

Academic Updates Semester 1, 2025/2026: Policies, Practices, and Pedagogical Directions

A) Must pass policy: Courses without summative assessment (all formative assessments/all CAM)

For courses assessed solely through Continuous Assessment (CAM), one of the assessment components typically the one for which marks are not disclosed until the official release of results will be designated as the Final Assessment to meet the “must pass” requirement. However, according to the *Education Programme Standard (Education)*, every course should include both formative and summative assessments, not formative assessments only. Therefore, courses that rely entirely on CAM should be reviewed later to ensure compliance. The percentage weight for the Final Assessment at the undergraduate level should be between 30% and 60%, meaning the standard course assessment structure should be 60/40 or 70/30 (CAM to Final Assessment).

B) Incorporation of Artificial Intelligence (AI) in Courses

Academic staff are encouraged to integrate elements of AI into their teaching and learning activities wherever appropriate and to ensure these are clearly reflected in the course plan. At present, there are no specific national guidelines outlining the integration of AI tools and technologies into academic courses. In the interim, institutions and academic staff may refer to the Malaysian Qualifications Agency (MQA) Advisory Note 2/2023 as a guiding document for responsible and effective adoption.

Guiding Principles for AI Integration

1. Technology as a Facilitator and Value-Add

AI should be viewed as an enabler that enhances the teaching and learning process rather than a replacement for human input. It may be utilized to support lesson delivery, streamline administrative tasks, personalize learning experiences, or enhance assessment design always ensuring that educational integrity and human critical thinking remain central to the learning experience.

2. Responsible and Ethical Use of AI

Academic staff should play a coaching role by guiding students to use AI tools responsibly, ethically, and transparently. This includes:

- a) Acknowledging AI-assisted work where applicable;
- b) Understanding limitations and potential biases in AI-generated content;
- c) Upholding academic honesty and originality in all submissions and learning activities.

C) Integration of Tawhidic Epistemology in the course

According to the Guideline on the Consolidation of Tawhidic Epistemology (TE) in Academic Programmes which was endorsed in 524th Senate Meeting held on 22nd August 2025, all academic programmes are expected to incorporate TE elements in their curriculum. While the minimum standard is to integrate TE meaningfully into at least one course per programme, kulliyahs are strongly encouraged to embed TE elements in multiple courses, especially those that:

- Introduce foundational theories or methods in the discipline;
- Address ethics, worldview, or social impact;
- Provide reflective or integrative learning opportunities (e.g. final year projects, seminars, community engagement).

Presently at KOED, the only undergraduate course that has incorporated Tawhidic Epistemology (TE) elements is EDFS 1001 Historical and Philosophical Foundations of Malaysian Education. Please refer to the attached guideline for further details on how to integrate Tawhidic Epistemology (TE) elements and ensure their visibility in the course plan.

D) Online vs Face-to-Face Classes Implementation

In line with the National e-Learning Policy 2.0 (Dasar e-Pembelajaran Negara 2.0) issued by the Ministry of Higher Education (MOHE), Ministry of Education (KPM), and MEIPTA, higher education institutions are required to adopt blended learning as the main delivery mode during Phase 3 (2021–2025). Under this policy, 70% of all programmes offered by each institution must be conducted through blended learning.

According to the *Garis Panduan Pelaksanaan Pembelajaran Teradun (2020)*, the total Student Learning Time (SLT) for a 3-credit hour course (120 hours) should be distributed as follows:

- 30% Online Learning – This includes digital-based activities such as:
 - Learning materials (e.g., recorded lectures, notes, readings)
 - Learning activities (e.g., forums, quizzes, discussions)
 - Online assessments
- 70% Conventional (Face-to-Face) Learning – This covers traditional academic engagements such as:
 - Lectures and tutorials
 - Laboratory or studio sessions
 - Individual study and assessments conducted in-person

While blended learning is encouraged across programmes, certain courses may not be suitable for this approach due to their professional or practical nature. The following categories of courses are not recommended to adopt the blended learning policy extensively:

- Accredited Professional Courses, such as Counseling, which require direct supervision, observation, and practicum elements.
- Teaching Methodology Courses, where face-to-face interaction and immediate feedback are essential for developing teaching competencies.
- Other Relevant Courses that demand intensive hands-on, clinical, or laboratory components that cannot be effectively replicated online.

E) Implementation of iTa’leem for Course Assessments

The DCM has decided that all teaching staff are to begin using iTa’leem as the official platform for teaching and learning management. To facilitate a smooth transition, Semester 1 will serve as the initial implementation phase. During this period, assessments that require online submission are to be uploaded via iTa’leem. Other forms of assessment, such as mid-term examinations and quizzes, do not need to be submitted online. This gradual approach is intended to help both instructors and students become familiar with the platform’s functions while promoting consistency in academic processes. All instructors, including part-time lecturers, are required to comply with this directive and ensure that the relevant assessments are submitted through iTa’leem. Further instructions and training sessions will be provided to support staff during this transition.

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