How to calculate credit hour

Mohd Nasri Awang Besar
Fakulti perubatan
Universiti Kebangsaan Malaysia

DEFINITION OF CREDIT

A credit is a quantitative measurement for all learning activities required to achieve the learning outcomes.

A credit the agreed-upon value used to measure a student workload in terms of learning time required to complete course units, resulting in learning outcomes' (UNESCO, 2004)

What is MQF?

16. The framework is defined as *'...an instrument that develops and classifies qualifications based on a set of criteria that is agreed nationally and benchmarked with international practices, and which clarifies the academic levels learning outcomes and credit system based on student academic load'.* (MQF, 2007). It is an intended as a comprehensive, overarching and integrated national qualifications framework. The Framework provides a set of levels and descriptors covering all sectors, which uses the set of levels and outcomes with the intention to bring progression and pathways together, and accommodate all forms of learning. They are related to study and/or work context to make it applicable for academic and TVET type qualifications and purposes.

66. Key elements to be observed on the credit system:

i. The MQA Act 2007 defines a credit as ‘a representative measure to reflect the academic load’. Within the MQF (2007), ‘credit is a quantitative measure that represents the volume of learning or academic load to attain the set of learning outcomes.’ It is a measure of the total academic/learning load or volume of learning a student must undertake to achieve a defined group of learning outcomes.

ii. In this aspect, ‘academic load’ is a quantitative measure of all the learning activities required to achieve a defined set of learning

4. CREDIT SYSTEM

64. Provision for credit system is stated in MQA Act 2007 section 36(f), 'to establish a credit system to facilitate credit accumulation and transfer which is acceptable within and outside Malaysia'. Credit system plays an increasingly important role in higher education, both at national and international levels. Its key importance lies in its ability to quantify and record student-learning achievements. Credit system :

i. helps to measure student learning and programme transparency;
ii. provides flexibility to HEPs in programme design and delivery;
iii. helps to achieve common understanding and secure standards of qualifications;
iv. facilitates credit transfer and recognition within, and among the skills, technical and vocational, academic and professional sectors;
v. facilitates comparability of qualifications locally or internationally by comparing credit load;
vi. aids access and credit transfers based on assessment of prior formal, informal and non-formal learnings; and
vii. promotes mobility of students and workers between institutions, regionally and globally.

Credit System

- **Traditional**
  - Based on teacher-centred
  - Measured by staff contact time

- **MQF Credit System**
  - Based on student-centred output-oriented approach
  - Measured by learning volume by the student

Prof. Zainai's slide

Traditional academic system :

- 1 credit unit have different definitions for the different modes of teaching e.g. lecture, practicals and industrial training
- Different definitions do exist between faculties and between institutions

Lecturer-Centred to Student-Centred

(incorporating SLT)

15

	Academic Activity (some examples)	Face 2 Face	Student Self-Learning*	Total
1	Lecture	1	2	3
2	Tutorial	1	2	3
3	Laboratory/Practical	3	2	5
4	Assignment - 2000 words	0	20	20
5	Presentation	1	4	5
	Total	**6**	**30**	**36**

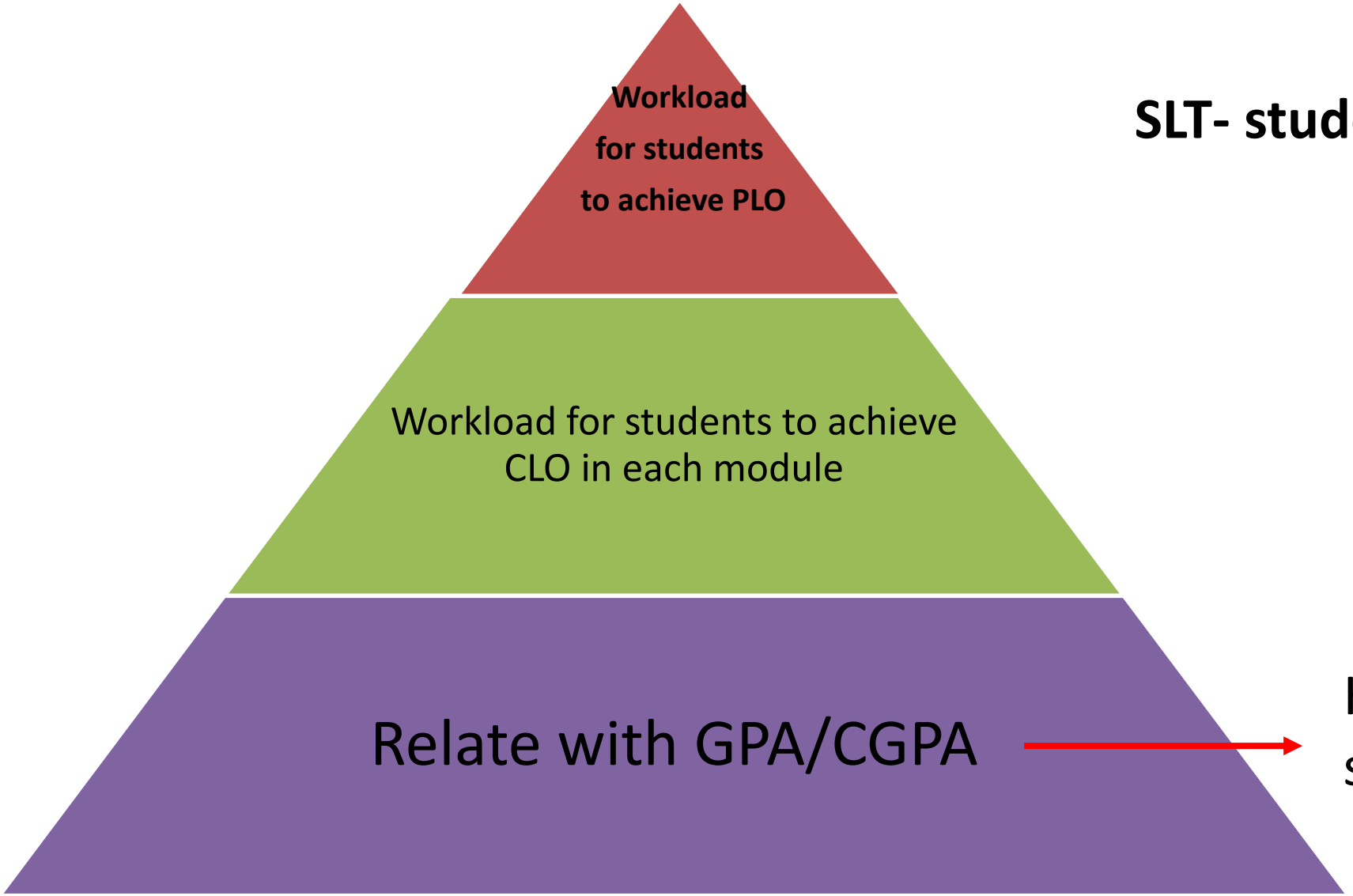
Unaccounted for in the present system

* *Using the Proposed student independent learning in relation (Slide 17)*

Notional Credit Hours

- The use of a system called Notional Credit Hours (NC) is proposed as the standard unit and takes into account all academic related activities performed by the student regardless of the teaching mode
- Note that the key word is STUDENT activity not lecturer!
- **1 NC = 40 hrs of Student Learning Time (SLT)**
- Value of 1 NC derived from studies and is comparable to UK and EU

Why ACTUAL credit hours it is important?



SLT- student learning time

High credit hour give a significant effect to GPA

Basic 1: Familiarize with the term in Table 4 MQA

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

L: Lecture
T: Tutorial
P: Practical
O: Others

NF2F
Total calculation of:
i) IL related to the duration F2F T&L
ii) IL related to the NF2F
iii) Asynchronous

Basic 2: Familiarize with independent learning IL in MMC guideline

Appendix 3

Guideline on Credit Value and Student Learning Time (SLT)

A credit is a quantitative measurement for all learning activities required to achieve the learning outcomes.

Notional Learning Time

1 Credit = 40 notional hours

Recommended Student Learning Time (SLT)

8 hours a day

40 hours a week

Total SLT ÷ 40 = 1 credit

20-22 credits per semester

Minimum 200* credits in 5 years

Elective: 80 notional hour = 1 credit [Please tick (✓) industrial training/clinical placement in item 10 of Table 4]

Note: * Total credit value inclusive of MPU and other university subjects

Maximum duration of one academic session should not exceed 46 weeks (including the revision and examination

Proposed Student Independent Learning Time

A. General Teaching –learning activities

	Academic Activity (some examples)	Face 2 Face		NF2F Independent Learning (Asynchronous)	Total SLT
		Physical	Online/ technology-mediated (Synchronous)		
1	Lecture	1		1-2	2-3
	Lecture		1	1-2	
2	Tutorial	1		1-2	2-3
	Tutorial		1	1-2	2-3
3	Laboratory/Practical	2		1-2	3-4
4	Assignment - 2000 words	-	-	20	20
5	Presentation	1 *		4*	5
6	Self-learning packages / CAL	-	-	2	2
7	Field work	1-2		0	1-2
8	Problem-based Learning (PBL)	4 (2 sessions)		8	12
9	Case-based Learning	1		1	2
10	Project-based Learning	2		2-3	4-5
11	Team-based learning	2		4	6
12	Flip class	1		2	3
13	E-learning / Gamification	1		1	2

* Individual student presentation normally take about 10-15 minutes, therefore the independent learning may take less than 4 hours

B. Clinical learning

Teaching –learning activities	Guided Learning Face 2 Face	Independent Learning (NF2F)	Total SLT
Ward work	-	1	1
Bedside teaching**	1	-	1
Student presentation/seminar	1*	4*	5
Clinical Skill lab	2	-	2
Case write-up 800- 1200 words	-	6 to 8	6-8
On call	1	-	0.5 (Effective Learning Time)

* Individual student presentation normally take about 10-15 minutes, therefore the independent learning may be less than 4 hours

** In normal situation, about 70% of clinical teaching must be on real patients. This could be subjected to advisory notes by the relevant authorities.

C. Assessment

Assessment	Percentage (%)	Face 2 Face		NF2F Independent Learning (Asynchronous)	Total SLT (in hours)
		Physical	Online/ technology-mediated (Synchronous / direct observation)		
Continuous assessment (CA) *		1		3	4
Continuous assessment (CA) *			1	1	2
CA: Assignment / Case write-up / Presentation etc		0	0	Refer A and B	0
Summative assessment (Final Examination)		3		10	13

Note: * Assessments that are not included in teaching-learning

Effective learning time?

- For less non-interactive TLM
  - On call
  - Clinic
  - OT observation
  - Ward work
  - Include travelling time?

Independent learning?

- BST with topic
- Ward round –cover bed

Possibility of high SLT

Scenario 1

- Example: There are 10 seminars per course/module, duration 1 hour. Student/ one group ONLY present 30min twice percourse/ module How to calculate SLT?:
  - SLT = 20

SLT= F2F+ (F2F x IL)
= 10 + (10x1)
= 20

  - SLT = 12

SLT 1= 8
SLT 2= F2F+ (F2F x IL)
= 2 + (2x1)
= 4

Possibility of high SLT

Scenario 2

- Example: Student have to attend a clinic session from 9 to 12 pm from week 3 to week 10 everyday. How to calculate SLT?:
  - SLT = 120
  - SLT = 60

SLT= F2F
= 3 hrs x 5 days x 8 weeks
= 120

SLT= F2F
= 1.5 hrs x 5 days x 8 weeks
= 60
* Effective learning time for clinic is 1.5hrs

Possibility of high SLT

Scenario 2

- Example: Student have to do on call from 5 to 12 am 2 times in course/module A. How to calculate SLT?:
  - SLT = 14

SLT= NF2F
= 7 hrs x 2
= 14

  - SLT = 4

SLT= NF2F
= 2 hrs x 2
= 4
* Effective learning time for on call is 2hrs

How to calculate credit hour?

1 credit = 40 SLT.

If the KM STRUGGLE to achieve the student learning time (SLT) based on the “GIVEN/SELECTED” credit hour….something wrong is happening…it is not ACTUAL credit hour

Dummy table for SLT calculation

	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	Cardiovascular problems: oDyslipidemia oCoronary artery disease oHeart failure oCardiac arthythmias oRheumatic fever and chronic rheumatic heart disease oCongenital heart disease oDeep vein thrombosis and peripheral oVascular disease	1,2,3		2	10	10					78	
2	Respiratory problems: oBronchial asthma oChronic obstructive pulmonary disease oPneumonias oPulmonary tuberculosis oPleural effusion oEmpyema	1,2,3		2	114	?					22	
3	Respiratory problems 2: oLung abscess oPneumothorax oOccupational lung disorders oLung malignancies oRespiratory failure oObstructive sleep apnoea	1,2,3		2	114						22	
4	Renal and genitourinary problems: oUrinary tract infections oRenal failure (Acute and chronic) oPyelonephritis oRenal malignancies oNephrotic syndrome oNephrititis	1,2,3		2	114						22	
5	Haematological problems 1 oAnaemias oHaemolytic and haemorrhagic disorders oLeukaemias oTransfusion of blood and blood components	1,2,3		2	114						22	
6	Haematological problems 2 oLymphomas oMyelomatosis oThrombosis	1,2,3		2	114						22	

FORM | INDEX | MFM7110 | **MFM7120** | MFM7130 | MFM7140 | MFM7210 | MFM7220 | MFM7230 | MFM7240 | MFM7250 | MFM ...

1 year 52 weeks
4 years = 208 weeks
How many weeks has been used for the programs (including exams preparation and exams day)?

114?: ~~Practical~~ Others: BST, Clinic, OT, Workshop, On call, ward round

22?: IL, ward work, SDL, Asynchronous lecture

Item 10: content outline and Subtopics

	Course Content Outline and Subtopics	CLO*	Learning and Teaching Activities**								
			Face-to-Face (F2F)								NF2F Independent Learning (Asynchronous)
			Physical				Online/ Technology-mediated (Synchronous)				
			L	T	P	O	L	T	P	O	
16	DISASTER SURGERY,RADIOLOGY IN SURGERY	1,3,4				3					3
17	CARDIOTHORACIC SURGERY,SURGICAL AUDIT AND ETHICS	1,3,4	2			4					6
18	DEVELOPM ENTAL ANOMALIES OF FACE	1,3,4				2					2
19	WARD WORK (OT, CLINIC, SCOPE ROOM), ONCALL	2,3,4,5									210
20	BST	2,3,4,5			44						22
											SUB-TOTAL SLT:

210?

