


INSTITUTE OF QUALITY
AND KNOWLEDGE
ADVANCEMENT
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Taklimat Kod Amalan Akreditasi Program (COPPA) 31 MEI 2022

BIDANG 1,2
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**Menyerlahkan Potensi
Membentuk Masa Hadapan**



BAHAGIAN B: MAKLUMAT UMUM PROGRAM

1: Maklumat Umum Program

- *National Education Code* (NEC) perlu bersesuaian
https://www.mqa.gov.my/pv4/document/borang/permohonan_fi/education%20code%20manual.pdf
- Penamaan program perlu mengikut Garis Panduan Penamaan Program Pendidikan Tinggi Malaysia oleh *Malaysian Qualification Agency* (MQA)
<https://www.mqa.gov.my/pv4/document/compilationPolicy/2019/Garis%20Panduan%20Penamaan%20Program%20Pendidikan%20Tinggi%20Malaysia.pdf>

BAHAGIAN B: MAKLUMAT UMUM PROGRAM

1: Maklumat Umum Program

- Jam kredit bergraduat mesti bersesuaian.
- Tempoh semester Panjang/ Pendek perlu bersesuaian (17 minggu termasuk peperiksaan/ 9 minggu termasuk peperiksaan):
 - ❖ 1 tahun maksima 3 semester
 - ❖ 1 tahun maksima **43 minggu pengajian**
 - ❖ 1 tahun maksima **50 kredit** (setiap semester maksima 20 kredit)

PPT dibenarkan untuk melaksanakan tempoh pembelajaran sehingga **45 minggu** dengan penambahan 1-2 kredit yang membawa kepada jumlah maksimum **52 kredit** dalam 1 tahun pengajian bagi 3 situasi berikut:

- pengendalian peperiksaan;**
- Pengendalian amali; dan
- pelaksanaan latihan industri.**

Namun begitu, tempoh pembelajaran sehingga 45 minggu bagi situasi pengendalian peperiksaan **tidak boleh dirancang daripada peringkat awal (by design)**. Ia terpakai hanya apabila terdapat pertambahan minggu peperiksaan.

BAHAGIAN B: MAKLUMAT UMUM PROGRAM

Jadual 1.10: Pengiraan Tempoh Minimum

Semester	Minggu	Catatan
1 semester panjang	17 minggu (14 minggu pembelajaran + 1 minggu persediaan + 2 minggu peperiksaan)	Tempoh minimum program mungkin berubah sekiranya UA menggunakan sistem semester selain daripada yang dinyatakan disini. Dalam kes ini, tempoh minimum hendaklah ditentukan berdasarkan pengiraan SLT
1 semester pendek	9 minggu (7 minggu pembelajaran + 1 minggu persediaan + 1 minggu peperiksaan)	

(Garis Panduan Pembangunan Program Akademik_2018_KPM)

BAHAGIAN B: MAKLUMAT UMUM PROGRAM

Jadual 1.11: Takrifan Kaedah Pengajian

Kaedah Pengajian	Takrifan
Sepenuh Masa	<p>Bilangan kredit Pengajian yang diikuti oleh pelajar dengan pembelajaran minimum sebanyak 12 kredit dalam satu (1) semester lazim* (60% daripada jumlah kredit maksimum dalam satu (1) semester)</p>
Separuh Masa	<p>Bilangan kredit Pengajian yang diikuti oleh pelajar dengan pembelajaran kurang daripada 12 kredit dalam satu (1) semester lazim* (kurang 60% daripada jumlah kredit maksimum dalam satu (1) semester). Bagi semester akhir, pelajar dibenarkan mengambil maksimum sebanyak 14 kredit.</p> <p>Tempoh pengajian Tempoh pengajian separuh masa adalah lebih panjang daripada tempoh pengajian sepenuh masa.</p>

* Sistem semester yang menggunakan 17 minggu pengajian. Sistem semester selain 17 minggu pengajian perlu menetapkan bilangan kredit minimum yang bersesuaian.

(Garis Panduan Pembangunan Program Akademik_2018_KPM)

BAHAGIAN B: MAKLUMAT UMUM PROGRAM

2.0 TAKRIFAN KAEDAH PENYAMPAIAN PROGRAM PENDIDIKAN TINGGI

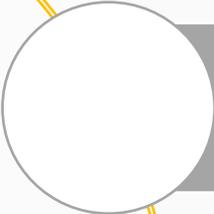
- 2.1 Terdapat dua kategori Kaedah Penyampaian Program Pendidikan Tinggi iaitu Konvensional dan Pengajian Terbuka dan Jarak Jauh (*Open and Distance Learning, ODL*). Takrifannya adalah:

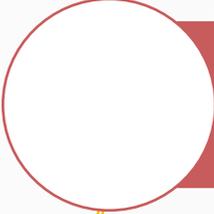
Kaedah Penyampaian Program	Takrifan
Konvensional	Pembelajaran dan pengajaran secara bersemuka sepenuhnya dalam bentuk kuliah/ tutorial/ amali (termasuk pembelajaran di industri) yang dikendalikan mengikut tempoh pengajian atau dengan gabungan pembelajaran atas talian (<i>blended learning</i>) antara 30% hingga 60%*.
Pengajian Terbuka dan Jarak Jauh (<i>Open and Distance Learning, ODL</i>)	Pembelajaran dan pengajaran yang dikendalikan dengan komponen kursus yang dilaksanakan secara atas talian melebihi 60%*.

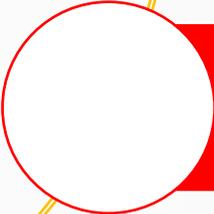
*Peratusan daripada jumlah kredit dalam program. Sumber rujukan ialah *E-Learning Guidelines for Malaysian HEIs, 2014*.

(Surat Makluman MQA Bil. 3 Tahun 2018 - Kaedah Pengajian & Penyampaian Program)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

 **1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes**

 **1.2 Programme Development: Process, Content, Structure and Learning-Teaching**

 **1.3 Programme Delivery**

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.1: Statement of Educational Objectives of Academic Programme and Learning Outcomes

	Standard	Description	Evidence
1.1.1	Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP.	<ul style="list-style-type: none"> Program mestilah konsisten dan menyokong visi, misi dan matlamat UiTM Mapping of UiTM mission & vision with Programme PEO and PLO 	No evidence is needed when the full information already given in the document (Part C)
1.1.2	Provide evidence and explain how the department has considered market and societal demand for the programme. In what way is this proposed programme an enhancement of the others? <i>(To be read together with information on Standard 1.2.2 in Area 1 and 6.1.6 in Area 6.)</i>	<ul style="list-style-type: none"> Justifikasi dan rasional penawaran program harus diberikan (<i>market survey : buat sendiri vs 3rd party</i>) Kepentingan market survey vs sustainability of programme 	<ul style="list-style-type: none"> TalentCorp Critical Occupations List Frost & Sullivan Report MDEC Report JobStreet Report World Economic Forum Report

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.1: Statement of Educational Objectives of Academic Programme and Learning Outcomes

	Standard	Description	Evidence
1.1.3 (a)	State the educational objectives, learning outcomes, learning and teaching strategies, and assessment methods of the programme.	<ul style="list-style-type: none"> Berikan pernyataan PEO dan PLO Nyatakan <i>learning and teaching strategies, and assessment methods</i> secara umum bagi program Pernyataan PEO harus bersesuaian (merujuk kepada keupayaan graduan setelah sekurang-kurangnya 5 tahun bergraduat). Jangan guna istilah “graduan”. Pernyataan PLO perlu menunjukkan tahap kelayakan seperti yang dinyatakan dalam <i>Malaysian Qualifications Framework (MQF) 2.0</i> https://www.mqa.gov.my/pv4/document/mqf/2019/Oct/updated%20MQF%20Ed%202%2024102019.pdf 	No evidence is needed when the full information already given in the document (Part C)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.1: Statement of Educational Objectives of Academic Programme and Learning Outcomes

