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Congratulations
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Malaysia's
**4th Kidney
Transplant Centre**

First Kidney Transplant performed
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in collaboration with UM



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181
2016/2017 overall rank

158
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WE ARE
THE TOP 1.3%
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For the purpose of this code of practice for accreditation of programmes offered by higher education providers, the term ‘curriculum design and delivery’ is used interchangeably with the term ‘programme design and delivery.’ **“Programme” means an arrangement of courses that are structured for a specified duration and learning volume to achieve the stated learning outcomes and usually leading to an award of a qualification.**

(COPPA, 2008 p.14)

2.1 Academic Autonomy

An academic institution is expected to have sufficient autonomy over academic matters. Such autonomy should be reflected at departmental level where the programme is being offered.

(COPPA, 2008 p. 14)

- The department must have sufficient autonomy to design the curriculum and to allocate the resources necessary for its implementation to ensure the achievement of learning outcomes.
- Where applicable, the above provision must also cover programmes franchised to, or from, other HEPs in accordance with national policies.
- The academic staff must be given sufficient autonomy to focus on areas of his expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, and academically-related administrative duties and community engagement.

CLAUSE	STANDARDS	AL5	AL3	AL1
2.1	The department must have sufficient autonomy to design the curriculum and to allocate the resources necessary for its implementation to ensure the achievement of learning outcomes.	The department has clear evidence of the establishment and competent curriculum committee to design the curriculum and to allocate the required resources necessary for its implementation.	The department has sufficient evidence of the establishment but limited competencies of the curriculum committee to design the curriculum and allocate the required resources necessary for its implementation.	The department has no evidence to support the establishment of the curriculum committee whom is responsible to design the curriculum and allocate the required resources necessary for its implementation.
2.1	Where applicable, the above provision must also cover programmes franchised to, or from, other HEPs in accordance with national policies.	NA	NA	NA
2.1	The academic staff must be given sufficient autonomy to focus on areas of his expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, and academically-related administrative duties and community engagement.	The HEP provide wide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience. Guide: more than 80% of the 10% selected attending professionally related training	The HEP provide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience. Guide: 50% to 80% of the 10% selected attending professionally related training	The HEP does not provide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience. Guide: less than 50% of the 10% selected attending professionally related training

2.2 Programme Design and Teaching-Learning Methods

- The department must have a defined process by which the curriculum is established, reviewed and evaluated.
- The process must involve the academic and administrative staff of the department.
- The programme must be considered only after a need assessment has indicated that there is a need for the programme to be conducted.

- The programme must be considered only after the resources to support the programme have been identified.
- The programme content, approach, and teaching-learning methods must be appropriate and consistent, and supports the achievement of the programme learning outcomes.
- There must be a variety of teaching-learning methods in order to achieve the eight domains of the learning outcomes and to ensure that students take responsibility for their own learning.

CLAUSE	STANDARDS	AL5	AL3	AL1
2.2	The department must have a defined process by which the curriculum is established, reviewed and evaluated.	The department has a very clearly defined process to establish, review and evaluate the curriculum in which the faculty, the administration and the governing board play an active role.	The department has a clearly defined process to establish, review and evaluate the curriculum in which the faculty, the administration and the governing board play an active role.	The department does not have a process to establish, review and evaluate the curriculum.
2.2	The process must involve the academic and administrative staff of the department.	The academic and administrative staff of the department is highly involved in the program design.	The academic and administrative staff of the department is involved in the program design.	The academic and administrative staff of the department is not involved in the program design.
2.2	The programme must be considered only after a need assessment has indicated that there is a need for the programme to be conducted.	All programmes are considered only after their extensive need assessment has indicated that there is a need for them to be conducted.	All programmes are considered only after their need assessment has indicated that there is a need for them to be conducted	All programmes are considered without need assessment