WEEK 1

	8.00-9.00	9.00-10.30	10.30-1.00	2.00-4.00	4.00-5.00
Monday	Briefing		Workshop - History taking, MSE and communication skills	Online Lecture - Basic Psychopathology	Meeting supervisors
Tuesday	Online Lecture - Concept & Classification of Mental illness		Blended Learning - An approach to managing a psychiatric patient	Visit to Psychiatric Facilities	
Wednesday	CPC	Clinic/ Ward work		Visit to Psychiatric Facilities	
Thursday	Online Lecture - Normal psychological development			SSM	
Friday	Observe ECT/Planning for PPD or other group projects / Preparing for next Group Discussion			Clinic/Ward	

8 hours X 5 days (1 week) = 40hrs
40hrs= 1 credit
6 weeks = 5 credit hours

It is wrong concept, only as a guide

Step 3: Using the excel template

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Course content outline and Subtopic	CLO	F2F Physical/ Synchronous/	Duration /ELT (hr)	W1	W2	W3	W4	W5	Amount of T&L	Total F2F	Independent learning	NF2F= Total F2F X IL	Total SLT= Total F2F+ NF2F
2														
3				d						n	d X n	IL		
4														
5														
6														
7														
8														
9														
10			Table 1											
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														
31														
32														
33														
34														
35														
36														
37														
38														
39														

	Course content outline and Subtopic	CLO	NF2F Physical/ Asynchronous	Duration /ELT (hr) **d**	W1	W2	W3	W4	W5	Amount of T&L **n**	NF2F= **d X n**	Total SLT= NF2F
4												
5	ward work (effective learning time is 1.5)/		Physical	1.5						5 days x 48 weeks=240	1.5x240	360
6	On call/week (effective learning time is 1.5)		Physical	1.5						1 Days x 48 weeks= 48	1.5 x 48	72
7	NF2F = Total SLT/Year for 48 weeks											?
8												


Terima Kasih

INTRODUCTION TO TABLE 4

Dr Mohd Nasri Awang Besar

WORKSHOP ON OUTCOME- BASED EDUCATION,

KULIYYAH OF MEDICINE

7TH march 2023

Content

Table 4

- What
  - Overview
  - Each item in Table 4
- Why

What is Table 4?

STANDARDS FOR UNDERGRADUATE MEDICAL EDUCATION

Prepared by:

UNDERGRADUATE EDUCATION SUBCOMMITTEE,
MEDICAL EDUCATION COMMMITTEE, MALAYSIAN MEDICAL COUNCIL

Adopted by The

MALAYSIAN MEDICAL COUNCIL

28th May 2019

First Edition: 2019

Second Edition: 2022

WFME | WORLD FEDERATION FOR MEDICAL EDUCATION

BASIC MEDICAL EDUCATION
WFME GLOBAL STANDARDS FOR
QUALITY IMPROVEMENT

The 2020 Revision

www.wfme.org admin@wfme.org

STANDARDS FOR PROGRAMME ACCREDITATION OF UNDERGRADUATE MEDICAL PROGRAMMES

CONTENTS

STANDARDS FOR UNDERGRADUATE MEDICAL EDUCATION 2nd Edition (2022)

5.	Section 2:	Criteria and Standards for Programme Accreditation	5
6.	Section 3:	Data Submission for Programme Accreditation (MQA 02 –UG Medical Programme)	22

AREA 1

Programme Development and Delivery

AREA 2

Assessment of Student Learning

AREA 3

Student Selection and Support Services

AREA 4

Academic staff

AREA 5

Educational resources

AREA 6

Programme management

AREA 7

Programme Monitoring, Review and Continual Quality Improvement

SECTION 2

CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

Area 1.2.4

The curriculum must:

Apply the principles of scientific method, including analytical and critical thinking, medical research methods and evidence-based medicine.

- identify and incorporate aspects of the basic biomedical sciences to create an understanding of scientific knowledge and concepts fundamental to acquiring and applying the clinical sciences.
- identify and incorporate aspects of the behavioural sciences, social sciences, medical ethics and medical laws that are relevant to the practice of medicine.
- identify and incorporate aspects of the professional skills and attitudes to ensure that students:
- acquire sufficient clinical competency to function effectively as medical house officers after graduation.
- spend a reasonable part of the programme in planned contact with patients in relevant clinical settings.
- participate in health promotion and preventive medicine activities.
- specify the amount of time spent in training of major clinical disciplines.
- emphasise healthcare economics in the context of Malaysia and include funding frameworks, cost of care and clinical decisions.

Annotation: Refer to Section 4 for Core Competencies and **provide detail course information in Table 4**. Please use appendix 3 as guide to calculate students learning time and credit value. For credit value, the total credit shall not be less than 200 for the whole programme.

Appendix 3: Guideline on Credit and Student learning time

Table 2: Components of the programme and its credit value

Minimum Graduating Credit: 200

	Course Classification		Minimum Credit Value	Existing Credit Value	Propose Credit Value
1.	*Compulsory courses/modules**		*10*		
2.	***Core Courses***	• ***Basic Sciences***	*60*		
		• ***Clinical training*** • ***Projects*** ***Dissertation***	*110*		
3.	*Optional/Elective courses***		*2*		
4.	*Others (specify)*				

Note:

* Compulsory courses/modules refers to *Mata Pelajaran Umum* (MPU) and other courses required by the HEP.

** Optional/elective courses refer to courses where students can exercise choice.

c) Provide a brief description for each course offered in the programme. Please arrange the courses by year and semester as in Table 3.

Table 3: Brief description of courses offered in the programme

No.	Semester/ Year Offered	Name and Code of Course	Classification (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)					Prerequisite/ co-requisite	Name(s) of Academic Staff
					PLO1	PLO2	PLO3	PLO4	PLO5		
1.											
2.											
3.											
4.											
5.											
6.											
7.											

8.											
9.											
10											

e) Provide the information for each course as existing Table 4 and proposed Table 4.

Table 4: Course information (**a template in Excel format is provided separately for HEP to fill in. Please download the latest version from MQA website**)

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Prerequisite/co-requisite (if any):

d) Provide information for each course, where applicable in Table 4.

Table 4: Course information (**a template in Excel format is provided separately for HEP to fill in. Please download the latest version from MQA website**)

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Prerequisite/co-requisite (if any):
7.	Course learning outcomes (CLO): CLO 1 - .... CLO 2 - .... CLO 3 - .... CLO 4 - .... CLO 5 - ....

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

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assessment Methods
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9		
CLO 1											
CLO 2											
CLO 3											
CLO 4											
CLO 5											
Mapping with MQF Cluster of Learning Outcomes											

Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box.

(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2.)

9. Transferable Skills (if applicable):

(Skills learned in the course of study which can be useful and utilised in other settings.)

10. Distribution of Student Learning Time (SLT):

Course Content Outline and Subtopic	CLO*	Teaching and Learning 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											
SUB-TOTAL SLT											

Continuous Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)	
		Physical	Online / Technology-mediated (Synchronous)		
1					
2					
SUB-TOTAL SLT					

Final Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)	
		Physical	Online / Technology-mediated (Synchronous)		
1					
2					
SUB-TOTAL SLT					
SLT for Assessment					
GRAND TOTAL SLT					
A	% SLT for F2F Physical Componet				
B	% SLT for Online & Independent Learning Component				
C	% SLT for All Practical Component				
C1	% SLT for F2F Physical Pratical Component				
C2	% SLT for F2F Online Practical Component				

Please (✓) if this course is Elective Course using 50% of effective learning time (ELT)

L = Lecture, T = Tutorial, P = Practical, include Clinical learning, O = Others, F2F = Face to Face, NF2F = Non Face to Face

*Indicate the CLO based on the CLO's numbering in Item 8.

11.	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):
12.	References (include required and further readings, and should be the most current):
13.	Other additional information:

Item 1 to 13

Table 4: Summary of Course Information

COPY SHEET | UPDATE INDEX | CLEAR FORM

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			

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

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11		Teaching Methods	Assessment Methods
CLO1														
CLO2														
CLO3														
Mapping with MQF Cluster of Learning Outcomes	C1	C2	C3 B	C3 B	C3 B	C3 A	C3 B	C5	C3 D	C2	C1			
	C3 A		C3 F	C3 F	C5	C3 F	C3 C		C3 F	C3 C	C4 A			

Indicate the primary causal link between the CLO and PLO by ticking '√' in the appropriate box.

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

9 Transferable Skills (if applicable)

(Skills learned in the course of study which can be useful and utilized in other settings)

1	
2	
3	

Open-ended response (if any)

4	

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**								NF2F Independent Learning (Asynchronous)	Total SLT
			Face-to-Face (F2F)									
			Physical				Online/ Technology-mediated (Synchronous)					
			L	T	P	O	L	T	P	O		
1												
2												
3												
4												
5												
6												
											SUB-TOTAL SLT:	

Continous Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)	Total SLT
			Physical	Online/ Technology-mediated (Synchronous)		
1						
2						
3						
4						
5						
					SUB-TOTAL SLT:	

Final Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)	Total SLT
			Physical	Online/ Technology-mediated (Synchronous)		
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) x 100]*	
B					% SLT for Online & Independent Learning Component: *[(Total F2F Online + Total Independent Learning) /(Total F2F Physical + Total F2F Online + Total Independent*	
C					% SLT for All Practical Component: *[% F2F Physical Practical + % F2F Online Practical]*	
C1					% SLT for F2F Physical Practical Component *[Total F2F Physical Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	
C2					% SLT for F2F Online Practical Component *[Total F2F Online Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	

Please tick (√) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT)

Note

: * Indicate the CLO based on the CLO's numbering in Item 8

** 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.

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)	

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to the curriculum design.

Why table 4 is crucial in curriculum?

….provide detail course information (MMC standard Area 1.2.4)

Why table 4 is crucial in curriculum? Which part?

d) Provide information for each course, where applicable in Table 4.

Table 4: Course information (**a template in Excel format is provided separately for HEP to fill in. Please download the latest version from MQA website**)

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Prerequisite/co-requisite (if any):
7.	Course learning outcomes (CLO): CLO 1 - .... CLO 2 - .... CLO 3 - .... CLO 4 - .... CLO 5 - ....

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

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assessment Methods
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9		
CLO 1											
CLO 2											
CLO 3											
CLO 4											
CLO 5											
Mapping with MQF Cluster of Learning Outcomes											

Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box.

(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2.)

9. Transferable Skills (if applicable):

(Skills learned in the course of study which can be useful and utilised in other settings.)

10. Distribution of Student Learning Time (SLT):

Course Content Outline and Subtopic	CLO*	Teaching and Learning 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											
SUB-TOTAL SLT											

Continuous Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)
		Physical	Online / Technology-mediated (Synchronous)	
1				
2				
SUB-TOTAL SLT				

Final Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)
		Physical	Online / Technology-mediated (Synchronous)	
1				
2				
SUB-TOTAL SLT				
LT for Assessment				
GRAND TOTAL SLT				
A	% SLT for F2F Physical Componet			
B	% SLT for Online & Independent Learning Component			
C	% SLT for All Practical Component			
C1	% SLT for F2F Physical Practical Component			
C2	% SLT for F2F Online Practical Component			

Please (✓) if this course is Elective Course using 50% of effective learning time (ELT)

L = Lecture, T = Tutorial, P = Practical, include Clinical learning, O = Others, F2F = Face to Face, NF2F = Non Face to Face

*Indicate the CLO based on the CLO's numbering in Item 8.

11.	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):
12.	References (include required and further readings, and should be the most current):
13.	Other additional information:

Why table 4 is crucial in OBE?

Why table 4 is crucial in OBE? Which part?

d) Provide information for each course, where applicable in Table 4.

Table 4: Course information (**a template in Excel format is provided separately for HEP to fill in. Please download the latest version from MQA website**)

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and year offered:
5.	Credit value:
6.	Prerequisite/co-requisite (if any):
7.	Course learning outcomes (CLO): CLO 1 - .... CLO 2 - .... CLO 3 - .... CLO 4 - .... CLO 5 - ....

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

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assessment Methods
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9		
CLO 1											
CLO 2											
CLO 3											
CLO 4											
CLO 5											
Mapping with MQF Cluster of Learning Outcomes											

Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box.

(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2.)

9. Transferable Skills (if applicable):

(Skills learned in the course of study which can be useful and utilised in other settings.)

10. Distribution of Student Learning Time (SLT):

Course Content Outline and Subtopic	CLO*	Teaching and Learning 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											
SUB-TOTAL SLT											

Continuous Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)
		Physical	Online / Technology-mediated (Synchronous)	
1				
2				
SUB-TOTAL SLT				

Final Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)
		Physical	Online / Technology-mediated (Synchronous)	
1				
2				
SUB-TOTAL SLT				
SLT for Assessment				
GRAND TOTAL SLT				
A	% SLT for F2F Physical Componet			
B	% SLT for Online & Independent Learning Component			
C	% SLT for All Practical Component			
C1	% SLT for F2F Physical Pratical Component			
C2	% SLT for F2F Online Practical Component			

Please (✓) if this course is Elective Course using 50% of effective learning time (ELT)

L = Lecture, T = Tutorial, P = Practical, include Clinical learning, O = Others, F2F = Face to Face, NF2F = Non Face to Face

*Indicate the CLO based on the CLO's numbering in Item 8.

11.	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):
12.	References (include required and further readings, and should be the most current):
13.	Other additional information:

Introduction of each item in Table 4

Summary of Course Information Template

(Table4 v2.0 June 2020)

Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

Please follow the instructions below in sequential order to provide the information on the courses in the programme. Following are the sequential instructions to fill in course information of the programme:-

1- To create a new course information, click 'FORM' worksheet.

2- Fill in the required information for the course. Course code is a mandatory field and it is unique.
Data for cells in dark **green** color will be generated automatically.