	Standard	Description	Evidence
1.1.3 (b)	Map the programme learning outcomes (PLO) against the programme educational objectives (Provide information in Table 1). <i>(To be read together with information on Standard 1.2.4 in Area 1.)</i>	Berikan mapping PEO vs PLO	No evidence is needed when the full information already given in the document (Part C)
1.1.3 (c)	Describe the strategies for the attainment of PLOs in terms of learning and teaching strategies, and assessment methods.	Maklumat dari Table 4 boleh digunakan untuk summarize kaedah PnP dan kaedah penilaian yang digunakan bagi mencapai PLO	No evidence is needed when the full information already given in the document (Part C)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.1: Statement of Educational Objectives of Academic Programme and Learning Outcomes

	Standard	Description	Evidence
1.1.4	Map the PLO to an MQF level descriptors and the five clusters of MQF learning outcomes.	<ul style="list-style-type: none"> PLO perlu merangkumi 5 kluster hasil pembelajaran MQF 2.0 Pemetaan PLO program kepada 5 kluster hasil pembelajaran MQF 2.0 perlu diberikan dan mestilah bersesuaian (normally 1:1, tapi boleh 1:many) Pemetaan Hasil Pembelajaran Kursus (CLO) kepada PLO program perlu diberikan dan mestilah bersesuaian (wajib 1:1 mapping) (Table 4) – untuk 1 kursus make sure each CLO map pada PLO berbeza. Jangan ada 2 CLO map pada PLO yang sama. 	No evidence is needed when the full information already given in the document (Part C)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

LEARNING OUTCOMES BY VARIOUS REGULATORS (Zita, 2018; Abdul-Talib 2019)

LO By Malaysian Regulators are to support NEP (1988;1996) & MEB (2015-2025) (HE)	5 CLUSTERS (=AQRF)	MQF 2.0	MQF 1.0	MOHE
	Knowledge	1. Knowledge & understanding	Knowledge	Knowledge
	Cognitive competency	2. Cognitive/Problem solving skills	Problem solving & scientific skill	Critical Thinking and scientific skills
	Functional Work Skills	3. Practical skills	Practical skills	Practical skills
		4. Interpersonal skills	Communication, leadership, team skills	Communication
		5. Communications	Social skills & responsibilities	Social skills, team work & responsibility
		6. Digital skills	Value, attitudes and professionalism	Value, ethics and professionalism
		7. Numeracy skills	Managerial and entrepreneurship skills	Managerial & Entrepreneurship skill
	Personal & Entrepreneurial Skill	8. Leadership, autonomy and responsibility	Information management & LLL skills	Information management & LLL skills
		9. Personal skills 10. Entrepreneurial Skills		Leadership skills
Ethics & Professionalism	11. Ethics & professionalism			

* In MQF 2.0 document, there are 5 clusters and 11 sub domains

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

MQF Learning Outcome Domains (LOD)	MQF Learning Outcome Clusters	MQF 1 st Ed. LOD	Bloom's Taxonomy
Knowledge and Understanding	1	Knowledge	Cognitive -LOTS
Cognitive Skills	2	Scientific methods, critical thinking and problem solving skills	Cognitive-HOTS
Practical Skills	3	Practical Skills	Psychomotor
Interpersonal Skills	3	Social skills, and responsibility / Communication , teamwork and leadership skills	Affective
Communication Skills	3	Communication , teamwork and leadership skills	Affective
Digital Skills	3	Lifelong learning and Information management skills	Affective
Numeracy Skills	3	Scientific methods, critical thinking and problem solving skills	Cognitive-HOTS
Leadership, Autonomy and Responsibility	3	Communication , teamwork and leadership skills	Affective
Personal Skills	4	Lifelong learning and Information management skills	Affective
Entrepreneurial Skills	4	Entrepreneurial and Managerial skills	Affective
Ethics and Professionalism	5	Ethics, professionalism and humanities	Affective

Cognitive/
Psychomotor/
Affective???

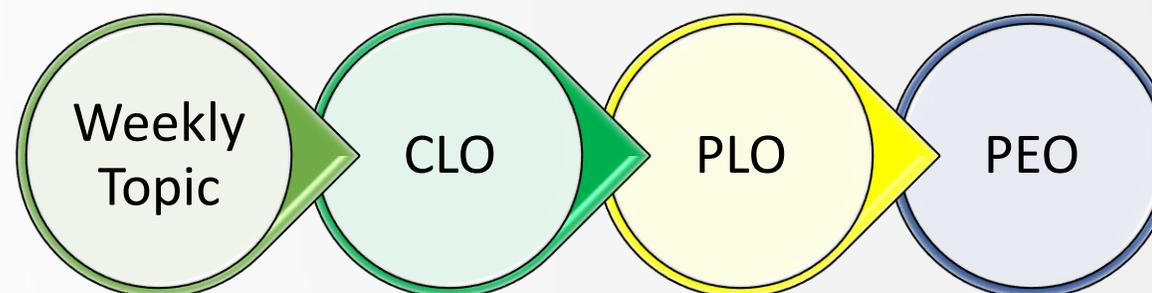
(MQF 2nd Edition, 2018, GGP: Assessment of Student,2013)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

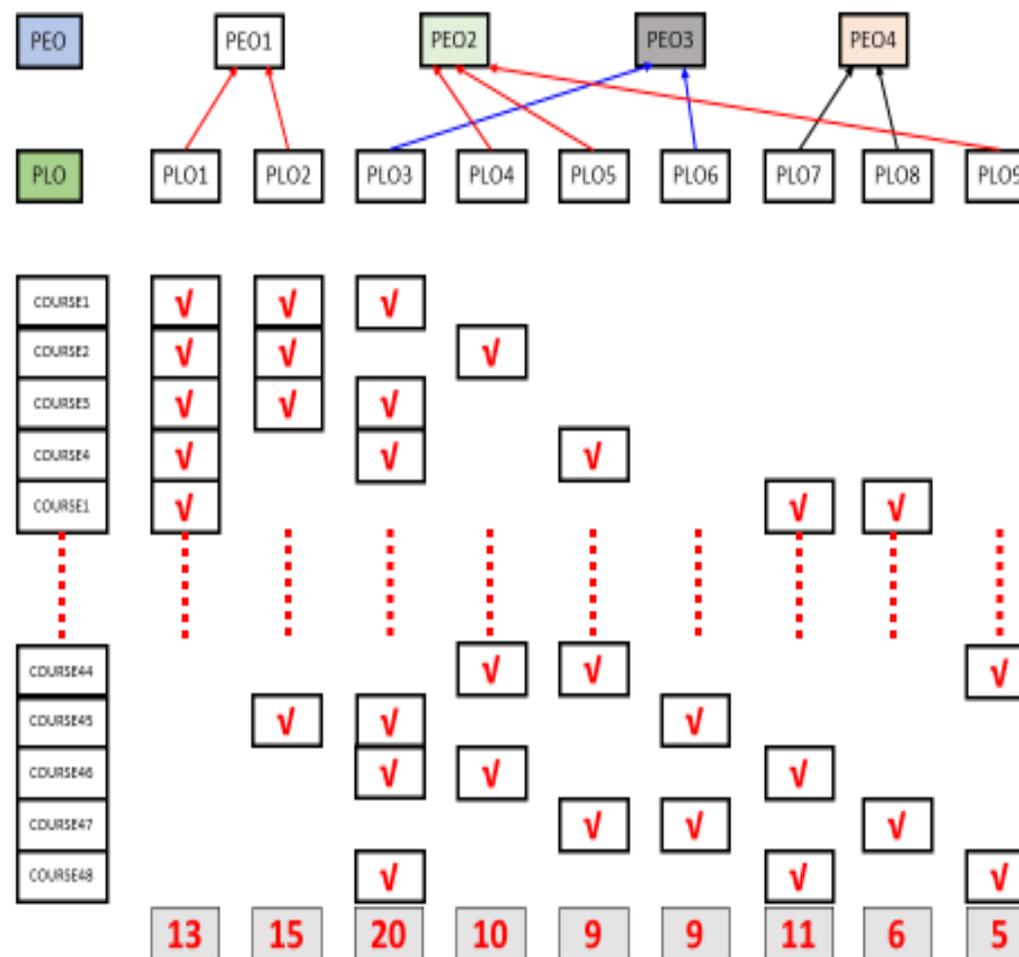
1.1: Statement of Educational Objectives of Academic Programme and Learning Outcomes

