

Workshop on MMC Accreditation Essentials : Navigating Compliance  
& Documentation For Clinical Postgraduate Programs  
Kulliyyah of Medicine, IIUM

# SESSION 3: DOCUMENT PREPARATION FOR ACCREDITATION

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The background is a solid blue color with a faint, out-of-focus image of a document. On the document, there is a blue pushpin and a pencil. The number '01' is prominently displayed in the center.

01

# ESSENTIAL DOCUMENTS FOR ACCREDITATION SUBMISSION

# MQA/MMC-02

## Submission Document for Accreditation and Recognition of Malaysian Medical Specialist Training Programme

### INSTRUCTIONS TO EDUCATIONAL TRAINING PROVIDER:

1. This submission document is to be used for purposes of new program approval (MQA/MMC-01) as well as for full accreditation and MMC recognition (MQA/MMC-02) or for MMC Recognition ONLY. (MQA/MMC-03)
2. All THREE (3) parts of the submission document are to be completed:
  - A. Part A: **General Information on the Educational Training Provider**
  - B. Part B: **Programme Description**
  - C. Part C: **Information of Compliance to Programme Standards**
  - D. Part D: **Programme Self-Review**
    - utilising the [Evaluation Instrument of Medical Specialist Training](#)
    - [Table 4](#) - download the latest version from the MQA website
3. Evidences of implementation (or proposed implementation) are to be appended to relevant standards described

Malaysian Medical Council – Submission Form – Medical Specialist Training Programme



## Submission Document for Accreditation and Recognition of Malaysian Medical Specialist Training Programme

**Malaysian Medical Council**

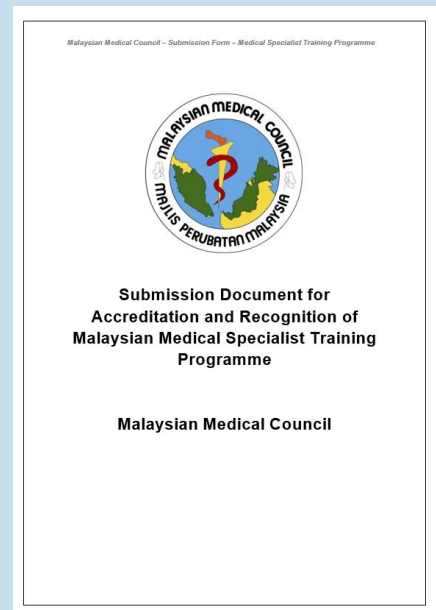


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**Part A:  
For the ETP (University's  
Academic Affair Office to  
prepare)**

**Part B:  
For the Programme to  
provide the details**

# MQA/MMMC-02



## PART B: PROGRAMME DESCRIPTION

- 1. Name of the programme (as in the scroll to be awarded):
- 2. MQF level:
- 3. Graduating credit (if applicable):
- 4. Has this programme been accredited by MQA for other premises? If yes, please provide the following details:

No.	Name and Location of the Premises (main centre / branch centre / cluster centre/ regional centre)	Mode of Delivery (Training for clinical specialty is by Course Work)	Accreditation Status	
			Provisional	Full
1.				
2.				
3.				

- 5. Type of award (e.g. single major):

- 6. Field of study and National Education Code (NEC):

Make sure tally with programme details in Main Page EI

e.g. Provide both  
- Field of study AND  
- NEC

Field of Study  
and NEC

# MQA/MMC-02

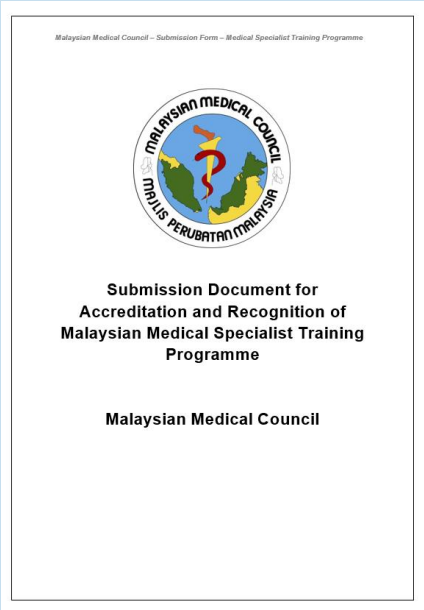
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## Part C: For the Programme to provide the details