3- Once completed, click ***'Copy Sheet*** ' button that available on the top right corner of the form.
(A new worksheet will be replicated with a default name which is the course code)

4- To provide information for the following course, return to the 'FORM' worksheet.
You can create a new couse by filling all new information by repeating steps 1 to 3 OR just edit the relevant fields and repeat step 3.
Click **'Clear Form'** to fill in new information.

5- Once all courses have been created, click ***'Update Index'*** button on the top right corner of the FORM worksheet.

6- Go to **'INDEX'** worksheet to see the summary index for all the courses of the programme.
(All courses/ worksheet names will be populated together with % SLT for ODL courses)

Note: This Table 4 and its SLT calculation are designed for home grown programme only.

Table4 new.xlsm - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Mohd Nasri Awang Besar Share

Cut Copy Format Painter Paste Clipboard | Calibri 11 Font | Wrap Text Merge & Center Alignment | Number | Conditional Formatting Format as Table Styles | Insert Delete Format Cells | AutoSum Fill Clear Sort & Filter Find & Select Editing

F5

Table 4: Summary of Course Information

COPY SHEET UPDATE INDEX CLEAR FORM

1	Course Name:		
	Course Code:		
	Course Classification:		Compulsory Major (core) Minor Elective (core) Elective (open/free)
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	

Note:
* Compulsory courses/modules refer to *Mata Pelajaran Umum* (MPU) and other courses required by the HEP.
** Core courses also include common courses of faculty.
*** Provide information on major, including double major, if applicable.

**** Optional/elective courses refer to courses where students can exercise choice.

(c) Provide a brief description of each course offered in the programme. Please arrange courses by year and semester as in Table 3.

GUIDE FORM INDEX

Ready 100%

Type here to search ENG 9:38 AM 6/4/2021

Table4 new.xlsm - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Mohd Nasri Awang Besar Share

Cut Copy Format Painter Paste | Calibri 11 | Wrap Text Merge & Center | Conditional Formatting Format as Table | Insert Delete Format | AutoSum Fill Clear | Sort & Filter Find & Select

Clipboard Font Alignment Number Styles Cells Editing

F5

Table 4: Summary of Course Information

COPY SHEET UPDATE INDEX CLEAR FORM

1	Course Name:		
	Course Code:		
	Course Classification:		
2	Synopsis:	**Brief summary of the course such as when, duration, TLM and assessment**	
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	

GUIDE FORM INDEX

Ready 100%

Type here to search ENG 9:38 AM 6/4/2021

Table4 new.xlsm - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Mohd Nasri Awang Besar Share

Cut Copy Format Painter Paste Clipboard | Calibri 11 Font | Wrap Text Merge & Center Alignment | Number | Conditional Formatting Format as Table Styles | Insert Delete Format Cells | AutoSum Fill Clear Sort & Filter Find & Select Editing

F5

Table 4: Summary of Course Information

COPY SHEET UPDATE INDEX CLEAR FORM

1	Course Name:					
	Course Code:					
	Course Classification:					
2	Synopsis:					
3	Name(s) of Academic Staff:	1	**Head of module/course/coordinator**			
		2	**Prof A, Assoc Prof B, Dr C, Dr D…**			
		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				

GUIDE FORM INDEX

Ready 100%

Type here to search ENG 9:38 AM 6/4/2021

Table4 new.xlsm - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Mohd Nasri Awang Besar Share

Cut Copy Format Painter Paste Clipboard | Calibri 11 Font | Wrap Text Merge & Center Alignment | Number | Conditional Formatting Format as Table Styles | Insert Delete Format Cells | AutoSum Fill Clear Sort & Filter Find & Select Editing

F5

Table 4: Summary of Course Information

COPY SHEET UPDATE INDEX CLEAR FORM

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:*	Rotation?, integrate?, block?
5	Credit Value:		1 2 3 4 5 6 7 8				
6	Pre-requisite/ co-requisite (if any):						
	Course Learning Outcomes (CLO)	CLO1					
		CLO2					
		CLO3					

GUIDE FORM INDEX

Ready

Type here to search ENG 9:38 AM 6/4/2021

Table4 new.xlsm - Excel

Mohd Nasri Awang Besar

Table 4: Summary of Course Information

COPY SHEET | UPDATE INDEX | CLEAR FORM

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:		Auto generated			
6	Pre-requisite/ co-requisite (if any):					
7	Course Learning Outcomes (CLO)	CLO1				
		CLO2				
		CLO3				

GUIDE | FORM | INDEX

Ready

Type here to search

ENG 9:38 AM 6/4/2021

Table4 new.xlsm - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Mohd Nasri Awang Besar Share

Paste Cut Copy Format Painter | Calibri 11 | Wrap Text Merge & Center | Conditional Formatting Format as Table | Insert Delete Format | AutoSum Fill Clear | Sort & Filter Find & Select

Clipboard Font Alignment Number Styles Cells Editing

F5

Table 4: Summary of Course Information

COPY SHEET UPDATE INDEX CLEAR FORM

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):	Must pass?				
7	Course Learning Outcomes (CLO)	CLO1				
		CLO2				
		CLO3				

GUIDE FORM INDEX

Ready

Type here to search ENG 9:38 AM 6/4/2021

Table4 new.xlsm - Excel

Table 4: Summary of Course Information

COPY SHEET | UPDATE INDEX | CLEAR FORM

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				

CLO Dialog Box

CLOs are statements of what learner should be able to do upon completion of courses.Example: At the end of course the student will be able to: 1.Explain the basic principle of immunisation (C2, PLO1).

The number of CLO of a course is determined by the Courses to PLO mapping. If a course is designed to meet 2 PLOs (n), the number of CLO of that course can be determined by: CLO = (n) or maximum n+1. For example, if a course is mapped to 2 PLOs, then the number of CLOs can be 2-3.

In general, a course is suggested to have 3-5 CLOs.

However, courses with high intensity of learning volume such as research project, capstone projects, dissertation and industrial training with duration more than 6 months that runs into the final semester are permitted to have more than 5 CLOs, which is subject to further verification from the expert.

OK

GUIDE | FORM | INDEX

Ready

8 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														
CLO2														
CLO3														
Mapping with MQF Cluster of Learning Outcome	C1	C2	C3 B	C3 B	C3 B	C3 A	C3 B	C5	C3 D	C2	C1			
	C3 A		C3 F	C3 F	C5	C3 F	C3 C		C3 F	C3 C	C4 A			

Determine by curriculum committee (and standardized)

Indicate the primary causal link between the CLO and PLO by ticking '√' in the appropriate box.

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

9 Transferable Skills (if applicable)

(Skills learned in the course of study which can be useful and utilized in other settings)

1	
2	
3	

Open-ended response (if any)

4	

Table 1.1: Matrix of Programme Learning Outcomes (PLO) against Malaysian Qualification learning domain (MQF).

Programme Learning Outcomes (PLO)	Malaysian Qualification Framework (MQF) learning outcomes									
	1. Knowledge & understanding	2. Cognitive Skills	3. Functional Work Skills:						4. Personal & Entrepreneurial Skills	5. Ethics & Professionalism
			a) Practical Skills	b) Interpersonal Skills	c) Communication Skills	d) Digital Skills	e) Numeracy Skills	f) Leadership, Autonomy & Responsibility		
PLO 1										
PLO 2										
PLO 3										

Determine by curriculum committee (and standardized)

Mapping with MQF Cluster of Learning Outcomes												
	C1	C2	C3 B	C3 B	C3 B	C3 A	C3 B	C5	C3 D	C2	C1	
	C3 A		C3 F	C3 F	C5	C3 F	C3 C		C3 F	C3 C	C4 A	

Indicate the primary causal link between the CLO and PLO by ticking '√' in the appropriate box.

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

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

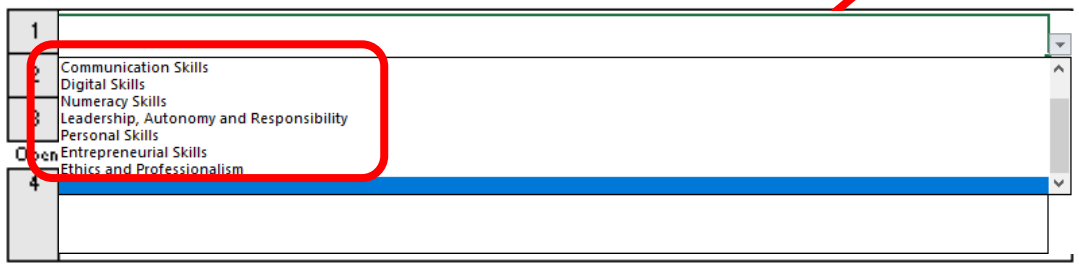
Course Learning Outcomes	Programme Learning Outcomes (PLO)												Teaching Methods	Assessment Methods
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11			
CLO1														
CLO2														
CLO3														
Mapping with MQF Cluster of Learning Outcomes	C1	C2	C3 B	C3 B	C3 B	C3 A	C3 B	C5	C3 D	C2	C1			
	C3 A		C3 F	C3 F	C5	C3 F	C3 C		C3 F	C3 C	C4 A			

Indicate the primary causal link between the CLO and PLO by ticking '√' in the appropriate box.

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

9 Transferable Skills (if applicable)

(Skills learned in the course of study which can be useful and utilized in other settings)



10 Distribution of Student Learning Time (SLT)

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												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
											SUB-TOTAL SLT:	
			Face-to-Face (F2F)								NF2F Independent Learning	

GUIDE | FORM | INDEX

L: Lecture
T: Tutorial
P:Practical-lab/simulation lab
O: Others
- BST, seminar, PBL, CBL, Ward round, Clinic attachment, OT attachment, Ward work, SDL

					SUB-TOTAL SLT:
Continous Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
1					
2					
3					
4					
5					
					SUB-TOTAL SLT:
Final Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
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) x 100]*
B					% SLT for Online & Independent Learning Component: *[(Total F2F Online + Total Independent Learning) /(Total F2F Physical + Total F2F Online + Total Independent*
C					% SLT for All Practical Component: *[% F2F Physical Practical + % F2F Online Practical]*
C1					% SLT for F2F Physical Practical Component *[Total F2F Physical Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*
C2					% SLT for F2F Online Practical Component *[Total F2F Online Practical / (Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*

Please tick (√) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT)

Note

:

* Indicate the CLO based on the CLO's numbering in Item 8

** For ODL programme: Courses with mandatory practical requiremnets imposed by the programme standards or any related standards can be exempted from complying to the minimum 80% ODL delivery rule in the SLT.

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)	

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to the curriculum design.

Formative assessment 0%

End of semester exams theory: OBA
End of semester exams clinical: OSCE

				SUB-TOTAL SLT:	
Continous Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
1					
2					
3					
4					
5					
				SUB-TOTAL SLT:	
Final Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
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) x 100]*	
B				% SLT for Online & Independent Learning Component: *[(Total F2F Online + Total Independent Learning) /(Total F2F Physical + Total F2F Online + Total Independent*	
C				% SLT for All Practical Component: *[% F2F Physical Practical + % F2F Online Practical]*	
C1				% SLT for F2F Physical Practical Component *[Total F2F Physical Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	
C2				*% SLT for F2F Online Practical Component [Total F2F Online Practical / (Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	

Please tick (√) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT)

Note

:

* Indicate the CLO based on the CLO's numbering in Item 8

** For ODL programme: Courses with mandatory practical requiremnets imposed by the programme standards or any related standards can be exempted from complying to the minimum 80% ODL delivery rule in the SLT.

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)	Within 5 years
13	Other additional information (if applicable)	

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to the curriculum design.

Thank you

DO AND DON'T IN TABLE 4

Dr Mohd Nasri Awang Besar

WORKSHOP ON OUTCOME- BASED EDUCATION,

KULIYYAH OF MEDICINE

7TH march 2023

Unlock all excel formula and create your own version

1	Course Name:	GASTROINTESTINAL AND HEPATOBILIARY
	Course Code:	FFFF 2125
	Course Classification:	Major (core)
2	Synopsis:	This 5 credit hours module aimed to guide the students in understanding and learning the anatomy, physiology and biochemistry of gastrointestinal tract and hepatobiliary system. It also emphasizes on the clinio- pathological aspects of diseases and the basic principles of management and control of gastrointestinal diseases and infections. The teaching learning methodology includes concept lectures, flipp classroom, laboratory practical sessions and small group discussions e.g Problem based learning and Team based learning.
3	Name(s) of Academic Staff:	1 Dr 'Azlin Muhammad @ Mohd Yasin 2 Prof. Dr Suzana Makpol 3 Prof. Dr Norfilza Mohd Mokhtar 4 PM Dr Noor Zetti Zainol Rashid, 5 PM Dr Norliza Muhammad 6 PM Dr Suria Hayati Md Pauzi 7 Dr Taty Anna Kamarudin 8 PM Dr Nurismah Md Isa 9 PM Dr Tzar Mohd Nizam Khaithir 10 PM Dr Ding Chuan Hun 11 PM Dr Teoh Seng Lin 12 Dr Emelia Osman
4	Semester and Year offered:	Year Offered 2 Semester 2 *Remarks:*
5	Credit Value:	5
6	Pre-requisite/ co-requisite (if any):	

