaili Akmal Ismail	School of Arts Sunway University **Standard Writer**
3.	Assoc. Prof. Ts. Dr. Aishah Abu Bakar	Faculty of Civil Engineering Technology Universiti Malaysia Pahang Al-Sultan Abdullah
4.	Dr. Siti Norida Wahab	Faculty of Business and Management Universiti Teknologi MARA (UiTM) Kampus Puncak Alam
5.	Dr. Mohd Shaharudin Shah Che Hamzah	School of Medical Sciences Universiti Sains Malaysia (USM)
	PERMANENT REPRESENTATIVE	
6.	Ms. Tracy Anak William Tandang	Jabatan Pendidikan Tinggi Kementerian Pendidikan Tinggi Malaysia
7.	Ms. Masniza Mansor	Jabatan Pendidikan Politeknik dan Kolej Komuniti

APPENDIX 2

LIST OF ORGANISATIONS INVOLVED IN THE STAKEHOLDER WORKSHOPS

1. Higher Education Provider

Advance Tertiary College
AIMST University Malaysia
Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA)
Akademi Yasmin
Albukhary International University (AIU)
Al-Madinah International University (MEDIU)
Asia e University
Asia Metropolitan University
Asia Pacific University of Technology & Innovation (APU)
Asia School of Business
Berjaya University College
City University
Curtin University Malaysia
Dasein Academy of Art
East West International College
Fajar International College
Global Institute of Studies (GIS College)
Goon International College
HELP University
IHM College
IIMAT College - International Institute of Management and Technology
IJN College
International Institute of Management and Technology (IIMAT college)
Imperium International College
IMU University
INCEIF University
Institut Kemahiran Tinggi PERDA (PERDA-TECH)
INTI International College Penang
INTI International College Subang
INTI International University

IHM College
Infrastructure University Kuala Lumpur (IUKL)
Kolej Antarabangsa Murni
Kolej Antarabangsa Northern Kuala Lumpur
Kolej Antarabangsa Yayasan Melaka
Kolej Antarabangsa MDIS Malaysia
Kolej ATI
Kolej Eastern
Kolej Hafiz
Kolej IBS
Kolej Islam Antarabangsa
Kolej Islam Teknologi Antarabangsa (KITAB) Pulau Pinang
Kolej Kejururawatan Lam Wah Ee
Keris College
Kolej Komuniti Jelebu
Kolej Komuniti Selandar
Kolej Laila Taib
Kolej MAHSA Cawangan Sabah
Kolej Mutiara
Kolej Pacific
Kolej Pendidikan Perdana (KOPEDA)
Kolej Poly-Tech MARA
Kolej Profesional Baitulmal Kuala Lumpur
Kolej Sains Kesihatan Pusat Perubatan Universiti Malaya
Kolej SATT
Kolej SEGi Pulau Pinang
Kolej SEGi Sarawak
Kolej Sentral Pilau Pinang
Kolej SIDMA Sarawak
Kolej Sunway (Kuala Lumpur)
Kolej Sunway Ipoh
Kolej Taylor's
Kolej Teknologi Sarawak
Kolej UNITAR Ipoh
Kolej UNITAR Kota Bharu

Kolej UNITAR Kuantan
Kolej UNITAR Sungai Petani
Kolej UNITAR Kuantan
Kolej Universiti Antarabangsa Spektrum
Kolej Universiti BERJAYA
Kolej Universiti Islam Perlis
Kolej Universiti Saito
Kolej Universiti Selatan
Kolej Universiti TATI
Kolej Vokasional (Pertanian) Teluk Intan
Kolej Vokasional Keningau
Kolej Vokasional Melaka Tengah
Kolej Vokasional Pagoh
Kolej Vokasional Pasir Gudang
Kolej Yayasan Pahang (KYP)
Kompas International College
KPJ Healthcare University
Kuala Lumpur Metropolitan University College (KLMUC)
MAHSA Avenue International College
MAHSA College Sabah
MAHSA University Malaysia
Malaysia University of Science and Technology (MUST)
Malaysian Institute of Art
Management & Science University (MSU)
Manipal International University
Methodist Pilley Institute
Monash University Malaysia
Multimedia University (MMU)
Netherlands Maritime University College (NMUC)
New Era University College
Northern Kuala Lumpur International College
Open University Malaysia (OUM)
Oriental Nilam College of Nursing and Health Sciences
Politeknik Banting Selangor