CLAUSE	STANDARDS	AL5	AL3	AL1
2.2	The programme must be considered only after the resources to support the programme have been identified.	The resources to support all programmes have been clearly identified .	The resources to support all programmes have been identified .	The resources to support all programmes have not been identified .
2.2	The programme content, approach, and teaching-learning methods must be appropriate and consistent, and supports the achievement of the programme learning outcomes.	The HEP shows that the content, approach, and teaching-learning methods of the curricula are very consistent with, and supportive of, their learning outcomes.	The HEP shows that the content, approach, and teaching-learning methods of the curricula are consistent with, and supportive of, their learning outcomes.	The HEP does not show that the content, approach, and teaching-learning methods of the curricula are consistent with, and supportive of, their learning outcomes.
2.2	There must be a variety of teaching-learning methods in order to achieve the eight domains of the learning outcomes and to ensure that students take responsibility for their own learning.	There is a wide variety of teaching-learning methods to achieve the eight domains of the learning outcomes and to ensure that students take responsibility for their own learning.	There is a variety of teaching-learning methods to achieve the eight domains of the learning outcomes and to ensure that students take responsibility for their own learning.	There is no variety of teaching-learning methods to achieve the eight domains of the learning outcomes and to ensure that students take responsibility for their own learning.

2.3 Curriculum Content & Structure

A teaching learning environment can only be effective when the curriculum content and structure of a programme continually keep abreast with the most current development in the field of study.

(COPPA 2008, p.16)

- The programme must incorporate the core subject matter essential for the understanding of the concepts, principles and methods that support the programme outcomes.
- The programme must fulfill the requirements of the discipline taking into account the appropriate discipline standards and international best practices for the field.
- The content of the programme must be periodically reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.

CLAUSE	STANDARDS	AL5	AL3	AL1
2.3	The programme must incorporate the core subject matter essential for the understanding of the concepts, principles and methods that support the programme outcomes.	All academic programmes fully incorporate the core content of the discipline that are essential for understanding the concepts, principles and methods that support the programme outcomes.	All academic programmes incorporate the core content of the discipline that are essential for understanding the concepts, principles and methods that support the programme outcomes.	All academic programmes do not incorporate the core content of the discipline that are essential for understanding the concepts, principles and methods that support the programme outcomes.
2.3	The programme must fulfill the requirements of the discipline taking into account the appropriate discipline standards and international best practices for the field.	All academic programmes highly fulfill the requirements of the discipline and incorporate topics of local, national and international importance, taking into account the appropriate discipline standards and international best practices for the field, as well changes in them.	All academic programmes adequately fulfill the requirements of the discipline and incorporate topics of local, national and international importance, taking into account the appropriate discipline standards and international best practices for the field, as well changes in them.	All academic programmes do not fulfill the requirements of the discipline and incorporate topics of local, national and international importance, taking into account the appropriate discipline standards and international best practices for the field, as well changes in them.
2.3	The content of the programme must be periodically reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.	All programmes content are periodically reviewed extensively to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.	All programmes content are periodically reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.	All programmes content are not reviewed.

2.4 Management of the Program

- Students must be provided with the most current written information about the aims, outline, learning outcomes, and methods of assessment of the programme.
- The programme must have an appropriate coordinator and team of academic staff (e.g., a programme committee) responsible for the planning, implementation, evaluation and improvement of the programme.

- The programme team must have authority and established procedures for planning and monitoring the programme.
- The programme team must have adequate resources to implement the teaching and learning activities, and conduct programme evaluation for quality improvement.
- The programme, especially its content and delivery, must be regularly reviewed and evaluated and the results utilised to assure quality. (At level 6 and above of the MQF, the review must involve external examiners.)
- The department must provide its student a conducive learning environment in which scholarly and creative achievements are nurtured.