	Course Content Outline and Subtopics	CLO*	Learning and Teaching Activities**								NF2F Independent Learning (Asynchronous)	Total SLT
			Face-to-Face (F2F)									
			Physical				Online/ Technology-					
			L	T	P	O	L	T	P	O		
1	CL1 (anatomy) Abdominal wall& inguinal	1	1								2	
2	CL2 (anatomy)General Outline of	1	1								2	
3	CL3 (anatomy)Embryology of GIT	1	1								2	
4	CL4 (anatomy)Blood-nerve Supply and Lymphatic	1	1								2	
5	CL5 (physiology) Regulation of Digestive System	5	1								2	
6	FC1 (physiology)Digestion and Absorption	5				1					2	
7	FC2 (anatomy)Histology of the Gastrointestinal	1				1					2	
8	CL6 (pathology) Diseases of the Oropharynx,	2	1								2	
9	CL7 (pathology) Malabsorption and Inflammatory	2	1								2	
10	CL8 (pathology)Intestinal Neoplasms	2	1								2	
11	FC3 (biochemistry) Function of Liver	5				1					2	
12	FC4 (pharmacology) Anti-Ulcer Agents	4				1					2	
13	CL9 (pathology) Pancreatic Diseases	2									2	
14	FC5 (parasitology) Intestinal Protozoan	2				1					2	
15	FC6 (biochemistry) Metabolism of Bile acids and	5				1					2	
16	FC7 (microbiology) Viral Hepatitis	2				1					2	
17	FC8 (parasitology)Intestinal helminthes	2				1					2	
18	FC9 (microbiology)Food-borne Diseases	2				1					2	
19	CL10 (pathology)Gallbladder and Biliary Tract	2	1								2	
20	FC10 (microbiology)Gastrointestinal Infections -	2				1					2	
21	FC11 (microbiology) Hepatobiliary Infections	2				1					2	
22	FC12 (pathology)Cirrhosis and Liver Failure	2				1					2	
23	CL12 (pathology)Hepatobiliary Neoplasms	2	1								2	
24	P/MES 1 (anatomy)Abdominal Wall, Inguinal	3			2						2	
25	P/MES 2 (anatomy) Intestines and Accessory	3			2						3	
26	P/MES 3 (anatomy) Histology of Gastrointestinal	3			2						2	
27	P/MES 4 (pathology) Gastrointestinal Diseases	3			2						2	
28	P/MES 5 (biochemistry) Bilirubin Metabolism	3			2						2	
29	P/MES 6(parasitology)Laboratory Diagnosis of	3			2						3	
30	P/MES 7 (microbiology) Laboratory Diagnosis of	3			2						3	
31	P/MES 8 (pathology)Hepatobiliary Diseases	3			2						2	
32	SLP 1 (anatomy) Small and Large Intestines	1									1	
33	SLP 2 (anatomy) Hepatobiliary System	1									1	
34	FC13 (pharmacology) Therapeutic Agents for Gastr	4				1					2	
35	FC14 (physiology)Exocrine Functions of the	5				1					2	
36	CL 13 (Medicine) Current trends in	1	1								0	
37	PBL1. Stomach pain	1,2,3,4,5		4							8	
38	PBL2. The price for fun	1,2,3,4,5		4							8	
39	PBL3. Bleeding PR	1,2,3,4,5		4							8	
40	PBL4. Creepy migration	1,2,3,4,5		4							8	
41	TBL Gut Brain-Axis	1,2,3,4,5		2							4	

Table 4: Summary of Course Information

COPY SHEET | UPDATE INDEX | CLEAR FORM

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			

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

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11		Teaching Methods	Assessment Methods
CLO1														
CLO2														
CLO3														
Mapping with MQF Cluster of Learning Outcomes	C1	C2	C3 B	C3 B	C3 B	C3 A	C3 B	C5	C3 D	C2	C1			
	C3 A		C3 F	C3 F	C5	C3 F	C3 C		C3 F	C3 C	C4 A			

Indicate the primary causal link between the CLO and PLO by ticking '√' in the appropriate box.

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

9 Transferable Skills (if applicable)

(Skills learned in the course of study which can be useful and utilized in other settings)

1	
2	
3	

Open-ended response (if any)

4	

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**								NF2F Independent Learning (Asynchronous)	Total SLT
			Face-to-Face (F2F)									
			Physical				Online/ Technology-mediated (Synchronous)					
			L	T	P	O	L	T	P	O		
1												
2												
3												
4												
5												
6												
											SUB-TOTAL SLT:	

Continous Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)	Total SLT
			Physical	Online/ Technology-mediated (Synchronous)		
1						
2						
3						
4						
5						
					SUB-TOTAL SLT:	

Final Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)	Total SLT
			Physical	Online/ Technology-mediated (Synchronous)		
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) x 100]*	
B					% SLT for Online & Independent Learning Component: *[(Total F2F Online + Total Independent Learning) /(Total F2F Physical + Total F2F Online + Total Independent*	
C					% SLT for All Practical Component: *[% F2F Physical Practical + % F2F Online Practical]*	
C1					% SLT for F2F Physical Practical Component *[Total F2F Physical Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	
C2					% SLT for F2F Online Practical Component *[Total F2F Online Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	

Please tick (√) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT)

Note

: * Indicate the CLO based on the CLO's numbering in Item 8

** 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.

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)	

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to the curriculum design.

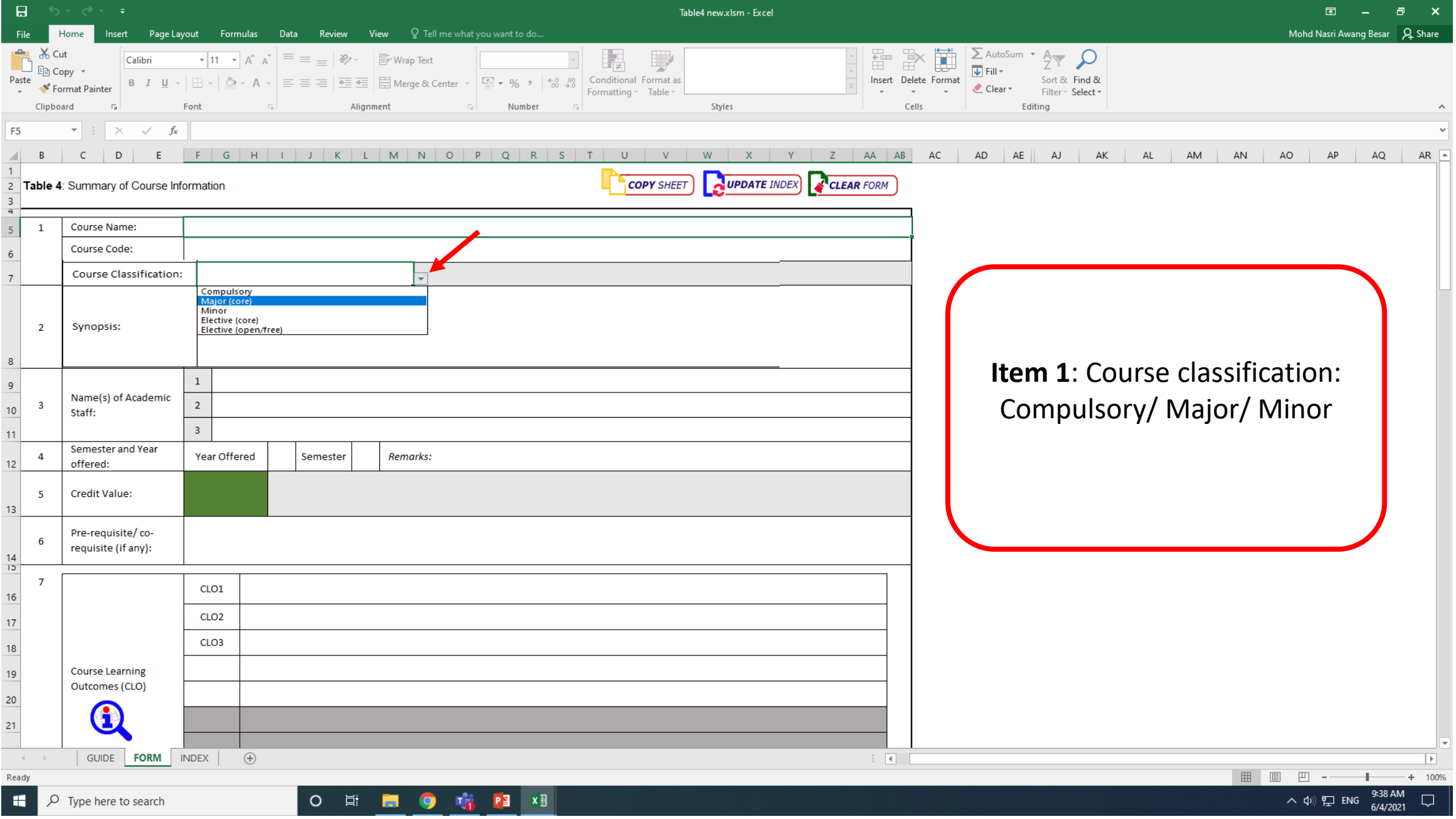


Table4 new.xlsm - Excel
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Tell me what you want to do...
Mohd Nasri Awang Besar
Share
Cut
Copy
Format Painter
Paste
Calibri
11
Wrap Text
Merge & Center
Conditional Formatting
Format as Table
Insert
Delete
Format
AutoSum
Fill
Clear
Sort & Filter
Find & Select
Clipboard
Font
Alignment
Number
Styles
Cells
Editing
F5
Table 4: Summary of Course Information
COPY SHEET
UPDATE INDEX
CLEAR FORM
1
Course Name:
Course Code:
Course Classification:
Compulsory
Major (core)
Minor
Elective (core)
Elective (open/free)
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
Item 1: Course classification: Compulsory/ Major/ Minor
GUIDE
FORM
INDEX
Ready
100%
Type here to search
ENG
9:38 AM
6/4/2021

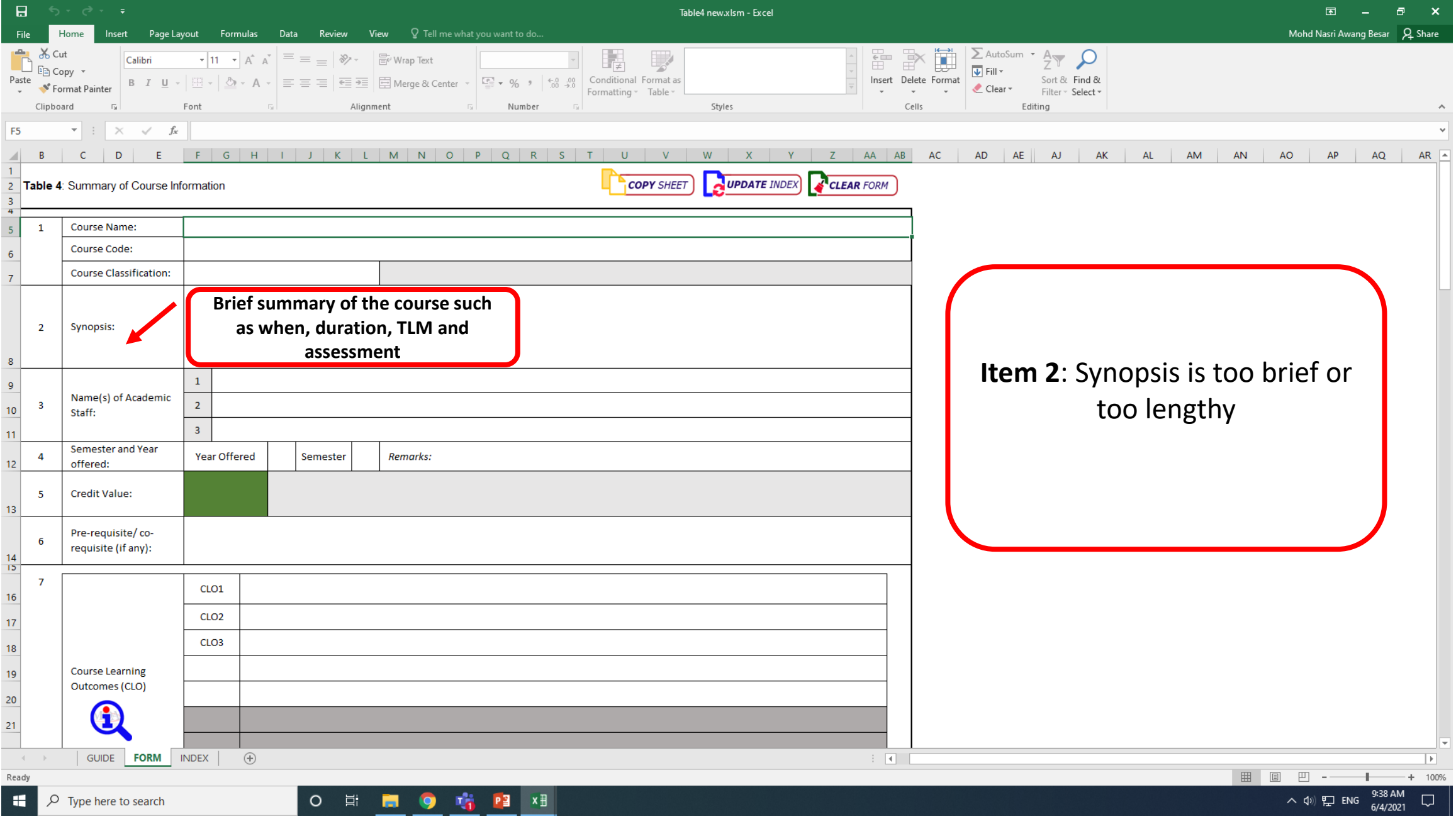


Table4 new.xlsm - Excel
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Tell me what you want to do...
Mohd Nasri Awang Besar
Share
Cut
Copy
Format Painter
Paste
Calibri
11
Wrap Text
Merge & Center
Conditional Formatting
Format as Table
Insert
Delete
Format
AutoSum
Fill
Clear
Sort & Filter
Find & Select
Clipboard
Font
Alignment
Number
Styles
Cells
Editing
F5
Table 4: Summary of Course Information
COPY SHEET
UPDATE INDEX
CLEAR FORM
1 Course Name:
Course Code:
Course Classification:
2 Synopsis:
Brief summary of the course such as when, duration, TLM and assessment
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
Item 2: Synopsis is too brief or too lengthy
GUIDE
FORM
INDEX
Ready
100%
Type here to search
ENG
9:38 AM
6/4/2021