Area 1 (Programme Development and Delivery)	26 questions/statements & 16 Standards
Area 2 (Assessment of Trainee Learning)	19 questions/statements & 16 standards
Area 3 (Trainee Selection and Support Services)	23 questions/statements & 19 standards
Area 4 (Trainers)	17 questions/statements & 12 standards
Area 5 (Educational Resources)	18 questions/statements & 9 standards
Area 6 (Programme Management)	26 questions/statements & 16 standards
Area 7 (Programme Monitoring, Review and Continual Quality Improvement)	9 questions/statements & 5 standards



# Malaysian Standard for Medical Specialist Training (2019)

*Malaysian Standards for Medical Specialist Training*



**MALAYSIAN MEDICAL COUNCIL**

**MALAYSIAN STANDARDS  
FOR MEDICAL SPECIALIST TRAINING**

*Prepared By:*  
*Specialty Education Committee*  
*of the Medical Education Committee, Malaysian Medical Council*

*Approved by the Malaysian Medical Council:*  
*18<sup>th</sup> June 2019*

## Example of SSR



**MALAYSIAN MEDICAL COUNCIL**

**SPECIALTY-SPECIFIC REQUIREMENTS (SSR)  
[OBSTETRICS AND GYNAECOLOGY (O&G)]**

Prepared By:  
Specialty Education Subcommittee (SEC)  
of the Medical Education Committee (MEC),  
Malaysian Medical Council

Approved by the Malaysian Medical Council:  
21<sup>st</sup> May 2024

[List of published SSR](#)



# Example of standards from Malaysian Standard for Medical Specialist Training (2019)

## 2.2 Assessment Methods

2.2.1 There must be a **variety of methods and tools** that are appropriate for the assessment of learning outcomes, competencies and entrustable professional activities.

2.2.2 The programme must have a **blueprint** to guide assessment through each stage of the specialty medical programme.

2.2.3 **Formative and summative** assessment methods must be employed.

2.2.4 Assessment methods must be **reliable, valid, current and fair**.

2.2.5 The **frequency, methods, and criteria of trainee assessment** - including the grading system and appeal policies - must be documented and communicated to trainees on the commencement of the programme.

2.2.6 **Changes to assessment** methods must follow established procedures and regulations and be communicated to trainees prior to their implementation.

# MQA/MMC-02

2.2.1 There must be a **variety of methods and tools** that are appropriate for the assessment of learning outcomes, competencies and entrustable professional activities.\*

- a) *State the various assessment methods and tools used in assessing learning outcomes and competencies.*
- b) *Provide a description of the programme of assessment and a progression guide.*

*\*This Standard is to be read with the Discipline-Specific Requirements.*

**Standard from the Malaysian Standard for Medical Specialist Training (2019)**

**Question/Statement – for ETP to explain how the programme complies with this standard, including the supporting policies, practices, and evidence that demonstrate adherence.**

# MQA/MMC-02

2.2.1 There must be a **variety of methods and tools** that are appropriate for the assessment of learning outcomes, competencies and entrustable professional activities.\*

- a) *State the various assessment methods and tools used in assessing learning outcomes and competencies.*
- b) *Provide a description of the programme of assessment and a progression guide.*

*\*This Standard is to be read with the Discipline-Specific Requirements.*

**Standard from the Malaysian Standard for Medical Specialist Training (2019)**

**Question/Statement – for ETP to explain how the programme complies with this standard, including the supporting policies, practices, and evidence that demonstrate adherence.**

**For standards with this caption, ETP should refer to respective SSR, and ensure the the programme complies with the minimum requirement set in the SSR as well**

**Example of SSR**

4) Assessments  (Standard 2.2.1)	Assessments should <ul style="list-style-type: none"><li>i. Employ appropriate methods and levels that are well-aligned with learning outcomes. These include a variety of methods and tools such as written assessments, clinical assessments, supervisor’s report, logbook, attendance, training attended, practice diary, research report, formative assessment, communication skills including methods appropriate to assess ethics and professionalism.</li><li>ii. Include formative and summative assessments throughout each rotation, semester, or year of study.</li><li>iii. Include clear criteria for progression to next year of study.</li><li>iv. Include an exit evaluation/assessment.</li></ul>
--	--