	Standard	Description	Evidence
1.1.5 (a)	How are the learning outcomes related to the career and further studies options of student upon programme completion?	<ul style="list-style-type: none"> • Terangkan secara ringkas bagaimana PLO program boleh menyumbang kepada kemenjadian pelajar • Nyatakan laluan kerjaya untuk bakal graduan. • Nyatakan peluang untuk melanjutkan pengajian setelah menamatkan program. 	No evidence is needed when the full information already given in the document (Part C)
1.1.5 (b)	Do the learning outcomes relate to the existing and emergent needs of the profession, industry and discipline?	Nyatakan bagaimana PLO dikaitkan dengan existing and emergent needs. Boleh gunakan laporan SDG, WEF, IR 4.0 etc	World Economic Forum Report SDG IR 4.0

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY



AREA 1: PROGRAM DEVELOPMENT AND DELIVERY



AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Make sure,
SEMUA PLO
 telah
 dicakupi
 oleh kursus-
 kursus

COURSE	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
COURSE1	√	√	√						
COURSE2	√	√		√					
COURSE3	√		√						
COURSE4	√	√							
COURSE5	√	√							
COURSE6	√		√	√					
COURSE7	√								
COURSE8	√	√			√				
COURSE9		√				√	√		
COURSE10									
COURSE11			√	√			√		
COURSE12	√				√				
COURSE13	√								
COURSE14	√	√						√	
COURSE15		√				√			
COURSE16	√	√				√			
COURSE17	√		√						√
COURSE18			√		√				
COURSE19									
COURSE20		√	√	√					
COURSE21	√	√							
COURSE22	√	√	√						
COURSE23									
COURSE24			√		√			√	
COURSE25			√						
COURSE26			√	√			√		
COURSE27									
COURSE40									
COURSE41		√						√	√
COURSE42		√				√			√
COURSE43							√	√	√
COURSE44							√	√	√
	15	14	11	5	4	4	5	5	5

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.2: Programme Development: Process, Content, Structure and Learning-Teaching

	Standard	Description	Evidence
1.2.1	Describe the provisions and practices that indicate the autonomy of the department in the design of the curriculum and its utilisation of the allocated resources.	<ul style="list-style-type: none"> Terangkan bagaimana fakulti mempunyai autonomi akademik 	<ul style="list-style-type: none"> Dasar/ polisi berkaitan pembangunan program Minit mesyuarat JKFFF Minit mesyuarat JAF
1.2.2	Describe the processes to develop and approve curriculum. <i>(To be read together with information on Standard 1.1.2 in Area 1 and 6.1.6 in Area 6.)</i>	Proses, prosedur dan mekanisme yang bersesuaian untuk membangunkan kurikulum (Flowchart, mekanisme etc)	<ul style="list-style-type: none"> Buku Tadbir Urus Akademik New Programme Process Flow Chart of New Programme Manual Pengurusan Akademik Untuk Pentadbir

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.2: Programme Development: Process, Content, Structure and Learning-Teaching

	Standard	Description	Evidence
1.2.3 (a)	Who and how are the stakeholders consulted in the development of the curriculum?	<ul style="list-style-type: none"> Pembangunan kurikulum melibatkan semua pihak pemegang taruh (berikan senarai nama terlibat) Penglibatan Pemeriksa Luar, Panel Penasihat Industri dan ALUMNI Laporan Pemeriksa Luar & Penasihat Industri perlu diberikan 	<ul style="list-style-type: none"> CV, surat lantikan: Alumni, wakil industri Minit mesyuarat (roundtable meeting)
1.2.3 (b)	Explain the involvement of education experts in this curriculum development.	Berikan senarai nama pakar-pakar yang terlibat	<ul style="list-style-type: none"> CV, surat lantikan: External Examiner, Academic Advisor, Advisory board Minit mesyuarat (roundtable meeting)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

LAMPIRAN A

PANDUAN PENGGUNAAN ISTILAH PEMERIKSA LUAR (*EXTERNAL EXAMINER*), PENASIHAT LUAR (*EXTERNAL ADVISOR*) DAN LEMBAGA PENASIHAT (*ADVISORY BOARD*)

PERKARA	PENILAI/ PEMERIKSA LUAR* (<i>External Examiner</i>)	PENASIHAT LUAR (<i>External Advisor</i>)	LEMBAGA PENASIHAT (<i>Advisory Board</i>)
Kriteria	<p>a. Individu luar PPT yang mempunyai kelayakan, kepakaran dan/ atau pengalaman dalam bidang yang dilantik.</p> <p>b. Tidak mempunyai sebarang kepentingan dengan PPT yang melantik mereka sebagai penilai/ pemeriksa luar (<i>No conflict of interest</i>).</p>	<p>a. Individu luar PPT yang mempunyai kelayakan, kepakaran dan/ atau pengalaman dalam bidang yang dilantik.</p> <p>b. Individu boleh mempunyai ikatan secara tidak langsung dengan PPT yang melantik. Contohnya bekas tenaga pengajar atau alumni program yang berkaitan di PPT berkenaan.</p>	<p>a. Individu luar PPT.</p> <p>b. Mempunyai pengalaman dan kepakaran yang berkaitan.</p> <p>c. Individu yang memegang jawatan tinggi dan dihormati dalam PPT, industri atau organisasi.</p> <p>(kriteria tertakluk kepada fungsi lembaga penasihat yang ditubuhkan oleh PPT)</p>
Tahap Penglibatan	Kursus/Program	Program	PPT/ Jabatan/ Fakulti
Peranan	Memastikan PPT mengamalkan/ memenuhi/ mengekalkan/ mencapai standard akademik bagi kursus/kursus-kursus yang berkenaan berdasarkan standard	Lazimnya memberikan cadangan dan pandangan di peringkat awal berkenaan kesesuaian reka bentuk program dan semasa semakan semula program.	Antara peranan Lembaga Penasihat adalah seperti berikut: a. Membantu membuat keputusan dan menentukan hala tuju PPT/ jabatan/ fakulti dan memastikan

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

PERKARA	PENILAI/ PEMERIKSA LUAR* (External Examiner)	PENASIHAT LUAR (External Advisor)	LEMBAGA PENASIHAT (Advisory Board)
	yang telah ditetapkan.		<p>ia berada pada landasan yang betul.</p> <p>b. Menyediakan hubungan luar dan meningkatkan komunikasi antara pihak PPT dengan pihak berkepentingan. (Contohnya, kebolehpasaran graduan dan peluang penyelidikan).</p>
Tanggungjawab	<p>a. Menyemak/ memeriksa kerja kursus, projek, kertas soalan dan kertas jawapan peperiksaan pelajar.</p> <p>b. Menyemak/ memeriksa pemarkahan yang telah diberikan kepada pelajar adalah bersesuaian.</p> <p>c. Menyediakan laporan penilaian dan dihantar kepada Naib Canselor/ Pengurusan Tertinggi PPT sama ada program/ kursus yang terlibat dijalankan mengikut ketetapan standard yang telah ditetapkan. Kebiasaannya dokumen adalah SULIT.</p> <p>d. Memberi cadangan/ pandangan</p>	<p>a. Memberikan input dan pandangan terhadap kesesuaian reka bentuk program untuk penambahbaikan sebelum persetujuan di peringkat fakulti.</p> <p>b. Laporan dihantar kepada Ketua Program.</p>	<p>Memberi nasihat berkenaan projek, keputusan berkaitan undang-undang, kewangan dan lain-lain yang berkaitan.</p> <p>(tertakluk kepada fungsi lembaga penasihat yang ditubuhkan oleh PPT)</p>