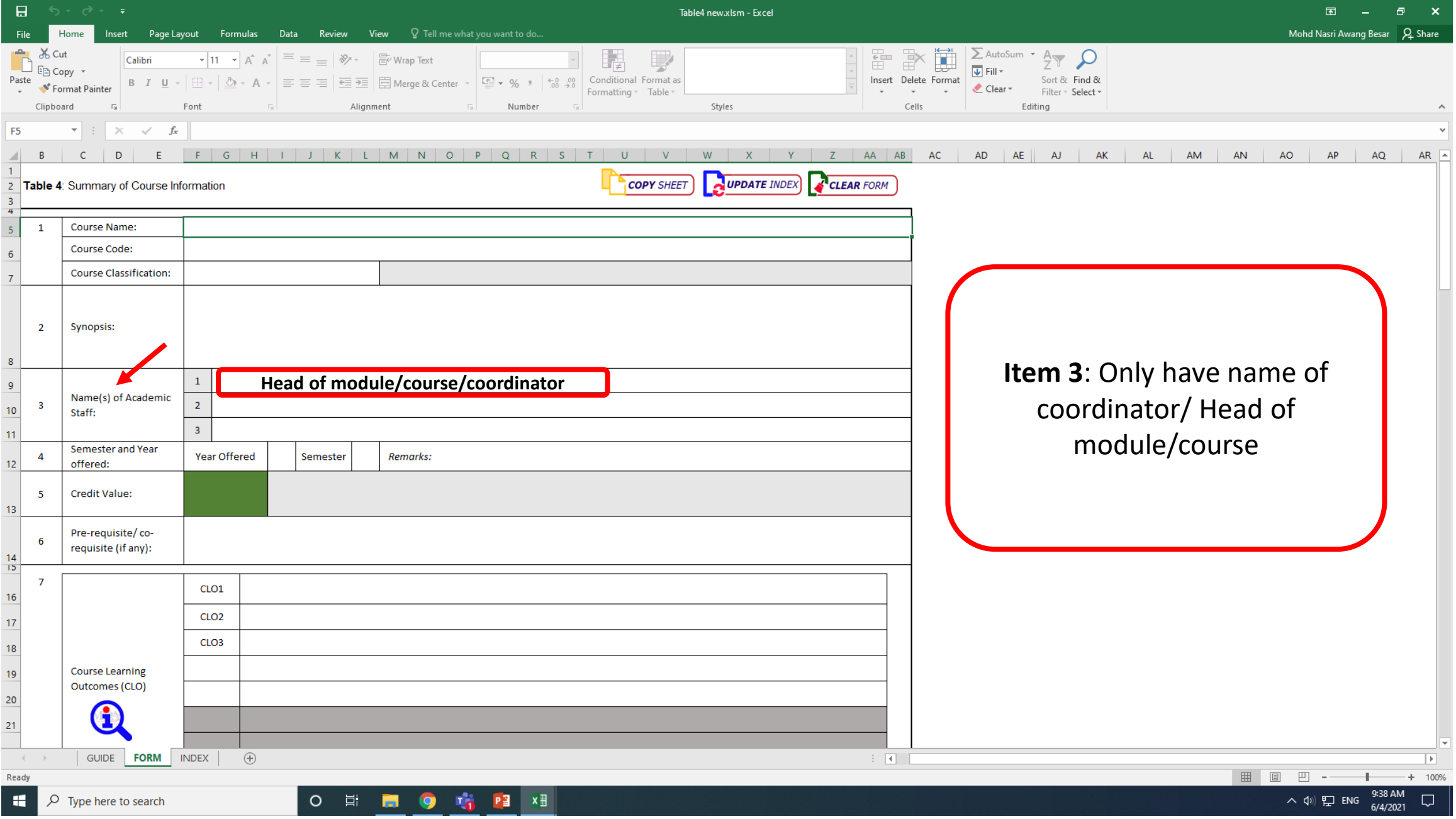


Table4 new.xlsm - Excel
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Tell me what you want to do...
Mohd Nasri Awang Besar
Share
Cut
Copy
Format Painter
Paste
Calibri
11
Wrap Text
Merge & Center
Conditional Formatting
Format as Table
Insert
Delete
Format
AutoSum
Fill
Clear
Sort & Filter
Find & Select
Clipboard
Font
Alignment
Number
Styles
Cells
Editing
F5
Table 4: Summary of Course Information
COPY SHEET
UPDATE INDEX
CLEAR FORM
1 Course Name:
Course Code:
Course Classification:
2 Synopsis:
3 Name(s) of Academic Staff:
1
Head of module/course/coordinator
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
Item 3: Only have name of coordinator/ Head of module/course
GUIDE
FORM
INDEX
Ready
100%
Type here to search
ENG
9:38 AM
6/4/2021

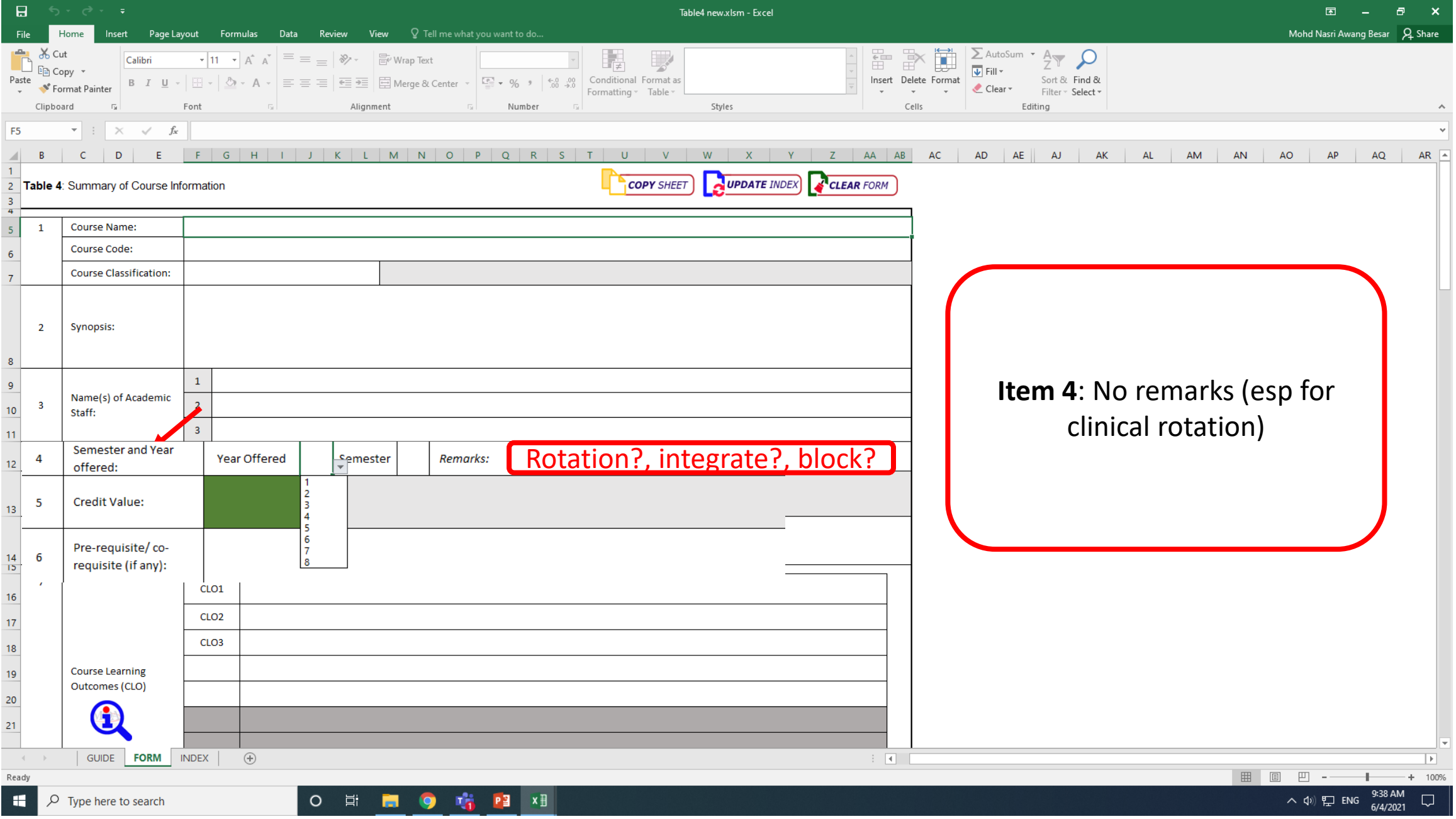


Table4 new.xlsm - Excel
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Tell me what you want to do...
Mohd Nasri Awang Besar
Share
Table 4: Summary of Course Information
COPY SHEET
UPDATE INDEX
CLEAR FORM
1
Course Name:
Course Code:
Course Classification:
2
Synopsis:
3
Name(s) of Academic Staff:
1
2
3
4
Semester and Year offered:
Year Offered
Semester
Remarks:
Rotation?, integrate?, block?
5
Credit Value:
1
2
3
4
5
6
7
8
6
Pre-requisite/ co-requisite (if any):
Course Learning Outcomes (CLO)
CLO1
CLO2
CLO3
Item 4: No remarks (esp for clinical rotation)
GUIDE
FORM
INDEX
Ready
100%
Type here to search
ENG
9:38 AM
6/4/2021

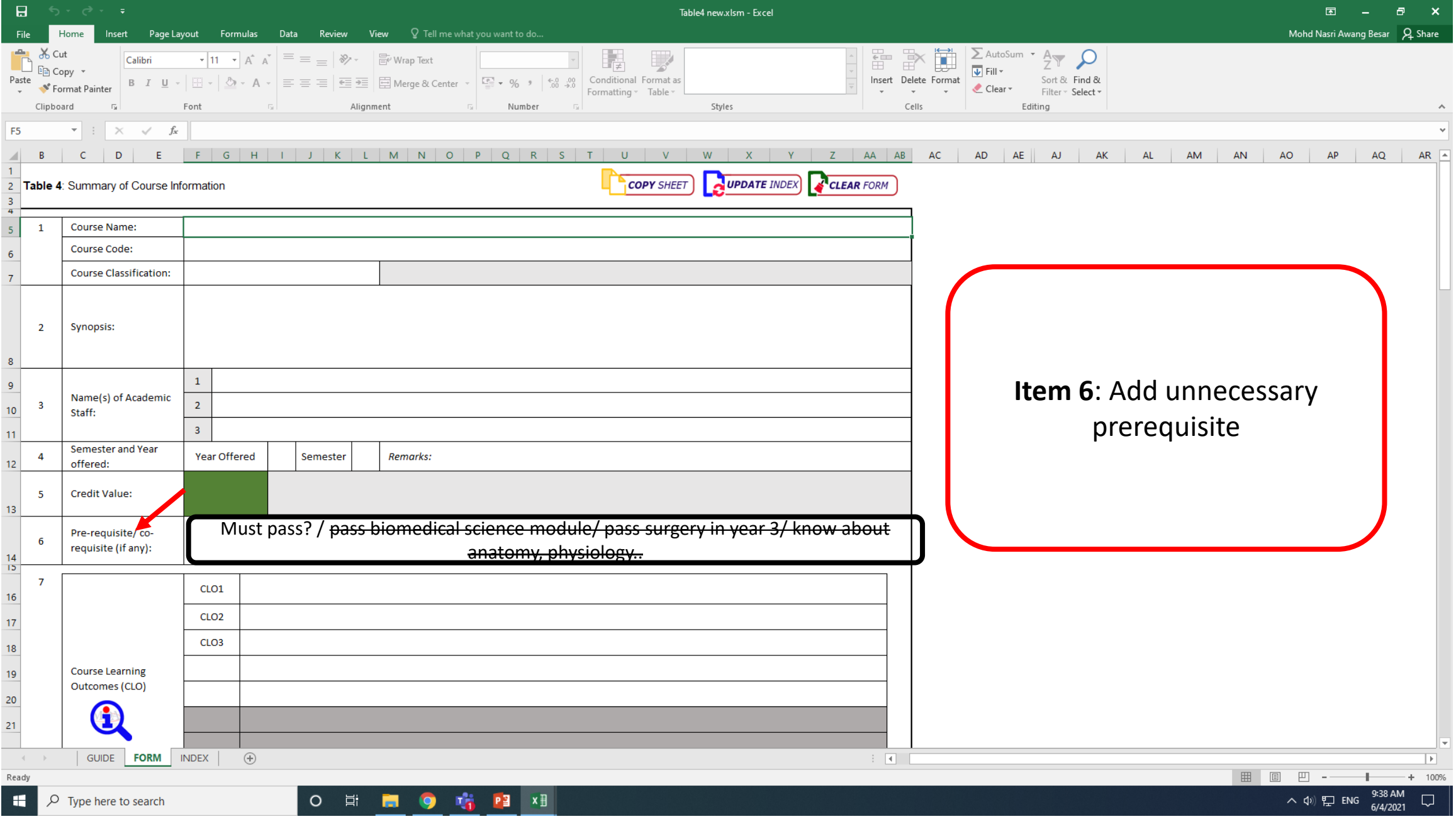


Table4 new.xlsm - Excel
Mohd Nasri Awang Besar
Share
Table 4: Summary of Course Information
COPY SHEET
UPDATE INDEX
CLEAR FORM
1 Course Name:
Course Code:
Course Classification:
2 Synopsis:
3 Name(s) of Academic Staff:
1
2
3
4 Semester and Year offered:
Year Offered
Semester
Remarks:
5 Credit Value:
6 Pre-requisite/ co-requisite (if any):
Must pass? / ~~pass biomedical science module/ pass surgery in year 3/ know about anatomy, physiology..~~
7 Course Learning Outcomes (CLO)
CLO1
CLO2
CLO3
Item 6: Add unnecessary prerequisite
GUIDE
FORM
INDEX
Ready
Type here to search
ENG
9:38 AM
6/4/2021