REF:



**GUIDANCE FOR EVIDENCES TO BE  
SUBMITTED FOR ACCREDITATION OF  
MEDICAL SPECIALIST TRAINING  
PROGRAMME**

Developed by:

Members of the Panel of Assessors Technical Working Group  
(POATWG), Medical Education Committee (MEC), Malaysian Medical  
Council (MMC)

Approved by the Malaysian Medical Council:  
20 March 2025

*Malaysian Medical Council*

AREA 5: EDUCATIONAL RESOURCES	SOURCES OF EVIDENCE
5.1 Physical Facilities (SSR)	Confirmation on the physical facilities, services and equipment related to the programme are adequate for trainees and academic staff/trainers for teaching and learning
	Hospital annual reports, evidence of case mix and case load relevant to discipline
	Information on utilisation of hospital/health facilities by other universities
	Trainee logbooks
	Evidence of persons in-charge of specific physical facilities such as lab technicians, librarians, and IT staff
	Documents on policy, procedures and guidelines on the use of the various physical facilities
	Minutes of recent meeting concerning facilities
	Evidence that facilities are safe, well-maintained and up to date, e.g. building maintenance reports, Bomba certificate
5.2 Research and Development	Documents on the reviewing and planning of learning environment in the faculty/school
	Policy document and processes for research and development
	List of activities which involve research, scholarly activity and education
	List of facilities for research and development
	List of research and development activities that trainees and academic staff participated
	Minutes of recent meeting regarding research and development
	Evidence on the action taken to enhance research activities in the faculty/ school
	Documents on the policy of educational expertise
5.3 Financial Resources	Evidence of activities which involves educational expertise
	Documents on the policy and process of budgeting and resource allocation
	Evidence on the budgetary system of faculty/school, eg allocation of funds for training and education activities.
	Minutes of recent meetings regarding budgeting and resource allocation
	Audited financial statements or certified supporting documents for the last three consecutive years.



# EXAMPLES:

## INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

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

1.1.1 The programme must state its **educational objectives** which include standards of training, assessment and professionalism consistent with and supportive of the needs of the nation.

- a) State the educational objectives or purpose of the programme.*
- b) Explain how the programme addresses the needs of the nation.*

# PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

A broad statement describing what the graduates become in **3-5 years time**

# PROGRAMME LEARNING OUTCOMES (PLO)

A statement describing what the graduates would be able to do **upon completion of programme**

# COURSE LEARNING OUTCOMES (CLO)

A statement describing what the graduates would be able to do **upon completion of specific course**

# PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

A broad statement describing what the graduates become in **3-5 years time** *What your graduate will achieve 3-5 years post graduation?*