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Computer Science

CONTOH BOK

Name of Degree: Bachelor of Computer Science (Hons) in XXX

Year	Typical Course	Credit	AL	AR	DS	SDF	PL	SE	SF	SP	CN	GV	HCI	IS	IAS	IM	NC	OS	PD
1	Discrete Mathematics	4			42														
1	Introduction to Networking	4									14						14	14	
1	Introduction to Information Technology	4		14								14				14			
1	Introduction to Programming	4					42												
1	System Analysis & Design	4				21			21										
1	Data Structures and Algorithms	4	42																
1	IT Ethics	3								28									
1	Human Computer Interaction	3											28						
1	Networking 2	4									21						21		
2	Database Systems	4				21			21										
2	Java Application Development	4					42												
2	Linear Algebra	4	21		21														
2	Project Management	3				14		14											
2	Computer And Network Security*	4													21		21		
2	Mobile and Wireless Technology	3															28		
2	Wireless Technology and Security	3													14		14		
2	Network Testing	3															28		
2	Distributed System	4																	42
3	Network Defense	4													21		21		
3	High Performance Computing	4												14				14	14
3	Network Programming	4					21										21		
3	Enterprise Network Management and	3														14	14		
3	Final Year Project 2	3																	
3	Final Year Project I	3																	
3	Industrial Training	6																	
3	Research Methodology	3																	
	Actual BOK		63	14	63	56	105	14	42	28	35	14	28	14	56	28	182	28	56
	Required BOK		28	14	43	28	28	27	16	1	3	8	10	9	10	10	10	15	15

Body of Knowledge	CoreHours	
AL	Algorithms and Complexity	28
AR	Architecture and Organization	16
DS	Discrete Structure	41
PL	Programming Languages	28
SDF	Software Development Fundamentals	43
SE	Software Engineering	28
SF	Systems Fundamentals	27
SP	Social Issues	16
CN	Computational Science	1
GV	Graphics and Visualization	3
HCI	Human Computer Interaction	8
IS	Intelligent Systems	10
IAS	Information Assurance and Security	9
IM	Information Management	10
NC	Networking and Communication	10
OS	Operating Systems	15
PD	Parallel and Distributed Computing	15

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

BOK : Computer Science (Diploma)

Diploma Programme: Diploma in Cybersecurity											Body of Knowledge		
Year	Core Courses	Credit	CA	DB	DS	CL	NC	OS	PF	SD			
1	Calculus and Algebra	3				21						CA	Computer Architecture
1	Introduction to Programming	4							21			DB	Database
1	Fundamentals of Computing	3										DS	Discrete Mathematics
1	Discrete Mathematics	3			24							CL	Calculus and Algebra
1	Introduction to Information Security	3										NC	Net-Centric Computing
1	Business English	3										OS	Operating Systems
1	Statistics and Numerical Analysis	4				35						PF	Programming Fundamentals
1	Database Systems	4		24								SD	System Analysis and Design
1	System Analysis and Design	3									25		
1	Object Oriented Programming	3							27				
2	Data Communication & Network	4					32						
2	Project Management and Software Development	3									24		
2	Cybersecurity Fundamentals	3											
2	Introduction to Big Data Technology	3											
2	Computer Security and Forensic	4											
2	Introduction to Artificial Intelligence	3											
2	Network Security	4						42					
2	Introduction to Cryptography	3											
2	Cloud Computer Security	3											
2	Business Information Systems	3											
2	Ethics/Legal and Organizational Issues	3											
3	Internship	4											
Actual BOK			0	24	24	56	32	42	48	49	275		

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Contoh: Pecahan Klasifikasi Kursus Standard Program Sains Komputer

BACHELOR'S DEGREE (COMPUTER SCIENCE) Minimum Graduating Credits - 120		
Component	Percentage (%)	Credits
MPU Modules	8 - 12	10 - 14
Core Modules	28 - 38	33 - 45
Specialization/ Field Electives	23 - 56	27 - 67
Final Year Project	5 - 8	6 - 11
Industrial Training	5 - 10	6 - 12
Free Modules (non computing preferred)	10 - 23	12 - 27

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Jadual 1.3: Komponen Kursus Mengikut Keperluan MPTN dan MQA

Komponen Kursus	Tafsiran	Peratusan (%)
Kursus Umum	Kursus yang ditetapkan oleh KPM (PT) dalam silibus Mata Pelajaran Pengajian Umum (MPU) dan kursus umum yang ditetapkan oleh UA (jika ada) yang wajib diikuti oleh setiap pelajar.	10-20
Kursus Teras	Kursus teras disiplin yang wajib diikuti oleh pelajar.	50-65
Kursus Elektif	Kursus lain yang boleh dipilih oleh pelajar.	25-30

Nota: Komponen kursus di atas terpakai untuk program peringkat Sarjana Muda yang tiada program standard.

(Garis Panduan Pembangunan Program Akademik_2018_KPM)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.2: Programme Development: Process, Content, Structure and Learning-Teaching

	Standard	Description	Evidence
1.2.4 (a)	Describe how the curriculum fulfils the requirements of the discipline of study in line with the programme standards (if applicable) and good practices in the field.	<ul style="list-style-type: none"> • Pastikan semua standard, programme standard dipenuhi! • Jumlah kredit bergraduat mesti ikut MQF 2.0 • Pembahagian kursus dari segi kesukaran (berat dan ringan) mengikut semester perlu seimbang • Pembahagian kredit untuk semester harus bersesuaian (max 20 jam) • Penamaan bagi kursus-kursus yang ditawarkan perlu bersesuaian dengan kandungannya • Kandungan harus bersesuaian dengan jam kredit • Jumlah kredit yang diperuntukkan untuk setiap kursus perlu bersesuaian (<i>1 credit equivalent to 40 Notional Learning Hours (NLHs)</i>) • SLT harus bersesuaian dengan jam kredit (f2f vs non f2f) • Kesemua BOK telah dicakupi. • Semak SEMUA maklumat kursus yang ditawarkan 	No evidence is needed when the full information already given in the document (Part C)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.2: Programme Development: Process, Content, Structure and Learning-Teaching

	Standard	Description	Evidence
1.2.4 (b)	Provide the necessary information, where applicable, in Table 2.	<ul style="list-style-type: none"> Berikan Table 2 : Pecahan klasifikasi kursus mengikut standard program berkaitan Berikan Table 3, Table 4 	No evidence is needed when the full information already given in the document (Part C)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Jumlah Kredit Bergraduasi MQF 2.0

MQF Level	Minimum Graduating Credit	Academic Qualification
8	No credit rating 80	PhD by Research Doctoral Degree by Mixed Mode & Coursework
7	No credit rating 40 30 20	Master's by Research Master's by Mixed Mode & Coursework Postgraduate Diploma Postgraduate Certificate
6	120 66* 36*	Bachelor's Degree Graduate Diploma Graduate Certificate
5	40	Advanced Diploma
4	90	Diploma
3	60	Certificate
2	30	Certificate
1	15	Certificate

* Inclusive of 6 credits from general studies subjects

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 2: Example

No.	Course Classification	Credit Value	Percentage (%)
1.	Core Modules including Research Methodology	25	62%
3.	Project Paper	9	23%
4.	Specialization/ Field Electives	6	15%
Total Credit Value		40	100

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 2: Example

1.1 Appendix 1: Klasifikasi Kursus

Klasifikasi	Program		Standard Program		Pematuhan (√ / X)
	Kredit	Peratus (%)	Kredit	Peratus (%)	
Mata Pelajaran Pengajian Umum	12	9	10-14	8-12	√
Teras	54	42	33-45	28-38	√
Pengkhususan/Elektif Bidang	36	28	27-67	23-56	√
Projek	7	5	6-11	5-8	√
Latihan Industri	6	5	6-12	5-10	√
Elektif Bebas	12	10	12-30	10-25	√
Jumlah	127	100			

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 3: Example

No.	Semester/ Year Offered	Name and Code of Course	Classification (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)					Pre- requisite/C o-requisite	Name(s) of Academic Staff
					PL O1	PL O2	PL O3	PL O4	PL O5		
1											
2											
3											
4											
5											

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 4: Example

Table 4: Summary of Course Information



1	Course Name:			
	Course Code:			
	Course Classification:			
2	Synopsis:			
3	Name(s) of Academic Staff:	1		
		2		
		3		
4	Semester and Year offered:	Year Offered	Semester	Remarks:
5	Credit Value:			
6	Pre-requisite/ co-requisite (if any):			
7	Course Learning Outcomes (CLO) 	CLO1		
		CLO2		
		CLO3		