CLAUSE	STANDARDS	AL5	AL3	AL1
2.4	Students must be provided with the most current written information about the aims	The students are consistently provided with the most current written information about the aims, outline, learning outcomes, and methods of assessment of programmes offered by the HEP.	The students are provided with the most current written information about the aims, outline, learning outcomes, and methods of assessment of programmes offered by the HEP.	The students are not provided with the written information about the aims, outline, learning outcomes, and methods of assessment of programmes offered by the HEP.
2.4	The programme must have an appropriate coordinator and team of academic staff (e.g.	All programmes have a highly qualified coordinator and a team of highly appropriate academic staff (e.g., a programme committee or team) that is responsible for the planning, implementation, evaluation and improvement of the programme.	All programmes have a qualified coordinator and a team of appropriate academic staff (e.g., a programme committee or team) that is responsible for the planning, implementation, evaluation and improvement of the programme.	All programmes do not have a coordinator and a team of academic staff (e.g., a programme committee or team) that is responsible for the planning, implementation, evaluation and improvement of the programme.
2.4	The programme team must have authority and established procedures for planning and monitoring the programme.	The programme teams have a high degree of authority and well established procedures for programme planning and monitoring.	The programme teams have sufficient authority and established procedures for programme planning and monitoring.	The programme teams do not have authority and procedures for programme planning and monitoring.

CLAUSE	STANDARDS	AL5	AL3	AL1
2.4	The programme team must have adequate resources to implement the teaching and learning activities, and conduct programme evaluation for quality improvement.	All programme teams have abundant resources to implement teaching-learning activities and to conduct programme evaluation for quality improvement.	All programme teams have adequate resources to implement teaching-learning activities and to conduct programme evaluation for quality improvement.	All programme teams do not have resources to implement teaching-learning activities and to conduct programme evaluation for quality improvement.
2.4	The programme, especially its content and delivery, must be regularly reviewed and evaluated and the results utilised to assure quality. (At level 6 and above of the MQF, the review must involve external examiners.)	All programmes -- in particular their content and delivery -- are continually reviewed and evaluated and the results fully utilised to assure quality. (At level 6 and above of the MQF, the review involve external examiners)	All programmes -- in particular their content and delivery -- are regularly reviewed and evaluated and the results utilised to assure quality. (At level 6 and above of the MQF, the review involve external examiners)	All programmes -- in particular their content and delivery -- are not reviewed and evaluated.
2.4	The department must provide its student a conducive learning environment in which scholarly and creative achievements are nurtured.	The department provides its students a very conducive learning environment in which scholarly and creative achievement are nurtured. review must involve external examiners.)	The department provides its students a conductive learning environment in which scholarly and creative achievement are nurtured.	The department does not provide its students a conducive learning environment in which scholarly and creative achievement are nurtured.

2.5 Linkages With External Stakeholders

The department must have linkages with all levels of stakeholders outside of the department for the purposes of curriculum planning, implementation and review.

CLAUSE	STANDARDS	AL5	AL3	AL1
2.5	The department must have linkages with all levels of stakeholders outside of the department for the purposes of curriculum planning, implementation and review. (2.5)	The department has extensive linkages with all external stakeholders at the local, national, regional and global levels for the purpose of planning, implementing and reviewing its programmes.	The department has linkages with all external stakeholders at the local, national, regional and global levels for the purpose of planning, implementing and reviewing its programmes.	The department does not have linkages with any external stakeholders.

Student assessment is a crucial aspect of quality assurance because it drives student learning. It is one of the most important measures to show the achievement of learning outcomes. The result of assessment is also the basis in awarding qualifications. Hence, methods of student assessment have to be clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes.

3.1 Relationship Between Assessment and Learning (Benchmark standards)

- Assessment principles, methods and practices must be aligned with learning outcomes and programme content.
- The assessment must be consistent with the levels defined in the MQF, the eight domains of learning outcomes and the programme standards.

CLAUSE	STANDARDS	AL5	AL3	AL1
3.1	Assessment principles, methods and practices must be aligned with learning outcomes and programme content.	The principles, methods and practices of student assessment are very well aligned with learning outcomes and the curricula.	The principles, methods and practices of student assessment are aligned with learning outcomes and the curricula.	The principles, methods and practices of student assessment are not aligned with learning outcomes and the curricula.
3.1	The assessment must be consistent with the levels defined in the MQF, the eight domains of learning outcomes and the programme standards	Assessment is very highly consistent with the levels defined in the MQF, the eight domains of learning outcomes and the programme standards.	Assessment is consistent with the levels defined in the MQF, the eight domains of learning outcomes and the programme standards.	Assessment is not consistent with the levels defined in the MQF, the eight domains of learning outcomes and the programme standards.