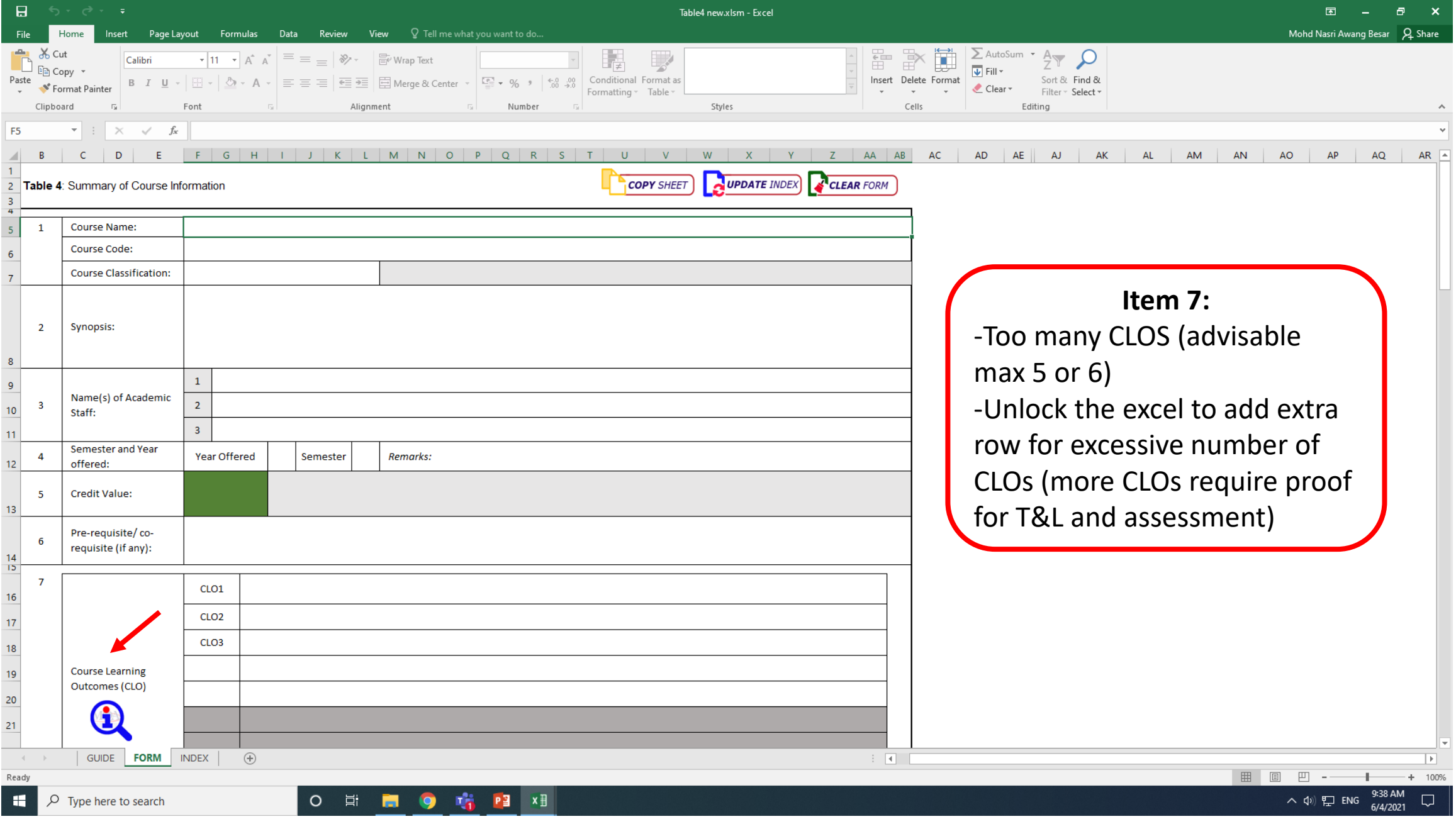


Table4 new.xlsm - Excel
File Home Insert Page Layout Formulas Data Review View Tell me what you want to do...
Mohd Nasri Awang Besar Share
Table 4: Summary of Course Information
COPY SHEET
UPDATE INDEX
CLEAR FORM
1 Course Name:
Course Code:
Course Classification:
2 Synopsis:
3 Name(s) of Academic Staff:
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
Item 7:
-Too many CLOS (advisable max 5 or 6)
-Unlock the excel to add extra row for excessive number of CLOs (more CLOs require proof for T&L and assessment)
GUIDE FORM INDEX
Ready
Type here to search
ENG
9:38 AM
6/4/2021

Item 7

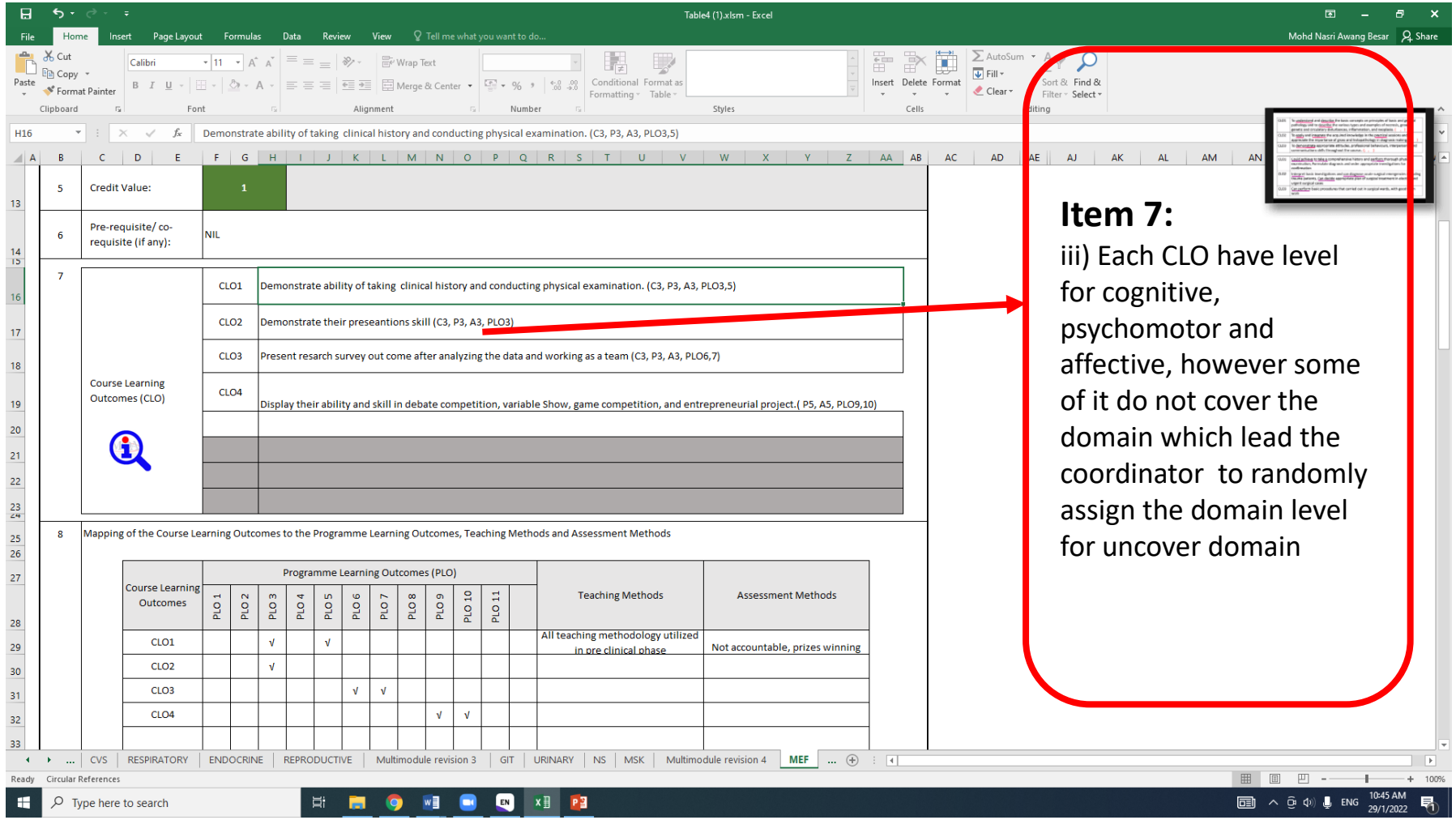
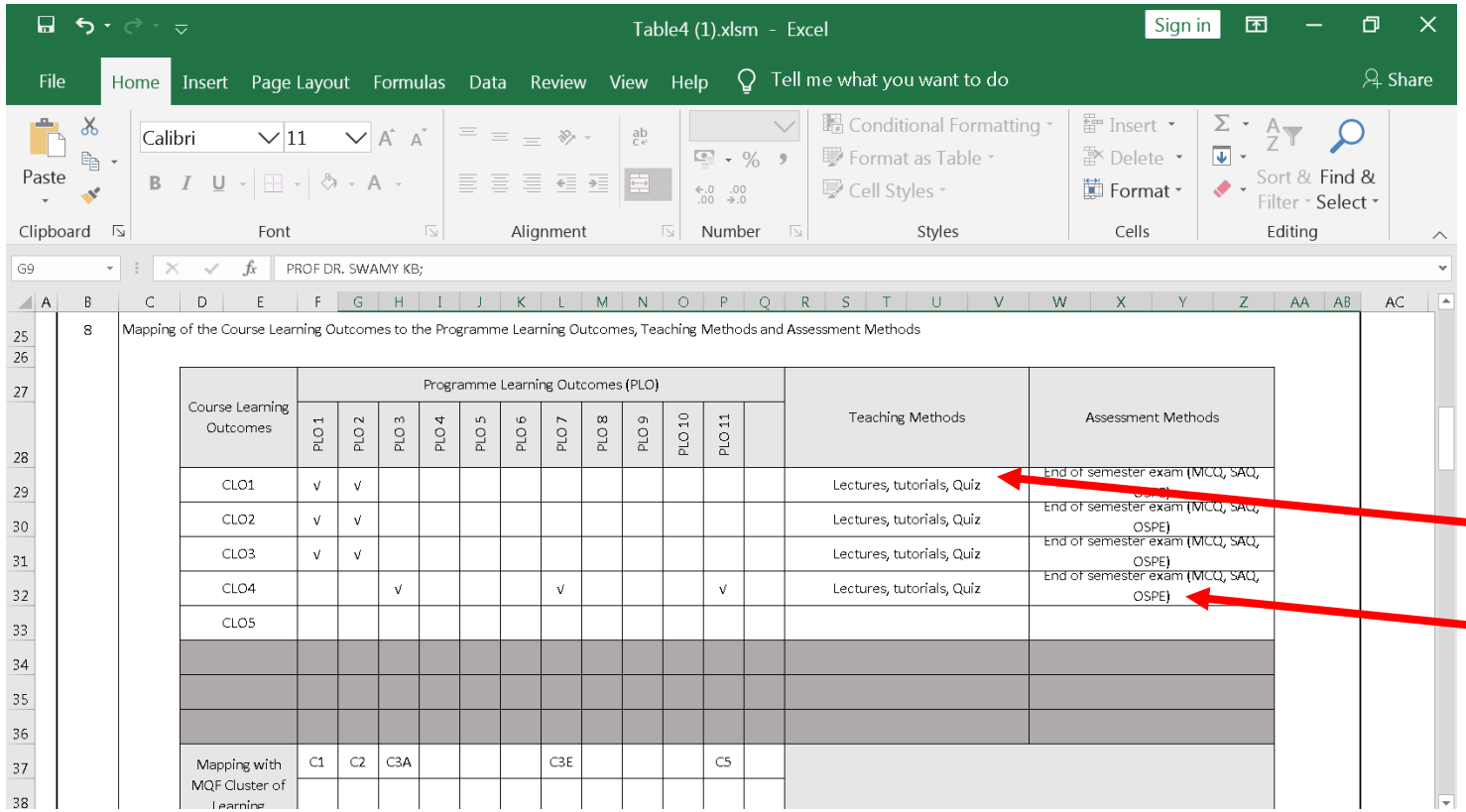


Table4 (1).xlsm - Excel
H16
Demonstrate ability of taking clinical history and conducting physical examination. (C3, P3, A3, PLO3,5)
5 Credit Value: 1
6 Pre-requisite/ co-requisite (if any): NIL
7 Course Learning Outcomes (CLO)
CLO1 Demonstrate ability of taking clinical history and conducting physical examination. (C3, P3, A3, PLO3,5)
CLO2 Demonstrate their preseantions skill (C3, P3, A3, PLO3)
CLO3 Present resarch survey out come after analyzing the data and working as a team (C3, P3, A3, PLO6,7)
CLO4 Display their ability and skill in debate competition, variable Show, game competition, and entrepreneurial project.(P5, A5, PLO9,10)
8 Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods
Course Learning Outcomes
Programme Learning Outcomes (PLO)
PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6 PLO 7 PLO 8 PLO 9 PLO 10 PLO 11
Teaching Methods
Assessment Methods
CLO1 √ √ All teaching methodology utilized in pre clinical phase Not accountable, prizes winning
CLO2 √
CLO3 √ √
CLO4 √ √
CVS RESPIRATORY ENDOCRINE REPRODUCTIVE Multimodule revision 3 GIT URINARY NS MSK Multimodule revision 4 MEF
Ready Circular References
Item 7:
iii) Each CLO have level for cognitive, psychomotor and affective, however some of it do not cover the domain which lead the coordinator to randomly assign the domain level for uncover domain



Item 8:

i) Mapping with PLOs
- excessive mapping for each CLO (Choose list of the best ONE or TWO PLOs ONLY)

ii) Teaching method
- Copy and paste for all CLOs

iii) Assessment method
- ~~End of semester exams~~
- ~~MCQ~~ : MTF, OBA, EMQ
- List of TLM such as PBL, Seminar, Tutorial

Item 8

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	PLO 12	PLO 13	PLO 14	PLO 15		
CLO1	√															Lecture	End of Course Examination
CLO2	√															Lecture, Q&A	End of Course Examination
CLO3	√															Lecture, Q&A	End of Course Examination
CL04						√										Lecture, Q&A	End of Course Examination
CL05	√															Lecture, Q&A	End of Course Examination
Mapping with MQF Cluster of Learning Outcomes	C1	C3A	C3F	C5	C3B	C2	C3D	C4A									
					C3C		C3E	C4B									

Item 8:

- Copy and paste for TLM and assessment
- EOCE is not assessment method
- Q and A is not TLM
- C2 at PLO6….
- C2 cognitive can be only cover using lecture..

Constructive Alignment?