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 4: Example

8	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods																																																																																																																																																									
	<table border="1"> <thead> <tr> <th rowspan="2">Course Learning Outcomes</th> <th colspan="11">Programme Learning Outcomes (PLO)</th> <th rowspan="2">Teaching Methods</th> <th rowspan="2">Assessment Methods</th> </tr> <tr> <th>PLO 1</th> <th>PLO 2</th> <th>PLO 3</th> <th>PLO 4</th> <th>PLO 5</th> <th>PLO 6</th> <th>PLO 7</th> <th>PLO 8</th> <th>PLO 9</th> <th>PLO 10</th> <th>PLO 11</th> </tr> </thead> <tbody> <tr> <td>CLO1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CLO2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CLO3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Mapping with MQF Cluster of Learning Outcomes</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Indicate the primary causal link between the CLO and PLO by ticking 'x' in the appropriate box.</p> <p>C1 = Knowledge & Understanding, C2 = Cognitive Skills, C3A = Practical Skills, C3B = Interpersonal Skills, C3C = Communication Skills, C3D = Digital Skills, C3E = Numeracy Skills, C3F = Leadership, Autonomy & Responsibility, C4A = Personal Skills, C4B = Entrepreneurial Skills, C5 = Ethics & Professionalism</p>	Course Learning Outcomes	Programme Learning Outcomes (PLO)											Teaching Methods	Assessment Methods	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	CLO1																CLO2																CLO3																																																																																Mapping with MQF Cluster of Learning Outcomes															
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9	<p>Transferable Skills (if applicable)</p> <p><i>(Skills learned in the course of study which can be useful and utilized in other settings)</i></p> <table border="1"> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </table> <p>Open-ended response (if any)</p> <table border="1"> <tr> <td>4</td> <td></td> </tr> </table>	1		2		3		4																																																																																																																																																		
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AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 4: Example

10 Distribution of Student Learning Time (SLT)
Note: This SLT calculation is designed for home grown programme only.

Course Content Outline and Subtopics	CLO*	Learning and Teaching Activities**										Total SLT
		Face-to-Face (F2F)								NF2F Independent Learning (Asynchronous)		
		Physical				Online/ Technology-mediated (Synchronous)						
		L	T	P	O	L	T	P	O			
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 4: Example

SUB-TOTAL SLT:				
Continuous Assessment	%	Face-to-Face (F2F)		NF2F
		Physical	Online/ Technology-mediated (Synchronous)	Independent Learning for Assessment (Asynchronous)
1				
2				
3				
4				
5				
SUB-TOTAL SLT:				
Final Assessment	%	Face-to-Face (F2F)		NF2F
		Physical	Online/ Technology-mediated (Synchronous)	Independent Learning for Assessment (Asynchronous)
1				
2				
3				
4				
5				
SUB-TOTAL SLT:				
SLT for Assessment:				
GRAND TOTAL SLT:				
A	% SLT for F2F Physical Component: $[(Total\ F2F\ Physical) / (Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning)] \times 100]$			
B	% SLT for Online & Independent Learning Component: $[(Total\ F2F\ Online + Total\ Independent\ Learning) / (Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning)] \times 100]$			
C	% SLT for All Practical Component: $[(\% F2F\ Physical\ Practical + \% F2F\ Online\ Practical) / (\% F2F\ Physical\ Practical + \% F2F\ Online\ Practical + \% NF2F\ Practical)] \times 100]$			

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Table 4: Example

	<p>C1 $\frac{[Total\ F2F\ Physical\ Practical]}{[Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning]} \times 100$ % SLT for F2F Physical Practical Component</p> <p>C2 $\frac{[Total\ F2F\ Online\ Practical]}{[Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning]} \times 100$ % SLT for F2F Online Practical Component</p>	
	<p>Please tick (✓) if this course is Industrial Training/ Clinical Placement/ Practicum using 50% of Effective Learning Time (ELT)</p> <p>Note:</p> <p>* Indicate the CLO based on the CLO's numbering in Item 8</p> <p>** For ODL programme: Courses with mandatory practical requirements imposed by the programme standards or any related standards can be exempted from complying to the minimum 80% ODL delivery rule in the SLT.</p>	<input type="checkbox"/>
11	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room etc)	
12	References (include required and further readings, and should be the most current)	
13	Other additional information (if applicable)	
<p>Note: Number of PLD indicated is purely for illustration purposes only and the number is subjected to the curriculum design.</p>		

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

Sumber: Diubahsuai daripada Bengkel Kebangsaan Pemantapan Sistem Kredit MQF, 31 Jan – 2 Feb 2005. Anjuran Bahagian Jaminan Kualiti, Kementerian Pendidikan Tinggi Malaysia.

Aktiviti Pembelajaran	Jam Pertemuan Bersemuka	Jam Pembelajaran Kendiri
Kuliah	1	1 – 2
Tutorial	1	1
Amali dan praktikum	3	3
Kerja studio	2	2
Pembelajaran berasaskan masalah (PBL)	2	4
Perbincangan kumpulan kecil	1 – 2	1
Pembentangan	1	3 – 4
Penaksiran sumatif	3	3
Tugasan bertulis sebanyak 2000 perkataan		10 – 12
Projek tahun akhir sarjana muda 6 – 10 kredit	240 – 400	
Latihan industri* 4 – 12 kredit	160 – 480	

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.2: Programme Development: Process, Content, Structure and Learning-Teaching

	Standard	Description	Evidence
1.2.5	<p>Explain the appropriateness of learning and teaching methods applied to achieve the objectives and learning outcomes of the programme.</p> <p><i>(To be read together with information on Standard 1.1.3 in Area 1.)</i></p>	<ul style="list-style-type: none"> Beri penerangan berkaitan kesesuaian <i>learning and teaching methods</i> dalam mencapai PEO dan PLO. Terdapat strategi pengajaran yang bersesuaian digunakan untuk mencapai PLO program & perlu membuat penjajaran konstruktif (<i>constructive alignment</i>) antara CLO, kaedah pengajaran dan kaedah penilaian 	No evidence is needed when the full information already given in the document (Part C)
1.2.6	<p>What are the co-curricular activities made available to the students of this programme? How do these activities enrich student learning experience, and foster personal development and responsibility?</p>	<p>Senaraikan aktiviti-aktiviti yang dirancang/ telah dijalankan oleh pelajar</p> <p>Terangkan bagaimana aktiviti-aktiviti ini dapat memperkayakan <i>student learning experience</i>, and foster personal development and responsibility</p>	Contoh aktiviti-aktiviti yang akan/telah dijalankan

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.3: Programme Delivery

	Standard	Description	Evidence
1.3.1	Provide evidence on how the department ensures the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.	<ul style="list-style-type: none"> Fakulti perlu mengambil tanggungjawab bagi memastikan penyampaian hasil pembelajaran secara berkesan Pengukuran ke atas pencapaian CLO dan PLO (instrumen) 	CLO & PLO attainment report CDL & CQI report Sufo
1.3.2	Show evidence that the students are provided with, and briefed on information about the programme, for example, Student Study Guide, Student Handbook and Student Project Handbook.	<i>Programme Handbook</i> – semua maklumat berkaitan program ie PEO, PLO, pelan pengajian, maklumat bagi semua kursus perlu diberikan pada pelajar	Programme Handbook Student Study Guide Student Handbook Student Project Handbook

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

1.3: Programme Delivery

	Standard	Description	Evidence
1.3.3 (a)	Provide details of the coordinator of the programme and team members responsible for the programme. State the manner in which the academic team manages the programme. What are their authority and responsibility? What are the procedures that guide the planning, implementation, evaluation and improvement of the programme?	<ul style="list-style-type: none"> • Perlu ada koordinator berkelayakan dalam bidang (berkaitan Bidang 6) • Perlu mempunyai bilangan staf akademik mencukupi untuk melaksana program (berkaitan Bidang 4) 	TOR Koordinator TOR KPP Surat Lantikan Koordinator
1.3.3 (b)	Does the programme team have access to adequate resources? Provide evidence. <i>(To be read together with information on Standard 6.1.1 and 6.2.2 in Area 6.)</i>	Penerangan berkaitan sumber-sumber yang diperlukan oleh program. Contoh bajet, perpustakaan, fasiliti etc	Library resources Labs info Classroom info Budget info

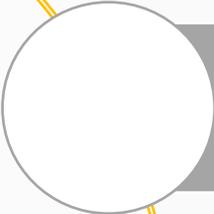
AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