# PROGRAMME LEARNING OUTCOMES (PLO)

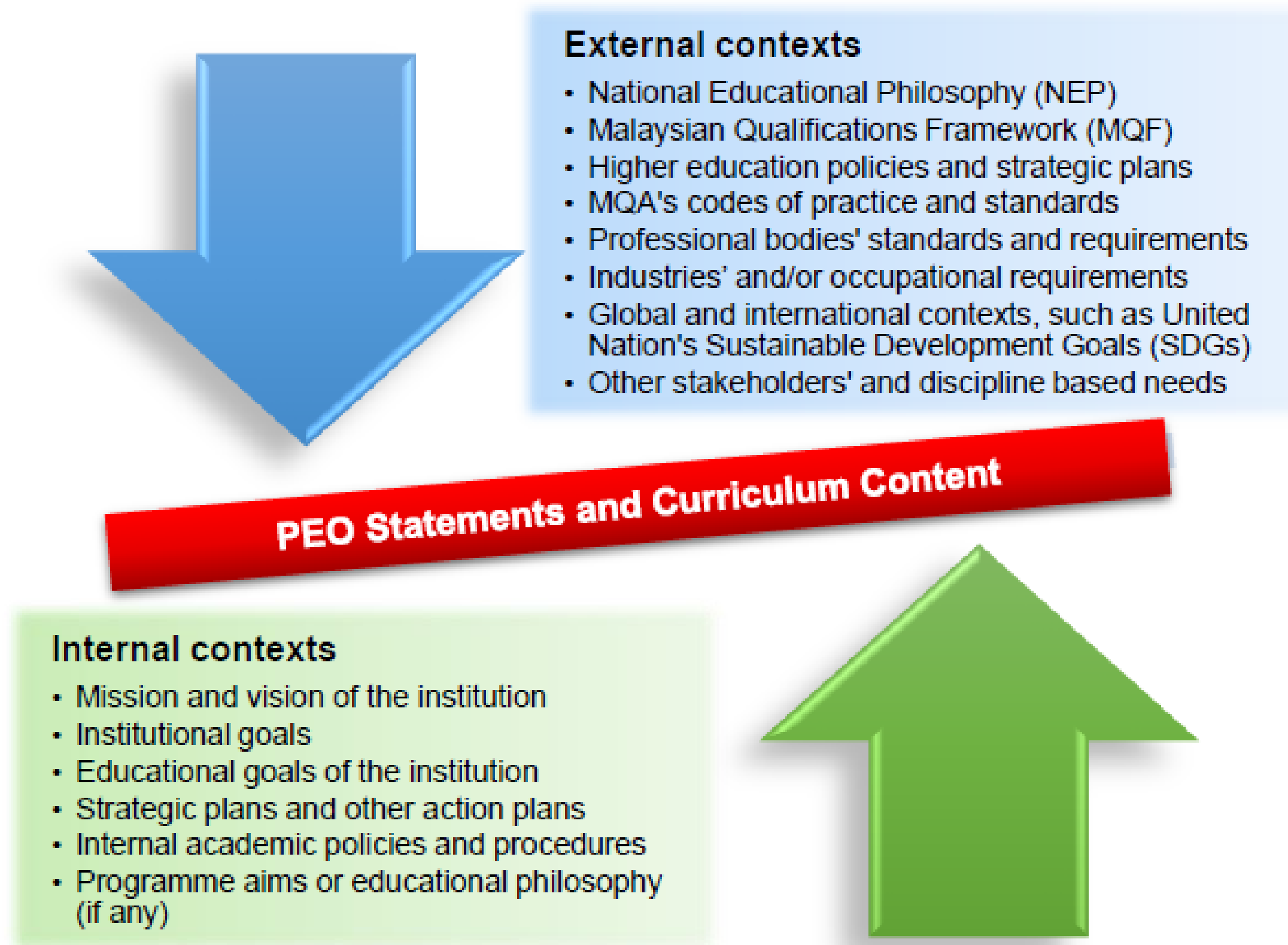
A statement describing what the graduates would be able to do **upon completion of programme**

*What your graduate will achieve at the end of the programme?*

# COURSE LEARNING OUTCOMES (CLO)

A statement describing what the graduates would be able to do **upon completion of specific course**

*What your graduate will achieve at the end of the course?*



**Figure 2.1:** Internal and external contexts of a programme in the formulation of the PEO statements and the curriculum.



# HOW TO WRITE PEOs?

**< condition> < expected graduate capabilities> < level of attainment in career>**

## Examples:

**This programme will produce Obstetrician and Gynecologists who have the knowledge of a specialist level and able to solve problems in their clinical practice**

**This programme will produce Obstetrician and Gynecologists who apply excellent functional work skills in their clinical practice**

**This programme will produce Obstetrician and Gynecologists who are ethical, professional and equipped with required personal skills and entrepreneurial skills to ensure sustainable medical practice.**

# HOW TO WRITE PLOs?

**Use SMART framework - Specific, Measurable, Achievable, Relevant, and Time-bound**

Upon completion of xxx programme, graduates are able to:

**<an action verb> <skillset/description of the action> <specific setting/context>**

**Examples:**

**apply knowledge in the management of patients in Obstetrics and Gynaecology (MQF Cluster 1 – Knowledge)**

**display good interpersonal skills with the team members and patients in handling Obstetrics and Gynaecology cases (MQF Cluster 3 – Functional Work Skill : Interpersonal and Communication Skills)**