3.2 Assessment Methods (Benchmark standards)

- The frequency, methods, and criteria of student assessment -- including the grading criteria-- must be documented and communicated to students on the commencement of the programme.
- Assessment must be summative and formative.
- A variety of methods and tools must be used appropriately to assess the learning outcomes and competencies.
- There must be mechanisms to ensure the validity, reliability, consistency, currency and fairness of the assessment methods.
- The assessment system must be reviewed at appropriate scheduled intervals.

CLAUSE	STANDARDS	AL5	AL3	AL1
3.2	The frequency, methods, and criteria of student assessment -- including the grading criteria -- must be documented and communicated to students on the commencement of the programme.	The methods student assessment, including the grading criteria, are well documented and widely communicated to students on commencement of a programme.	The methods of student assessment, including the grading criteria, are documented and communicated to students on commencement of a programme.	The methods of student assessment, including the grading criteria, are not documented and communicated to students on commencement of a programme.
3.2	Assessment must be summative and formative.	Effectively using summative and formative method of assessment.	Using both summative and formative methods of assessment.	Not effectively using summative and formative method of assessment.
3.2	A variety of methods and tools must be used appropriately to assess the learning outcomes and competencies	A wide range of methods and tools are used to assess learning outcomes and competencies	A few methods and tools are used to appropriately assess learning outcomes and competencies	There is only one method and tool used to assess learning outcomes and competencies.
3.2	There must be mechanisms to ensure the validity, reliability, consistency, currency and fairness of the assessment methods.	There are comprehensive mechanisms to ensure the validity, reliability, consistency, currency and fairness of the student assessment methods.	There are mechanisms to ensure the validity, reliability, consistency, currency and fairness of the student assessment methods.	There are no mechanisms to ensure the validity, reliability, consistency, currency and fairness of the student assessment methods.
3.2	The assessment system must be reviewed at appropriate scheduled intervals	The assessment method is continually reviewed to ensure currency.	The assessment method is reviewed at appropriate scheduled intervals to ensure currency.	The assessment method is not reviewed .

3.3 Management of Student Assessment

The management of the assessment system is directly linked to the Higher Education Provider's (HEP's) responsibilities as a body that confers qualifications. The robustness and security of the processes and procedures related to student assessment are important in inspiring confidence in the quality of the qualifications awarded by the HEP.

- Student assessment results must be communicated to the student within reasonable time.
- Changes to student assessment methods must follow established procedures and regulations and communicated to the student prior to their implementation.
- There must be mechanisms to ensure the security of assessment documents and records.
- The programme grading, assessment, and appeal policies and practices must be publicised.

CLAUSE	STANDARDS	AL5	AL3	AL1
3.3	Student assessment results must be communicated to the student within reasonable time	Student assessment results are very efficiently communicated to the student within reasonable time.	Student assessment results are communicated to the student within reasonable time.	Student assessment results are not efficiently communicated to the student within reasonable time.
3.3	Changes to student assessment methods must follow established procedures and regulations and communicated to the student prior to their implementation	Changes to student assessment methods clearly follow established procedures and regulations and are effectively communicated to the students prior to their implementation.	Changes to student assessment methods follow established procedures and regulations and are communicated to the students prior to their implementation.	Changes to student assessment methods do not follow established procedures and regulations and are not effectively communicated to the students prior to their implementation.
3.3	There must be mechanisms to ensure the security of assessment documents and records.	There are comprehensive mechanisms to ensure security of assessment documents and records.	There are mechanisms to ensure the security of assessment documents and records.	There are no effective mechanisms to ensure the security of assessment documents and records.
3.3	The programme grading, assessment, and appeal policies and practices must be publicised	The programme grading, assessment, and appeal policies are widely known and publicized .	The programme grading, assessment, and appeal policies are known and publicized .	The programme grading, assessment, and appeal policies are neither well known nor publicized .

Terima Kasih

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