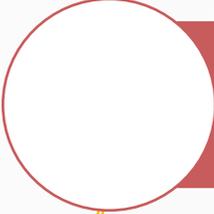
1.3: Programme Delivery

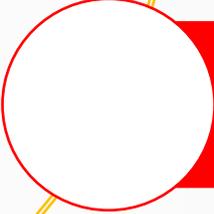
	Standard	Description	Evidence
1.3.4	Show how the department provides favourable conditions for learning and teaching. <i>(To be read together with information on Standard 5.1.1 in Area 5.)</i>	Fasiliti di Fakulti/ Kampus Smart Classroom etc	<ul style="list-style-type: none"> Internal Audit Report Internal Audit Follow-up Action
1.3.5	Describe the department's initiatives to encourage innovations in teaching, learning and assessment.	Inisiatif Fakulti/ Kampus dalam PdP Inisiatif CIDL Inisiatif iCEPS Inisiatif MOOC Anugerah Akademik Universiti	<ul style="list-style-type: none"> Short courses, industrial attachment, papers and professional bodies Blended Learning MOOC I-learn
1.3.6	State how the department obtains feedback and use it to improve the delivery of the programme outcomes. Provide evidence.	Perlu ada saluran untuk menerima maklumbalas dari pihak kepentingan bagi menambahbaik penyampaian program: SUFO, Pro-Pens, CDL etc	<ul style="list-style-type: none"> Industrial Survey Instrument report SUFO Report PRO-Pens Pro-Pens Report CDL



AREA 2 : ASSESSMENT OF STUDENT LEARNING

 **2.1 Relationship between Assessment and Learning Outcomes**

 **2.2 Assessment Methods**

 **2.3 Management of Student Assessment**

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.1: Relationship between Assessment and Learning Outcomes

	Standard	Description	Evidence
2.1.1	<p>Explain how assessment principles, methods and practices are aligned to the achievement of learning outcomes of the programme consistent with MQF level.</p> <p><i>(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)</i></p>	<ul style="list-style-type: none"> Prinsip, kaedah dan amalan penilaian perlu bersesuaian dengan tahap kelayakan akademik dan bersesuaian dengan hasil pembelajaran – constructive alignment Penilaian adalah konsisten dengan aras-aras yang ditetapkan oleh MQF serta standard program (tahap kesukaran penilaian berterusan sehinggalah ke FYP) 	<ul style="list-style-type: none"> Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 Surat Pekeliling TNCAA - 2020 - 01 - Pelaksanaan PdPc Berikutan Wabak COVID 19 Garis Panduan Kesetaraan Kualiti Penilaian Pelajar UiTM Edisi 2 2012 Course Assessment Plan Example Template JSUB ITT640 JSU ITT575

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.1: Relationship between Assessment and Learning Outcomes

	Standard	Description	Evidence
2.1.2	Describe how the alignment between assessment and learning outcomes are regularly reviewed to ensure its effectiveness (please provide policy on the review, if any). Provide evidence.	<p>Penjajaran antara penilaian dan hasil pembelajaran perlu disemak secara berkala dan sistematik.</p> <p>Di UiTM, semakan ke atas penjajaran konstruktif dibuat sewaktu semakan kurikulum 3-5 tahun.</p>	<ul style="list-style-type: none"> • Minit mesyuarat JKKF • Manual_kualiti_uitm-pindaan-version-2015 • Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 • Surat Keputusan JKPT BIL.1-2019 Semakan Kurikulum • CDL CQI ITT575 Nov 2020 • Minit Mesyuarat JAF • Proses Perubahan Pelan Pentaksiran Kursus

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.2: Assessment Methods

	Standard	Description	Evidence
2.2.1	Describe how a variety of assessment methods and tools are used in assessing learning outcomes and competencies. Show the utilisation of both summative and formative assessment methods within the programme. <i>(The information given for this standard must be consistent with that of 1.2.4 in Area 1.)</i>	<ul style="list-style-type: none"> • Perlu ada keseimbangan di antara penilaian sumatif dan formatif (lihat pada standard, mungkin kena lulus kedua-dua sekali) • Kaedah dan instrumen penilaian yang digunakan perlu bersesuaian (constructive alignment : CAP) 	<ul style="list-style-type: none"> • Sample CAP kursus-kursus • Computing Standard • Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 • GGP - Assessment of Students • Course Assessment Plan Example Template • JSUB ITT640 • JSU ITT575 • BPPA YouTube Engagement Links

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.2: Assessment Methods

	Standard	Description	Evidence
2.2.2 (a)	Explain how the department ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites (if applicable).	Pemantauan dan semakan ke atas kesahan, kebolehpercayaan, integriti, kesemasaan dan keadilan dalam penilaian pelajar	<ul style="list-style-type: none"> • Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 • GGP - Assessment of Students • Course Assessment Plan Example Template • JSUB ITT640 • Garis Panduan Kesetaraan Kualiti Penilaian Pelajar UiTM Edisi 2 2012 • Peraturan Akademik Sarjana Muda Dan Diploma - Pindaan 2021
2.2.2 (b)	Indicate the authority and processes for verification and moderation of summative assessments.	<ul style="list-style-type: none"> • Perlu ada proses validasi (moderasi), proses vetting kertas peperiksaan • Perlu ada JSU • Laporan pemeriksa luar berkaitan penilaian pelajar 	<ul style="list-style-type: none"> • Moderation Process • External Examiner Report • Polisi Pemilikan Dan Pengurusan Program Akademik UiTM 2019 (1)

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.2: Assessment Methods

	Standard	Description	Evidence
2.2.2 (c)	What guidelines and mechanisms are in place to address plagiarism among students?		<ul style="list-style-type: none"> Academic_Integrity Pledge Original Pemakluman Migrasi Sistem Plagiarisme UiTM Understanding Plagiarism A Guide For Lecturers 2012 Avoiding Plagiarism A Guide For Students 2012
2.2.2 (d)	Are the assessment methods reviewed periodically? Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment and consultation with external assessors and examiners, students, alumni and industry).		<ul style="list-style-type: none"> Manual_kualiti_uitm-pindaan-version-2015 Proses Perubahan Pelan Pentaksiran Kursus

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.2: Assessment Methods

	Standard	Description	Evidence
2.2.3 (a)	Describe the student assessment methods in term of its duration, diversity, weight, criteria and coverage. Describe the grading system used. How are these documented and communicated to the students?		<ul style="list-style-type: none"> • Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 • Garis Panduan Kesetaraan Kualiti Penilaian Pelajar UiTM Edisi 2 2012 • Surat Pekeliling TNCAA - 2020 - 01 - Pelaksanaan PdPc Berikutan Wabak COVID 19 • JSUB ITT640 • Peraturan Akademik Sarjana Muda Dan Diploma - Pindaan 2021
2.2.3 (b)	Explain how the department provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.		<ul style="list-style-type: none"> • Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.2: Assessment Methods

	Standard	Description	Evidence
2.2.3 (c)	How are results made available to the students for purposes of feedback on performance, review and corrective measures?		<ul style="list-style-type: none"> Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021
2.2.3 (d)	Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?	Kekerapan, kaedah dan kriteria penilaian pelajar termasuk sistem gred dan polisi rayuan perlu didokumenkan dan disampaikan pada pelajar	<ul style="list-style-type: none"> Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 Peraturan Akademik Sarjana Muda Dan Diploma - Pindaan 2021
2.2.3 (e)	Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.		<ul style="list-style-type: none"> Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 Peraturan Akademik Sarjana Muda Dan Diploma - Pindaan 2021