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	√											Lect, Seminar, BST,attachement to A&E department, Skill lab	MCQ, SEQ, OSCE
CLO2	√	√	√									Lect, Seminar, BST,attachement to A&E department, Skill lab	MCQ, SEQ, OSCE
CLO3		√	√		√				√			Lect, Seminar, BST,attachement to A&E department, Skill lab	MCQ, SEQ, OSCE
CLO4		√	√									Lect, Seminar, BST,attachement to A&E department, Skill lab	MCQ, SEQ, OSCE
CLO5											√	Lect, Seminar, BST,attachement to A&E department, Skill lab	MCQ, SEQ, OSCE

Item 8:

- COPY AND PASTE
- Asalkan siap…
- Last minute job…

Programme Learning Outcomes (PLO)	Malaysian Qualification Framework (MQF) learning outcomes									
	1. Knowledge & understanding	2. Cognitive Skills	3. Functional Work Skills:						4. Personal & Entrepreneurial Skills	5. Ethics & Professionalism
			a) Practical Skills	b) Interpersonal Skills	c) Communication	d) Digital Skills	e) Numeracy Skills	f) Leadership, Autonomy, & Responsibility		
PLO 1	√									
PLO 2		√								
PLO 3			√							
PLO 4				√						
PLO 5					√					
PLO 6						√				
PLO 7							√			
PLO 8								√		
PLO 9									√	
PLO 10									√	
PLO 11										√

8 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, Flipped classroom, Problem Based Learning (PBL)	ilitator assessment, OBA, EMI, M
CLO2		√										Lecture, Flipped classroom, Problem Based Learning (PBL)	ilitator assessment, OBA, EMI, M
CLO3		√										Lecture, Flipped classroom, Problem Based Learning (PBL)	ilitator assessment, OBA, EMI, M
CLO4			√									Laboratory practical, Dissection laboratory, Meet expert session	OSPE
CLO5								√				Team Based Learning (TBL), Problem Based Learning (PBL)	Facilitator Assessment
Mapping with MQF Cluster of Learning Outcomes	C1	C2	C3A					C3F					

Determine by curriculum committee (and standardized)

Indicate the primary causal link between the CLO and PLO by ticking '√' in the appropriate box.

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

9 Transferable Skills (if applicable)

(Skills learned in the course of study which can be useful and utilized in other settings)

1	Communication Skills
2	Leadership, Autonomy and Responsibility
3	Interpersonal skills

Open-ended response (if any)

4	

10 Distribution of Student Learning Time (SLT)

Item 8:

iv) Mapping PLO with MQF cluster

- Not similar with other modules
- Fill ~~every~~ column

No constructive alignment due to copy and paste of assessment method for all CLOs

8 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,	MCQ, MEQ, SEQ, OSCE, Clinical long case
CLO2			√								√	lecture, seminar, WR, BST, OPD	MCQ, MEQ, SEQ, OSCE, Clinical long case
CLO3			√						√			lecture, seminar, WR, BST, OPD, case presentation	MCQ, MEQ, SEQ, OSCE, Clinical long case
CLO4										√		lecture, seminar, WR, BST, OPD, case presentation	MCQ, MEQ, SEQ, OSCE, Clinical long case
												lecture, seminar, WR, BST, OPD	MCQ, MEQ, SEQ, OSCE, Clinical long

Item 8:
v) No constructive alignment

8 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														
CLO2														
CLO3														
Mapping with MQF Cluster of Learning Outcomes	C1	C2	C3 B	C3 B	C3 B	C3 A	C3 B	C5	C3 D	C2	C1			
	C3 A		C3 F	C3 F	C5	C3 F	C3 C		C3 F	C3 C	C4 A			

Indicate the primary causal link between the CLO and PLO by ticking '√' in the appropriate box.

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

9 Transferable Skills (if applicable)

(Skills learned in the course of study which can be useful and utilized in other settings)

1
2
3
Open
4

Communication Skills
Digital Skills
Numeracy Skills
Leadership, Autonomy and Responsibility
Personal Skills
Entrepreneurial Skills
Ethics and Professionalism

10 Distribution of Student Learning Time (SLT)

Item 9:

i) No information

ii) Please carefully choose the best (or list the best 4)

	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	Biomolecules in health and disease	1	2								4	
2	Protein and enzymes in health and disease	2	6								12	
3	Purine and pyrimidine nucleotide metabolism (TBL)	3	2								4	
4	Genetics	3	8								16	
5	SLP1: Cell and its organelles	1	1								1	
6	SLP2: Vaccine production using recombinant DNA technology	3	1								1	
7	MES 1: Protein	2	1								2	
8	MES 2: Genetics	3	1								2	
9	PBL 1	4	4								8	
10	PBL 2	4	4								8	
11	Practical 1: Spectrophometric Measurement	5	2								4	
12	Practical 2: Protein Identification and Quantification	5	2								4	
13	Practical 3: DNA Extraction and Application	5	2								4	
14	Practical 4 : HPLC and Metabolomics	5	2								4	
15												
16												

Item 10:

- Everything lump in “Lecture”

L: Lecture

T: Tutorial

P:Practical-lab/simulation lab

O: Others

- BST, seminar, PBL, CBL, Ward round, Clinic attachment, OT attachment, Ward work, SDL

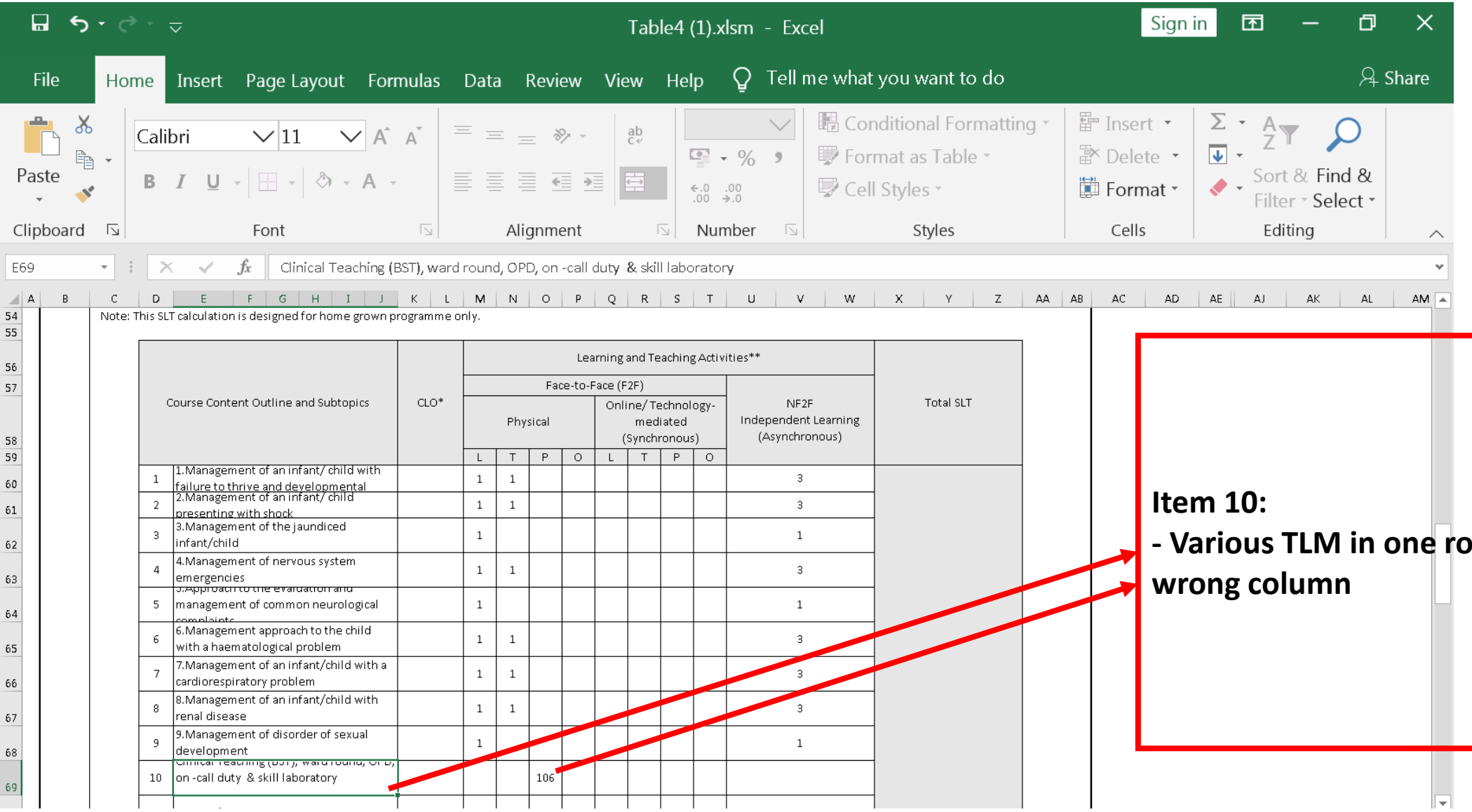


Table4 (1).xlsm - Excel
Sign in
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Help
Tell me what you want to do
Share
Paste
Calibri
11
Clipboard
Font
Alignment
Number
Conditional Formatting
Format as Table
Cell Styles
Styles
Insert
Delete
Format
Cells
Sort & Filter
Find & Select
Editing
E69
Clinical Teaching (BST), ward round, OPD, on -call duty & skill laboratory
Note: This SLT calculation is designed for home grown programme only.
Course Content Outline and Subtopics
CLO*
Learning and Teaching Activities**
Face-to-Face (F2F)
Physical
Online/ Technology-mediated (Synchronous)
NF2F Independent Learning (Asynchronous)
Total SLT
L T P O L T P O
1 1.Management of an infant/ child with failure to thrive and developmental 1 1 3
2 2.Management of an infant/ child presenting with shock 1 1 3
3 3.Management of the jaundiced infant/child 1 1
4 4.Management of nervous system emergencies 1 1 3
5 management of common neurological 1 1
6 6.Management approach to the child with a haematological problem 1 1 3
7 7.Management of an infant/child with a cardiorespiratory problem 1 1 3
8 8.Management of an infant/child with renal disease 1 1 3
9 9.Management of disorder of sexual development 1 1
10 on -call duty & skill laboratory 106
Item 10:
- Various TLM in one row and at wrong column

Item 10: content outline and Subtopics

	Course Content Outline and Subtopics	CLO*	Learning and Teaching Activities**								
			Face-to-Face (F2F)								NF2F Independent Learning (Asynchronous)
			Physical				Online/ Technology-mediated (Synchronous)				
			L	T	P	O	L	T	P	O	
16	DISASTER SURGERY,RADIOLOGY IN SURGERY	1,3,4				3					3
17	CARDIOTHORACIC SURGERY,SURGICAL AUDIT AND ETHICS	1,3,4	2			4					6
18	DEVELOPM ENTAL ANOMALIES OF FACE	1,3,4				2					2
19	WARD WORK (OT, CLINIC, SCOPE ROOM), ONCALL	2,3,4,5									210
20	BST	2,3,4,5			44						22
											SUB-TOTAL SLT:

Item 10:
- Various TLM in one row and at wrong column

Item 10: Course content outline and T-L activities

	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	Surface anatomy of Kidney, Ureter & bladder (1H) Gross anatomy of Kidney, Ureter & bladder (2H) Gross anatomy of kidney, ureter & urinary bladder (P;2H)	1,5	3		2						3	
2	Histology of the kidney and urinary tract (2H) Histology of urinary system (P;2H)	1,5	2		2						4	
3	Clinical anatomy of Kidney, Ureter & bladder (CS;2H) = others Development of the kidney and urinary tract (2H)	1	2			2					4	

Item 10:
- Wrong SLT calculation

Item 10: Course Content Outline and Subtopics

Course Content Outline and Subtopics		CLO*	Learning and Teaching Activities**								
			Face-to-Face (F2F)								NF2F Independent Learning (Asynchronous)
			Physical				Online/ Technology-mediated (Synchronous)				
			L	T	P	O	L	T	P	O	
1	Knowledge of the structure, function and metabolism musculoskeletal, cardiovascular, hemopoetic and respiratory system of human body related to clinical practice of medicine	1	50			58					108
2	Basic practical skills in human anatomical surface marking, function and metabolism	2			18						18
3	Group learning activities	3				10					20
4											

					SUB-TOTAL SLT:
Continous Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
1	Log book		2		
2					
3					
4					
5					
					SUB-TOTAL SLT:
Final Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
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) x 100]*
B					% SLT for Online & Independent Learning Component: *[(Total F2F Online + Total Independent Learning) /(Total F2F Physical + Total F2F Online + Total Independent*
C					% SLT for All Practical Component: *[% F2F Physical Practical + % F2F Online Practical]*
C1					% SLT for F2F Physical Practical Component *[Total F2F Physical Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*
C2					*% SLT for F2F Online Practical Component [Total F2F Online Practical / (Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*

Please tick (√) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT)

Note

:

* Indicate the CLO based on the CLO's numbering in Item 8

** For ODL programme: Courses with mandatory practical requiremnets imposed by the programme standards or any related standards can be exempted from complying to the minimum 80% ODL delivery rule in the SLT.