Politeknik Ibrahim Sultan
Politeknik Jeli Kelantan
Politeknik Kota Kinabalu
Politeknik Merlimau
Politeknik Mersing
Politeknik METrO Betong Sarawak
Politeknik Nilai
Politeknik Port Dickson
Politeknik Seberang Perai
Politeknik Sultan Abdul Halim Muãdzam Shah
Politeknik Tun Syed Nasir Syed Ismail
Politeknik Ungku Omar
Putra Business School
Raffles University
Reliance College
SEGi College Kuala Lumpur
SEGi College Penang
SEGi College Sarawak
Shipping and Aviation College
Styling Pavilion Academy
Sunway College (Kuala Lumpur)
Sunway College Johor Bahru
Sunway University
Swinburne University of Technology Sarawak Campus
Tunku Abdul Rahman University of Management & Technology (TAR UMT)
Tunku Abdul Rahman University of Management and Technology - Perak Branch
Taylors University
The Easyway Academy
The One Academy of Communication Design
UCSI University
UCSI College
UCYP University
Universiti AIMST
University College Bestari
University College of Aviation Malaysia (UniCAM)

University of Cyberjaya
Universiti Geomatika Malaysia
Universiti Kuala Lumpur (UniKL)
Universiti Kebangsaan Malaysia (UKM)
Universiti Malaya
Universiti Malaysia Kelantan (UMK)
Islam Antarabangsa Malaysia (UIAM)
Universiti Islam Antarabangsa Sultan Abdul Halim Mu'adzam Shah (UniSHAMS)
Universiti Islam Selangor (UIS)
Universiti Islam Melaka (UNIMEL)
Universiti Malaysia Kelantan (UMK)
Universiti Malaysia Perlis (UniMAP)
Universiti Malaysia Pahang Al-Sultan Abdullah (UMP)
Universiti Malaysia Sabah (UMS)
Universiti Malaysia Sarawak (UNIMAS)
University of Nottingham Malaysia
University of Reading Malaysia
University of Southampton Malaysia
Universiti Pendidikan Sultan Idris (UPSI)
Universiti Pertahanan Nasional Malaysia (UPNM)
Universiti Putra Malaysia (UPM)
Universiti Sains Malaysia (USM)
Universiti Sains Islam Malaysia (USIM)
Universiti Selangor (UNISEL)
Universiti Sultan Zainal Abidin (UniSZA)
Universiti Sultan Azlan Shah (USAS)
Universiti Teknikal Malaysia Melaka (UTeM)
Universiti Teknologi MARA (UiTM)
Universiti Teknologi Malaysia (UTM)
Universiti Teknologi PETRONAS (UTP)
Universiti Tenaga Nasional (UNITEN)
Universiti Tunku Abdul Rahman (UTAR)
Universiti Tun Hussein Onn Malaysia (UTHM)
Universiti Tun Abdul Razak (UNIRAZAK)

Universiti Utara Malaysia (UUM)
UNITAR International University
UCSI University
UNITAR College
UOW Malaysia
UOW Malaysia KDU Penang University College
Universiti Malaya-Wales
Wawasan Open University
Xiamen University Malaysia
YTL International College of Hotel Management

2. Government Agency

CIAST (Pusat Latihan Pengajar dan Kemahiran Lanjutan)
GIATMARA Malaysia Sdn. Bhd.
Institut Latihan Kementerian Kesihatan Malaysia (ILKKM)
Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK)
Jabatan Perkhidmatan Awam
Jabatan Tenaga Manusia (JTM)
Jabatan Penilaian dan Perkhidmatan Harta
Kementerian Belia dan Sukan Malaysia
Kementerian Kesihatan Malaysia
Kementerian Pendidikan Malaysia
Kementerian Sumber Manusia
Lembaga Ahli Geologi (BOG)
Lembaga Jurukur Sabah
Lembaga Jururawat Malaysia
Lembaga Kelayakan Profesion Undang-Undang Malaysia
Lembaga Kemajuan Wilayah Pulau Pinang
Lembaga Perindustrian Kayu Malaysia (MTIB)
Majlis Perubatan Homeopathy Malaysia (MPHM)
Majlis Profesion Kesihatan Bersekutu
Malaysia Digital Economy Corporation (MDEC)
Pusat Latihan Teknologi Tinggi (ADTEC) Melaka

3. **Industry**

ECCE Council Malaysia

Federation of Malaysian Manufacturer (FMM)

HNVL Training and Services

Institution of Engineers, Malaysia (IEM)

Jurukur Tempatan Sdn. Bhd.