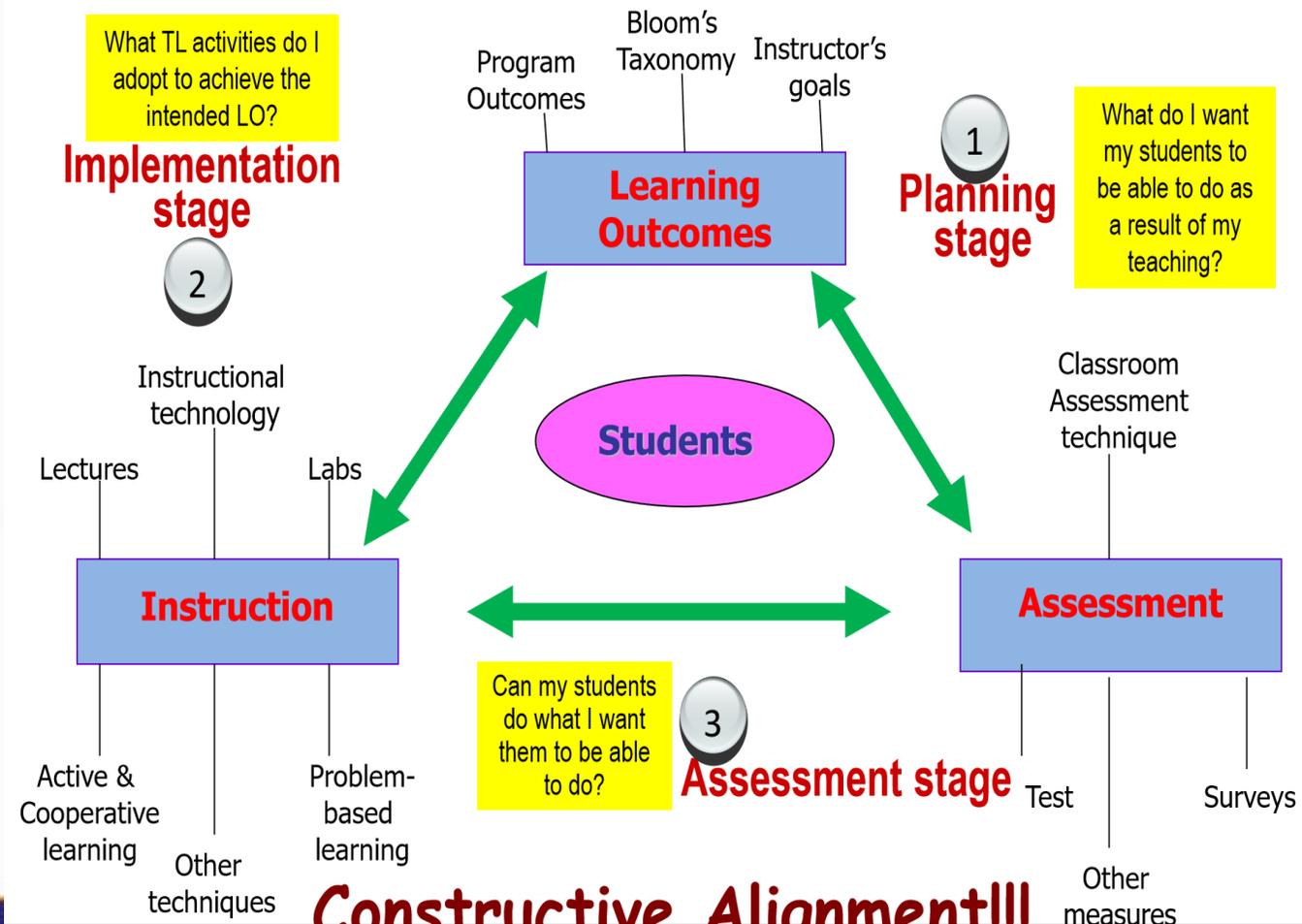
AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.2: Assessment Methods

	Standard	Description	Evidence
2.2.4	Explain the processes in making changes to the assessment method. How are the changes are made known to the students?	Mekanisme jika berlaku perubahan pada penilaian: pemakluman pada pelajar	<ul style="list-style-type: none"> • Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 • Surat Pekeliling TNCAA - 2020 - 01 - Pelaksanaan PdPc Berikutan Wabak COVID 19 • JSUB ITT640 • Peraturan Akademik Sarjana Muda Dan Diploma - Pindaan 2021 • Minit Mesyuarat JAF ke-53 Semakan Kurikulum

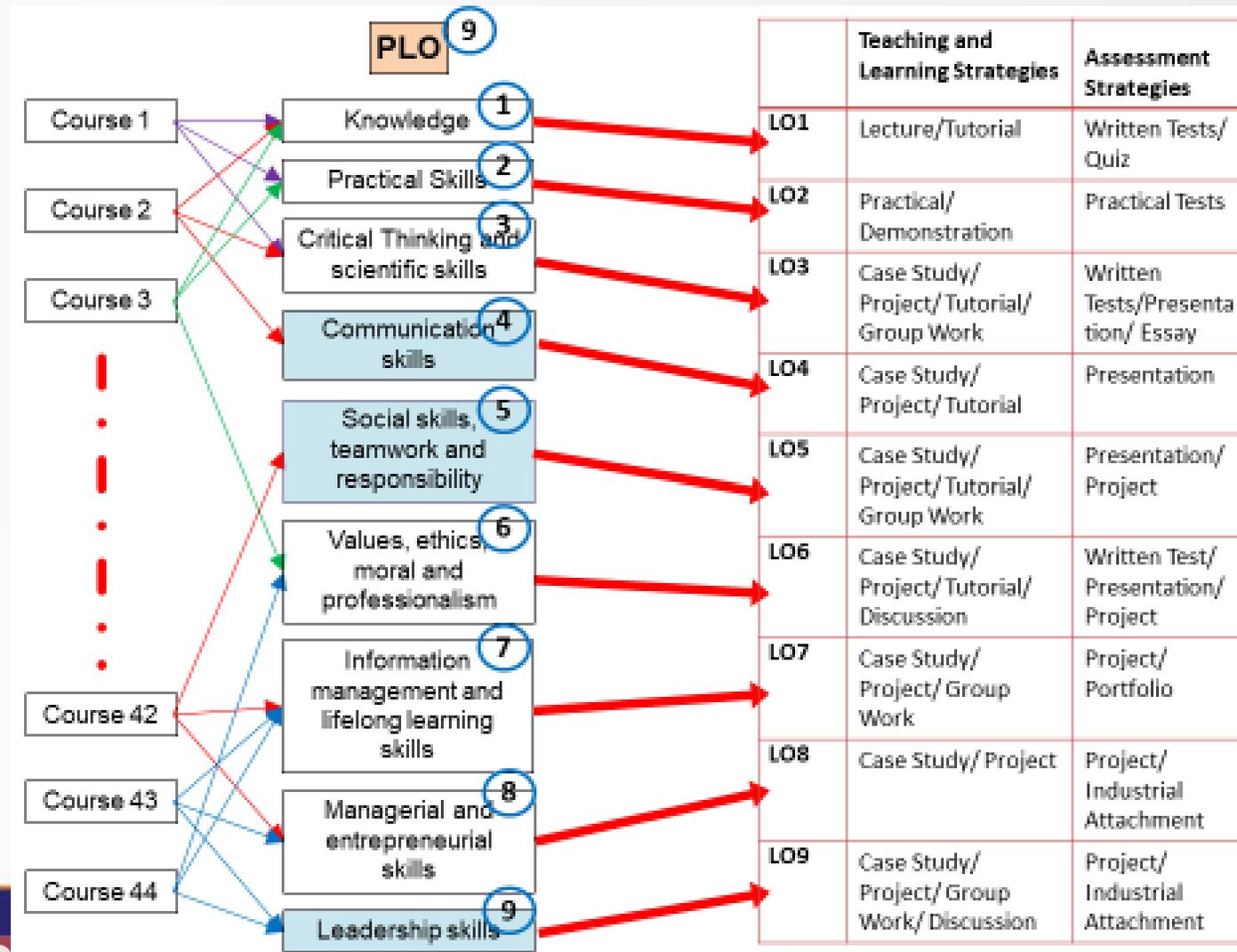
AREA 2 : ASSESSMENT OF STUDENT LEARNING

Felder & Brent, JEE, Jan., 2003



Constructive Alignment

AREA 2 : ASSESSMENT OF STUDENT LEARNING



AREA 2 : ASSESSMENT OF STUDENT LEARNING

MQF Learning Outcome Domains	MQF 2 nd ed. Learning Outcome Domains (Five clusters of learning outcomes)	Teaching and Learning Strategies	Assessment Strategies
Knowledge	Cluster 1: Knowledge and Understanding	Lecture / Tutorial	Written tests / Quiz
Practical skills	Cluster 3: Practical skills	Practical / Demonstration	Practical tests
Social skills and responsibility	Cluster 3: Interpersonal and communication skills	Case study / Project / Tutorial / Group work	Presentation / Project
Ethics, professionalism and humanities	Cluster 5: Ethics and professionalism	Case study / Project / Tutorial / Discussion	Written tests / Presentation / Project
Communication, teamwork and leadership skills	Cluster 3: Leadership, autonomy and responsibility	Case study / Project / Tutorial	Presentation
Scientific methods, critical thinking and problem solving skills	Cluster 2: Cognitive skills	Case study / Project / Tutorial / Group work	Written tests / Presentation / Essay
Life-long learning and information management skills	Cluster 3: Digital and numeracy skills Cluster 4: Personal and entrepreneurial skills	Case study / Project / Group work	Project / Portfolio
Entrepreneurial and managerial skills	Cluster 4: Personal and entrepreneurial skills	Case study / Project	Project / Industrial Training

AREA 2 : ASSESSMENT OF STUDENT LEARNING

Aligned?