# HOW TO WRITE CLOs?

**Use SMART framework - Specific, Measurable, Achievable, Relevant, and Time-bound**

**Upon completion of the XXXX course, trainees are able to**

**<an action verb> <skillset/description of the action> <specific setting/context>**

**Examples:**

**Course: Advanced Airway Management**

**Upon completion of the Advanced Airway Management course, trainees are able to**

**demonstrate precise endotracheal intubation techniques in patients with anticipated difficult airways in the emergency department. (PLO 3, MQF Cluster 3 : Practical Skills, Bloom Taxonomy P3)**

# HOW TO WRITE CLOs?

**Use SMART framework - Specific, Measurable, Achievable, Relevant, and Time-bound**

Upon completion of the XXXX course, trainees are able to

**<an action verb> <skillset/description of the action> <specific setting/context>**

**Examples:**

**Course: Trauma and Emergency Surgery**

Upon completion of the Trauma and Emergency Surgery course, trainees are able to

**manage polytrauma patients with abdominal injuries in the emergency department (PLO 2, MQF Cluster 2 : Cognitive Skills, Bloom Taxonomy C6)**



# HOW TO WRITE CLOs?

Use SMART framework - Specific, Measurable, Achievable, Relevant, and Time-bound

Upon completion of the XXXX course, trainees are able to

**<an action verb> <skillset/description of the action> <specific setting/context>**

**Examples:**

**Course: Principles of Surgical Practice**

Upon completion of the Principles of Surgical Practice course, students are able to

**apply principles of asepsis, tissue handling, and haemostasis during elective and emergency surgical procedures in the operating theatre. (PLO 3, MQF Cluster 3 : Practical Skills, Bloom Taxonomy P3)**

# Generic Response Template

# Curriculum Document

# MQA/MMC-02

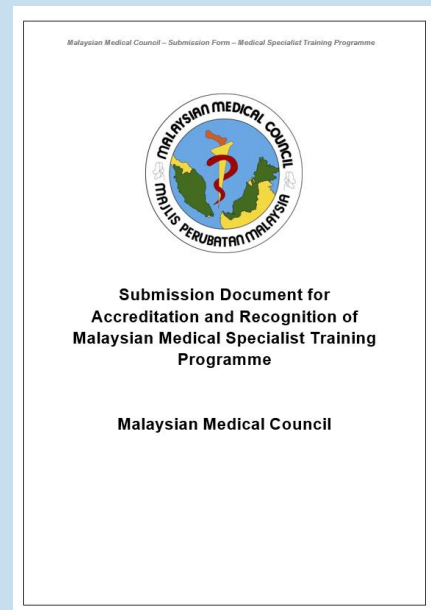
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### Part D:

- **Evaluation Instrument of Medical Specialist Training**
- **Table 4 (Excel file)**





# Evaluation Instrument of Medical Specialist Training



## Evaluation Instrument for Medical Specialist Training Programme Malaysian Medical Council (MMC)

MAIN  
PAGE

START UP  
PAGE

SAVE

RESET

NEXT

Name of Programme					
(in Bahasa Malaysia)					
Reference Number		Proposed dates of site visit (dd/mm/yyyy)	(1)	(2)	(3)
Accreditation level		Type of Assessment			
		Date of site visit (dd/mm/yyyy)			
Name of Higher Education Provider (HEP)					
Address of HEP					
MQF Level		Field of Study and NEC			
Mode of Study		Mode of Delivery			
Mode of Offer		Language of Instruction			
Method of Learning and Teaching (select methods used)					
Lecture		Industrial Training		Others	
Tutorial		Work-Based Learning			
Practical/Lab/Workshop		Research			
Project		Seminar/Colloquium			

# Tables in Evaluation Instrument of Medical Specialist Training

**Table 1:**

**Table 1A, 1B, 1C, 1D, 1.1**

**Table 2:**

**Table 3:**

**Table 4:**

**Table 5:**

**Table 6:**

**Table 7:**

# Table 1 A: PEO

Table 1 A: Programme Educational Objectives (PEO) (Name of Programme: xxx.....)