Malaysian Pharmacists Society (MPS)

Mesra Web

My Beauty Academy Sdn. Bhd.

Perintis Massa Enterprise

Prasarana Malaysia Berhad

Prasarana RapidBus Academy

Pyrogen Group

Sicura Resources

Tadika Permata Iman

Talent Corporation Malaysia Berhad

4. **MQA Panel of Assessors**

5. **MQA Officers**

GLOSSARY

1.	Continuous Assessment	Assessment conducted on a continuous basis throughout the learning experience and includes formative and summative assessment opportunities. It is carried out at any of the predetermined points of the total learning experience. These consecutive assessment opportunities, which include a variety of assessment methods, have predetermined weightings and include the assessment of all the outcomes within the module. For more information, refer to the *Guidelines to Good Practices: Assessment of Student Learning, Second Edition* (2023).
2.	Core	May include common and/or discipline that is considered appropriate for the programme.
3.	Course	Components of a programme. The term 'courses' is used interchangeably with modules, subjects or units.
4.	Elective	Elective courses can include non-related subjects from any discipline. Some HEPs may refer to these as Field or Free Electives.
5.	Education for Sustainable Development	"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)
6.	Final Assessment	The last activity students must complete in a course. A final assessment may be an exam, a culminating activity or a combination of the two. This task assesses students' knowledge of a subject and may be cumulative. A final assessment is similar in nature to a summative assessment, which includes end-of-unit tests, standardised testing and cumulative work, such as curating a portfolio over the duration of a course. For more information, refer to Table 12, Management of Student Assessment and Process, in the Guidelines to Good Practices: Assessment of Student Learning, Second Edition (2023).
7.	Flexible Learning Pathways	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.	Industrial Training/ Industrial Attachment	A period of time within the programme when students are required to be placed in the industry to experience a real working environment. For more information, refer to *Dasar Latihan Industri Institusi Pengajian Tinggi.*

9.	Learning Outcome	Statements on what a learner should know, understand and do upon the completion of a period of study.
10.	Open and Distance Learning (ODL)	The provision of flexible educational opportunities in terms of access and multiple modes of knowledge acquisition. Please refer to the ODL Guideline by MQA.
11.	Programme	An arrangement of courses that are structured for a specified duration with a specified learning volume to achieve the stated learning outcomes. This usually leads to an award of a qualification. Each programme must have PEOs and PLOs and must be measured progressively.
12.	Programme Educational Objective	Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve after they have graduated.
13.	Programme Learning Outcome	Programme Learning Outcomes are the goals students are expected to achieve by the end of their programme. These outcomes include specific and general knowledge, skills, attitudes, and abilities that graduates should demonstrate after completing all the courses in their programme.
14.	Quality Assurance	Comprises planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide an adequate demonstration that quality is being achieved, maintained and

		enhanced, and meets the specified standards of teaching, scholarship and research, as well as student-learning experience.
15.	Related Field	This refers to a field of study or discipline that is directly connected or closely associated with the subject matter or focus of the qualification or programme being evaluated. It indicates that the knowledge, skills, and competencies obtained in this field are applicable and supportive of the intended qualification.
16.	Relevant Field	This term is used to denote a field of study or discipline that may not be directly aligned with the main focus of the qualification or programme, but still provides knowledge or skills that are complementary or beneficial to the overall educational goals. It signifies that while not directly related, the field enhances the understanding or application of the qualification in a broader context.
17.	Values-Based Education	Values-Based Education (VBE) focuses on developing moral and ethical values alongside academic rigour. VBE aims to nurture character, personality, attitude and behaviour based on humanistic, societal and communal values.
18.	Working Experience	Working experience encompasses expertise gained through professional engagement in industry or academia. Industry experience involves practical roles in organisational settings, while academic experience focuses on

	teaching, research and scholarly contributions within educational institutions.

END

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Malaysian Qualifications Agency

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