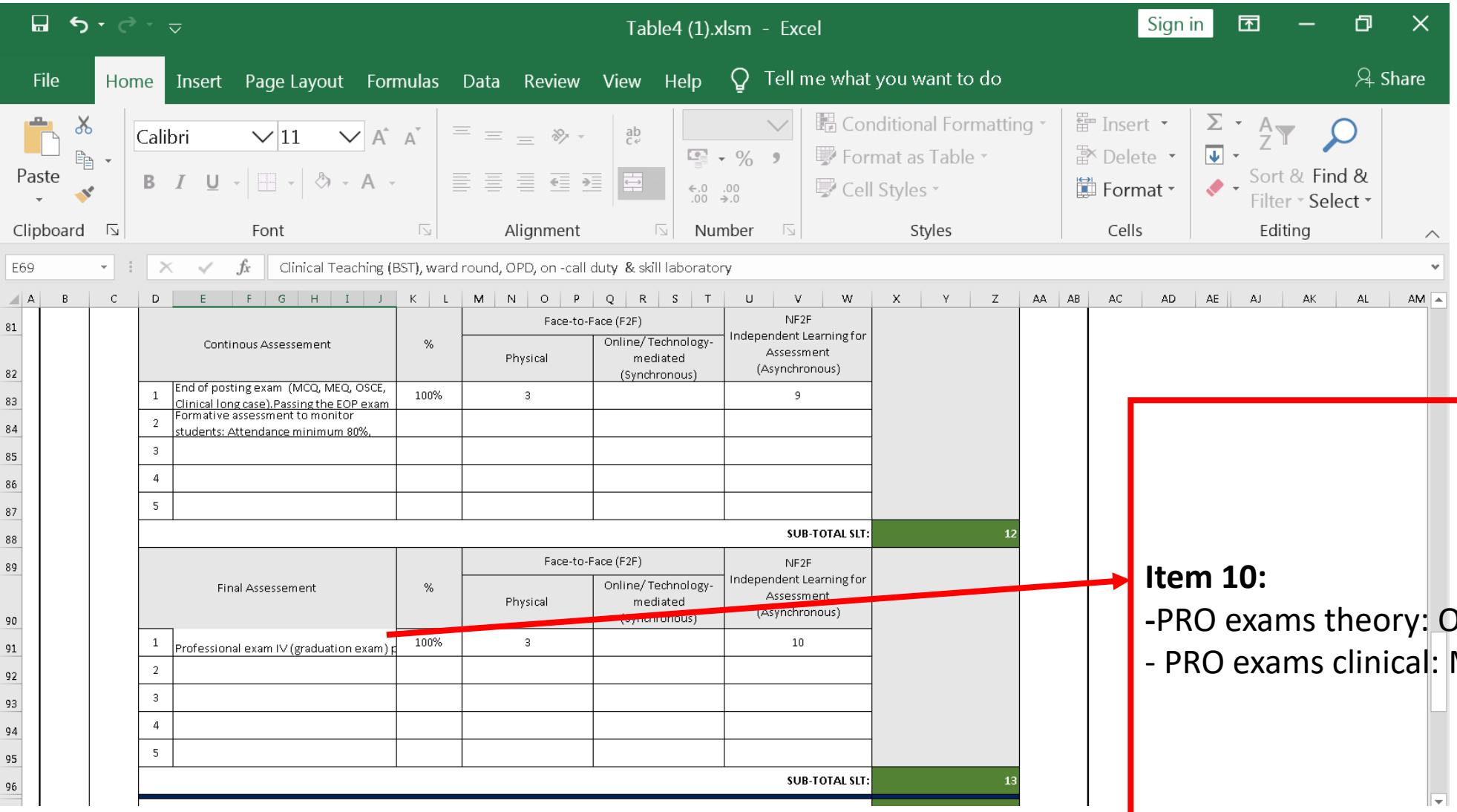
11	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room etc)	
12	References (include required and further readings, and should be the most current)	
13	Other additional information (if applicable)	

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to the curriculum design.

Item 10:

-End of semester exams theory: OBA

End of semester exams clinical: OSCE



Item 10:

-PRO exams theory: OBA, MEQ, KFQ

- PRO exams clinical: MLC, OSCE

				SUB-TOTAL SLT:	
Continous Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
1					
2					
3					
4					
5					
				SUB-TOTAL SLT:	
Final Assessement		%	Face-to-Face (F2F)		NF2F Independent Learning for Assessment (Asynchronous)
			Physical	Online/ Technology-mediated (Synchronous)	
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) x 100]*	
B				% SLT for Online & Independent Learning Component: *[(Total F2F Online + Total Independent Learning) /(Total F2F Physical + Total F2F Online + Total Independent*	
C				% SLT for All Practical Component: *[% F2F Physical Practical + % F2F Online Practical]*	
C1				% SLT for F2F Physical Practical Component *[Total F2F Physical Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	
C2				*% SLT for F2F Online Practical Component [Total F2F Online Practical / (Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]*	

Please tick (√) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT)

Note

:

* Indicate the CLO based on the CLO's numbering in Item 8

** For ODL programme: Courses with mandatory practical requiremnets imposed by the programme standards or any related standards can be exempted from complying to the minimum 80% ODL delivery rule in the SLT.

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)	Within 5 years
13	Other additional information (if applicable)	

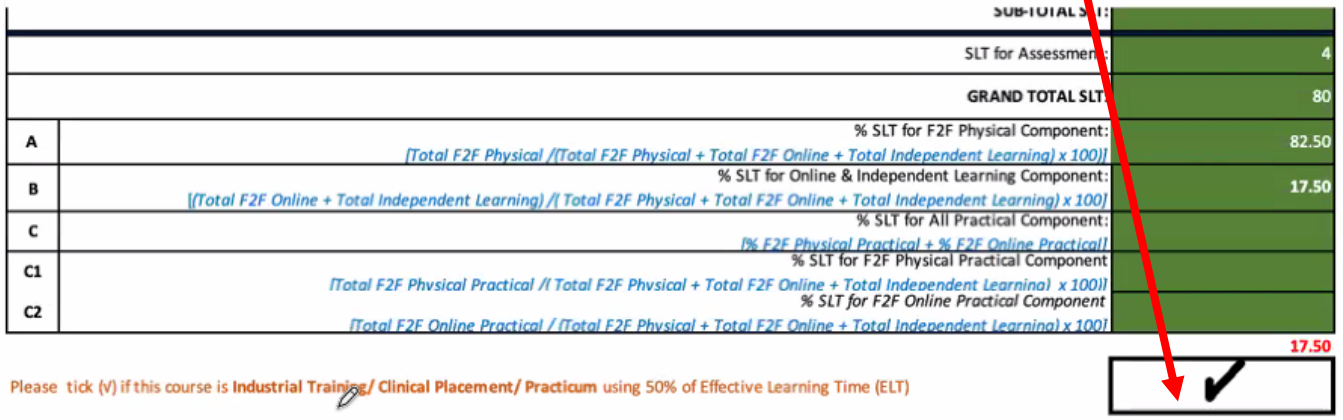
Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to the curriculum design.

Item 12:

-copy and paste from old Table 4 (prev curriculum)

Elective Course: Total SLT/credit

Uni	Duration	Total SLT	Credit
A		80	2
B		164	2
C	4 wks	180	4
D	4 wks	240	6



	SUB-TOTAL SLT:	
	SLT for Assessments:	4
	GRAND TOTAL SLT:	80
A	% SLT for F2F Physical Component: [Total F2F Physical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100)]	82.50
B	% SLT for Online & Independent Learning Component: [(Total F2F Online + Total Independent Learning) /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]	17.50
C	% SLT for All Practical Component: [% F2F Physical Practical + % F2F Online Practical]	
C1	% SLT for F2F Physical Practical Component [Total F2F Physical Practical /(Total F2F Physical + Total F2F Online + Total Independent Learning) x 100)]	
C2	% SLT for F2F Online Practical Component [Total F2F Online Practical / (Total F2F Physical + Total F2F Online + Total Independent Learning) x 100]	
		17.50

Please tick (√) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT) ✓

Note:

Which one is correct…

No.	Semester/ Year Offered	Name and Code of Course	Classification (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)											Prerequisite / co-requisite	Name(s) of Academic Staff (Refer to footnote for abbreviations for lecturers)
					PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11		
1	Y1S1	MD11110 Basic Medical Sciences I	Major	10	/	/	/	/	/								
2	Y1S1	MD11210 Basic Medical Sciences II	Major	10	/	/	/	/	/								
6	Y2S3	MD23110 Endocrine & Genitourinary Systems	Major	10	/	/	/						/				
7	Y2S3	MD23210 Musculoskeletal & Central Nervous Systems	Major	10	/	/	/						/				
9	Y2S4	MD24112 Medicine & Society	Major	12	/	/	/	/	/						/		
10	Y2S4	MD24204 Biostatistics, Research & Evidence-Based Medicine	Major	4	/	/	/	/	/	/	/						
11	Y2S4	MPU3312 Principles of Entrepreneurship	Compulsory	2	/	/								/			
14	Y3S5	MD35210 Internal Medicine 1	Major	10	/	/	/	/	/			/	/		/		
15	Y3S5	MD35310 General Surgery 1	Major	10	/	/	/	/	/			/	/		/		
16	Y3S6	MD36110 Paediatrics 1	Major	10	/	/	/	/	/			/	/		/		
17	Y3S6	MD36210 Obstetrics Y Gynaecology 1	Major	10	/	/	/	/	/			/			/		
18	Y4S7	MD47108 Community Medicine & Public Health	Major	8	/	/	/	/	/	/	/	/		/	/		
17	Y4S7	MD47204 Family Medicine	Major	4	/	/	/	/	/			/	/		/		
25	Y5S9	MD59110 Internal Medicine 2	Major	10	/	/	/	/	/			/	/		/		
26	Y5S9	MD59210 General Surgery 2	Major	10	/	/	/	/	/			/	/		/		
27	Y5S10	MD51015 Anaesthesiology & Emergency Medicine	Minor	5	/	/	/	/	/			/			/		
28	Y5S10	MD51025 Obstetrics & Gynaecology 2	Major	5	/	/	/		/			/			/		
29	Y5S10	MD51035 Paediatrics 2	Major	5	/	/	/	/	/			/	/		/		

Arrangement of courses must tally with Table 3

Why I am here today?

I am belong to the administrator/medical education unit/ coordinator (or a team) who develop/ monitor/ coordinate MY CURRICULUM

- ~~I want to know why I am doing this??~~
- ~~This- preparing all the documents? Just to implement a medical curriculum~~

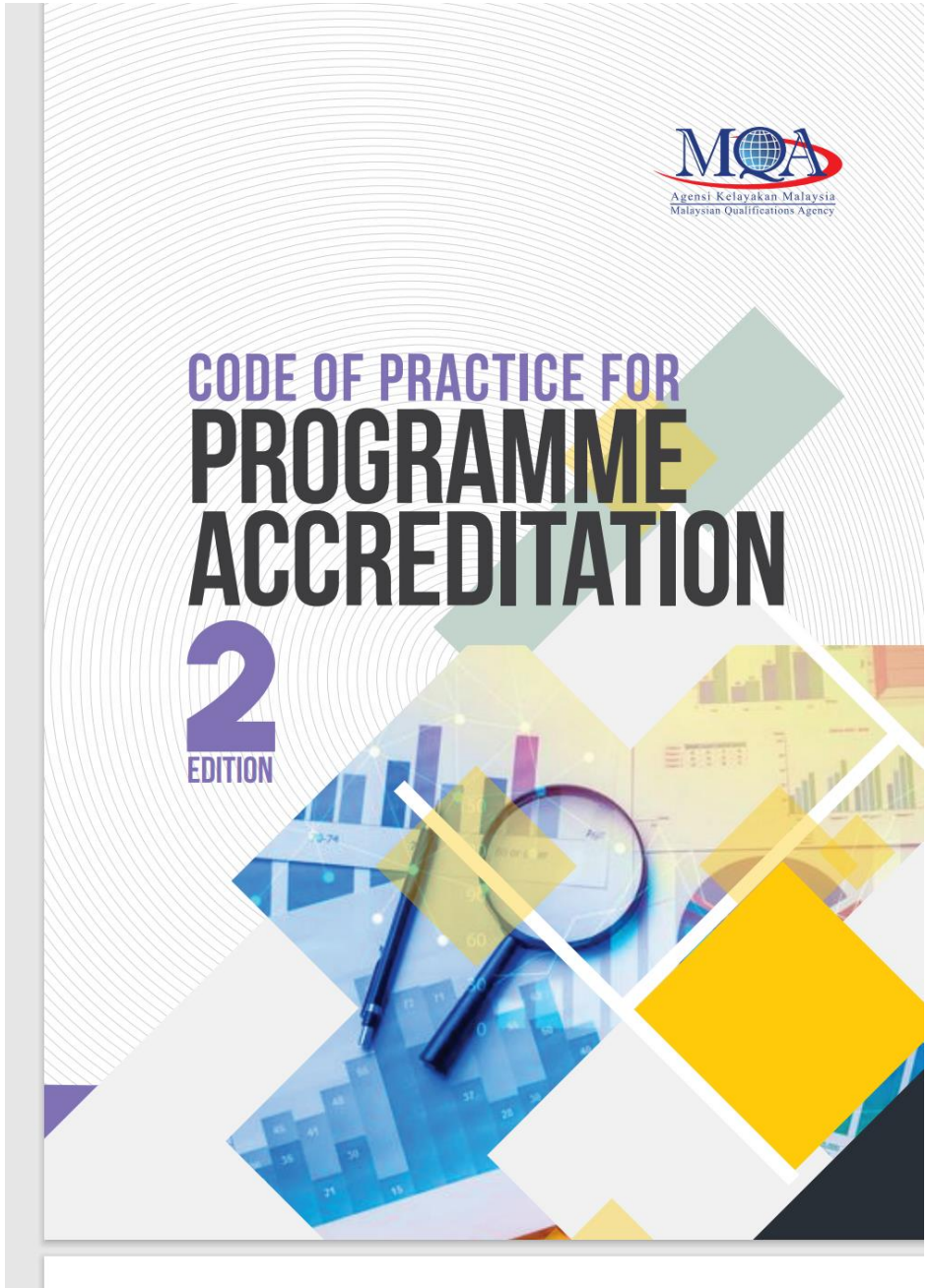
I am newbies in “my curriculum”

- ~~Just to prepare my self to continue finishing all documents from my senior…~~

I am not newbies, but I was born form “other curriculum”..

- ~~I want to know why current curriculum is more complex compare to my old days…~~

Thank you



STANDARDS FOR UNDERGRADUATE MEDICAL EDUCATION

Prepared by:

UNDERGRADUATE EDUCATION SUBCOMMITTEE,
MEDICAL EDUCATION COMMMITTEE, MALAYSIAN MEDICAL COUNCIL

Adopted by The
MALAYSIAN MEDICAL COUNCIL
28th May 2019
First Edition: 2019
Second Edition: 2022

MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF)

2nd EDITION

Outline

- What
- How
- Who
- When
- Why
- What if
- What is inside MQF

AREA 1

OBE: Vision, mission, PEO, PLO, CLO, LO
Table 4: Mapping, TLA, Content, Constructive alignment

Programme Development and Delivery

AREA 2

Assessment of Student Learning

AREA 3

Student Selection and Support Services

AREA 4

Academic staff

AREA 5

Educational resources

AREA 6

Programme management

AREA 7

Programme Monitoring, Review and Continual Quality Improvement

Principles of OBE