PEO Number	PEO Statements
PEO1	The XXXX programme aims to produce XXX (e.g. General Surgeons) who are able to ..... (e.g. demonstrate clinical competencies in patient management and apply evidence-based medicine into clinical practice)
PEO2	The XXXX programme aims to produce XXX (e.g. General Surgeons) who are able to .....
PEO3	The XXXX programme aims to produce XXX (e.g. General Surgeons) who are able to .....
PEO4	The XXXX programme aims to produce XXX (e.g. General Surgeons) who are able to .....
	(add if relevant)

Workbook last modified: Thu at 5:51 AM

# Table 1 B : PLO

**Table 1 A: Programme Learning Outcomes (PLO) (Name of Programme: xxx.....)**

PLO Number	PLO Statements
PLO1	By the end of the training, trainees would be able to.....
PLO2	By the end of the training, trainees would be able to.....
PLO3	By the end of the training, trainees would be able to.....
PLO4	By the end of the training, trainees would be able to.....
PLO5	By the end of the training, trainees would be able to.....
PLO6	By the end of the training, trainees would be able to.....
PLO7	By the end of the training, trainees would be able to.....
PLO8	By the end of the training, trainees would be able to.....
PLO9	By the end of the training, trainees would be able to.....

# Table 1 C : PLO against PEO

**Table 1C: Matrix of Programme Learning Outcomes (PLO) against the Programme Educational Objective (PEO). (Name of Programme: xxx.....)**

Programme Learning Outcomes (PLO) (Write PLO statement in full)	Programme Educational Objectives (PEO)					
	PEO1	PEO2	PEO3	PEO4		
PLO 1:	√					
PLO 2:	√	√				
PLO 3:			√			
PLO 4:			√			
PLO 5:			√			
PLO 6:				√		
PLO 7:				√		
PLO 8:				√		
PLO 9:				√		
(add if relevant)						



# Example:

## PEOs and PLOs are not aligned

PEO Number	PEO Statements
PEO1	The programme aims to produce [redacted] who are able to demonstrate comprehensive understanding and advanced knowledge in various speciality areas of [redacted]
PEO2	The programme aims to produce [redacted] who are able to manage various clinical and managerial issues in [redacted] medicine.
PEO3	The programme aims to produce [redacted] who are able to demonstrate expert functional and professional skills as a [redacted]
PEO4	The programme aims to produce [redacted] who are able to demonstrate responsibility, accountability, and entrepreneurship in diagnostic and research [redacted] services.
PEO5	The programme aims to produce [redacted] who are able to uphold code of conduct and work ethics in [redacted].

Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)				
	PEO1	PEO2	PEO3	PEO4	PEO5
PLO1: Upon successfully completing the program, our graduates will be able to demonstrate core, systematic and advanced knowledge in the field of [redacted]	√		√	√	√
PLO2: Upon successfully completing the program, our graduates will be able to perform competent technical skills as a [redacted]	√		√	√	
PLO3: Upon successfully completing the program, our graduates will be able to demonstrate appropriate knowledge of [redacted] in provision of effective and quality [redacted]	√	√	√	√	
PLO4: Upon successfully completing the program, our graduates will be able to demonstrate essential teamwork with colleagues, other healthcare providers and external organisation	√	√	√		√

# Example:

The programme educational objectives (PEOs) are to produce:

- PEO 1:** Obstetrician and Gynecologists who have the knowledge of a specialist level and able to solve problems in their clinical practice
- PEO 2:** Obstetrician and Gynecologists who apply excellent functional work skills in their clinical practice
- PEO 3:** Obstetrician and Gynecologists who are ethical, professional and equipped with required personal skills and entrepreneurial skills to ensure sustainable medical practice