<p>Course Learning Outcomes (CLO)</p> 	CLO1	Apply the various types of E-Commerce models and concepts and its various applications in business. (C3, PLO1)
	CLO2	Differentiate solutions to effectively implement an online business in changing business environment. (A3, PLO4)
	CLO3	Justify and critique online business websites from business and technical perspectives. (C5, PLO6)

Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods

Course Learning Outcomes	Programme Learning Outcomes (PLO)											Teaching Methods	Assessment Methods	
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11			
CLO1	√												Lecture/ Tutorial	Participation/ Discussion/ Presentation/
CLO2				√									Lecture/ Tutorial	Participation/ Discussion/ Presentation/
CLO3						√							Lecture/ Tutorial	Participation/ Discussion/ Presentation/

AREA 2 : ASSESSMENT OF STUDENT LEARNING

Aligned?

<p>Course Learning Outcomes (CLO)</p> 	CLO1	Critically compare and contrast the differences between relational and non-relational (NoSQL) databases. (C5, PLO1)
	CLO2	Critically appraise NoSQL database strengths and weaknesses. (C5, PLO2)
	CLO3	Demonstrate the ability to perform all the CRUD operations (namely, create, retrieve, update and delete) on NoSQL databases. (C4, PLO6)

Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods

Course Learning Outcomes	Programme Learning Outcomes (PLO)											Teaching Methods	Assessment Methods	
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11			
CLO1	√												Lecture / Tutprial	Written tests
CLO2		√											Tutorial / Group work	Essay
CLO3						√							Project / Group work	Project

AREA 2 : ASSESSMENT OF STUDENT LEARNING

Aligned?

<p>Course Learning Outcomes (CLO)</p> 	CLO1	Employ fundamental programming constructs such as control structures and data types. (C1, PLO1)
	CLO2	Describe widely used programming paradigms such as object orientation and functional programming. (C2, PLO2)
	CLO3	Select appropriate software development tools, techniques, and environments to aid the implementation of simple software. (P1, PLO3)

Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods

Course Learning Outcomes	Programme Learning Outcomes (PLO)											Teaching Methods	Assessment Methods	
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11			
CLO1	v												Lecture / Tutorial	Written Test
CLO2		v											Case study / tutorial	Essay
CLO3			v										Practical / Demonstration	Practical test

AREA 2 : ASSESSMENT OF STUDENT LEARNING

Aligned?

<p>Course Learning Outcomes (CLO)</p> 	CLO1	Explain the basic principles of operating systems and concurrent processing. (C2, PLO1)
	CLO2	Demonstrate the principle of processor management. (C3, PLO2)
	CLO3	Demonstrate the principle of memory management. (P4, PLO3)
	CLO4	Demonstrate the principles of input/output & file management. (C3, PLO2)

Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods

Course Learning Outcomes	Programme Learning Outcomes (PLO)											Teaching Methods	Assessment Methods	
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11			
CLO1	√												Lecture, Tutorial	Quiz, Final Exam
CLO2		√											Lecture, Tutorial	Quiz, Final Exam
CLO3			√										Lecture, Tutorial, Practical	Assignment
CLO4		√											Lecture, Tutorial	Quiz, Final Exam, Assignment

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.3: Management of Student Assessment

	Standard	Description	Evidence
2.3.1	Explain the roles, rights and power of the department and the academic staff in the management of student assessment.	Jabatan/ Fakulti perlu ada autonomi untuk mengurus penilaian pelajar (2.3.1)	<ul style="list-style-type: none"> Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 Garis Panduan Kesetaraan Kualiti Penilaian Pelajar UiTM Edisi 2 2012
2.3.2	Describe how the confidentiality and security of student assessment documents as well as academic records are ensured.	<ul style="list-style-type: none"> Polisi dan prosedur bagi memastikan keselamatan dokumen dan rekod penilaian (2.3.2) 	<ul style="list-style-type: none"> Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021 Manual Pengurusan Peperiksaan Akhir UiTM Edisi Pertama 2012 Polisi Penilaian Akademik Pelajar UiTM-page 16-17 Garis Panduan Pemantauan Peperiksaan Akhir (Pengurusan, Fasiliti & e-Exatt), UiTM Borang Perakuan Staff

AREA 1: PROGRAM DEVELOPMENT AND DELIVERY

2.3: Management of Student Assessment

	Standard	Description	Evidence
2.3.3	Explain how and when continuous and final assessments results are made available to students.	Pemakluman keputusan penilaian kepada pelajar sebelum semester baharu bermula	<ul style="list-style-type: none"> Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021
2.3.4	What guidelines and mechanisms on students' appeal against course results are in place?	Proses rayuan menyemak semula keputusan oleh pelajar	<ul style="list-style-type: none"> Buku Peraturan Akademik Diploma dan Ijazah Sarjana Muda UiTM Pindaan 2017 (Bil. 1)- page 32-34 Application form for re-checking of examination result
2.3.5	Explain how the department periodically reviews the management of student assessment and measures it take to address the issues highlighted by the review.	Perlu ada semakan keatas pengurusan penilaian pelajar	<ul style="list-style-type: none"> Minute Meeting of JAF Summative Report of CDL-CQI Flow chart of curriculum review

DOKUMEN RUJUKAN

Code of Practice for Programme Accreditation
(COPPA)

Code of Practice for Institutional Audit (COPIA)

Code of Practice

Standards

Programme Standards

Guideline to Good Practice

STANDARD (4)

Executive Diploma

Foundation

**Graduate Certificate
and Graduate
Diploma**

**Masters and
Doctoral Degree**

PROGRAMME STANDARD (25)

Accounting

Art and Design

Biotechnology

Business Studies

Building Surveying

PROGRAMME STANDARD (25)

Computing

Creative Multimedia

Dental Specialties

Diploma In Dental Surgery Assistance

Early Childhood Education

PROGRAMME STANDARD (25)

Education

**Engineering and Engineering
Technology**

Finance

Halal Studies

Hospitality and Tourism

PROGRAMME STANDARD (25)

Information Science

Islamic Studies

Language

Law and Shariah Law

Media and Communication Studies

PROGRAMME STANDARD (25)

Medical and Health Sciences

Muamalat and Islamic Finance

Performing Arts

Psychology

Traditional and Complementary Medicine

GUIDELINE TO GOOD PRACTICES (14)

Academic Staff

Academic Staff Workloads

**Accreditation of Prior Experiential Learning
(APEL)**

**Accreditation of Prior Experiential Learning for
Credit Award [APEL.C]**

**Accreditation of Prior Experiential Learning for
Award of Academic Qualifications (APEL.Q)**

Assessment of Student

Credit Transfer for MOOC

GUIDELINE TO GOOD PRACTICES (14)

Curriculum Design and Delivery

Guidelines Of Curriculum: Foundation (GCF)

Guidelines to Good Practices: Micro-Credentials

**Guidelines on Terms Used for External
Examiner, External Advisor and Advisory Board**

**Monitoring, Reviewing and Continually
Improving Institutional Quality (MR-CIIQ)**

Malaysian Qualification Statement

Work-Based Learning

DOKUMEN RUJUKAN LAIN

Compilation of Policies (2009 – 2020)

Circular and Circular Letters

Advisory Notes

Notification Letters

**Garis Panduan Penamaan Program Pendidikan Tinggi
Malaysia**

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