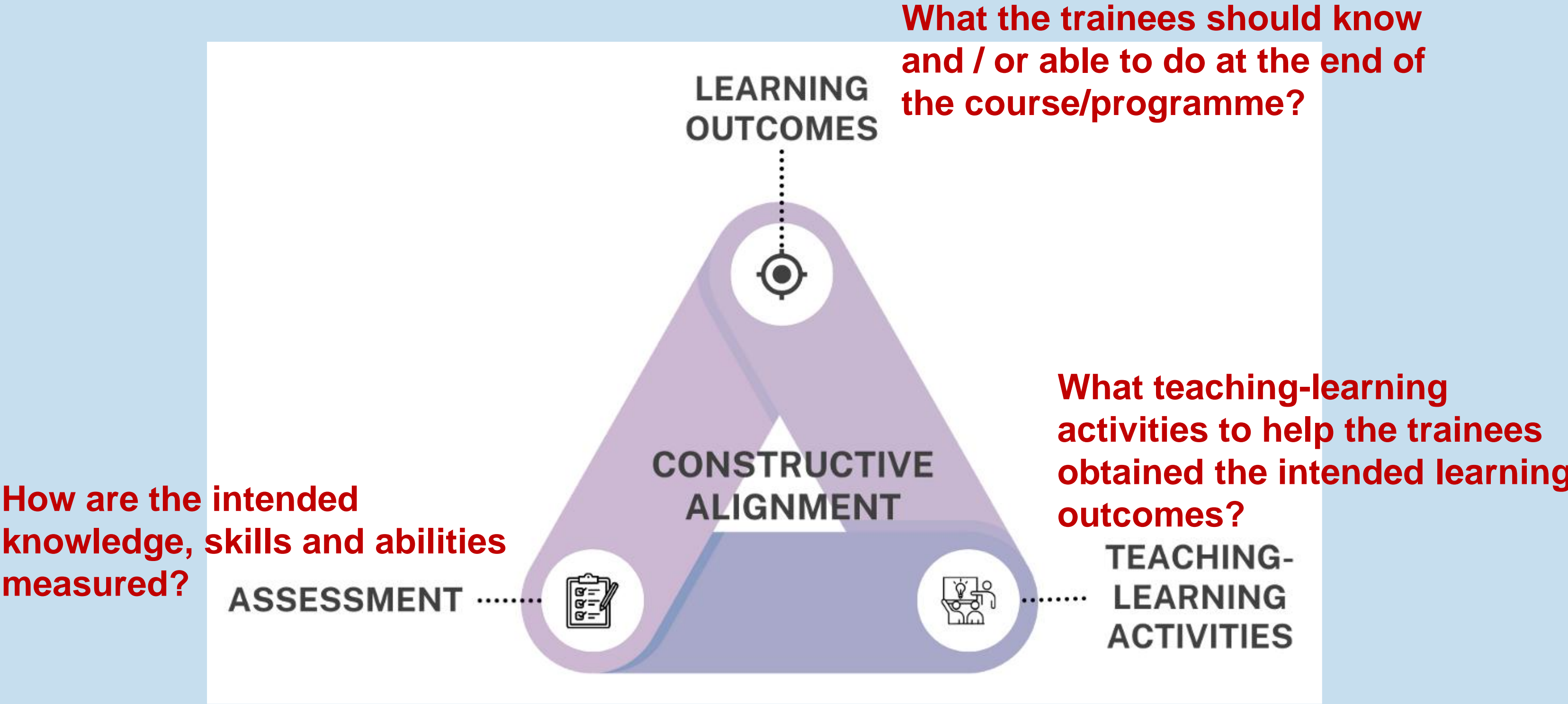
MOG Programme Learning Outcomes (PLO)  Upon completion of the programmes, the graduate should be able to:	MOG Programme Educational Objectives (PEO)		
	PEO1	PEO2	PEO3
PLO 1: Apply knowledge in the management of patients in Obstetrics and Gynaecology	/		
PLO 2 : Solve problems in the management of patients in Obstetrics and Gynaecology	/		
PLO 3 : Demonstrate practical skills competently in the management of patients in Obstetrics and Gynaecology		/	
PLO 4 : Display good interpersonal skills with the team members and patients in handling Obstetrics and Gynaecology cases		/	
PLO 5 : Display effective communication skills when dealing with patients, their relatives and colleagues		/	
PLO 6 : Adapt knowledge and skills in digital technology in daily practice and research in Obstetrics and Gynaecology		/	
PLO 7: Practise numeracy skills in carrying out research and interpreting scientific evidence in the field of Obstetrics and Gynaecology		/	
PLO 8 : Demonstrate leadership, autonomy and responsibility in the field of Obstetrics and Gynaecology		/	
PLO 9: Practise good personal skills in daily practice			/
PLO 10: Adapt an entrepreneurial mindset in their daily practice			/
PLO 11: Demonstrate ethics and professionalism in research and clinical practice			/

# Table 1 D: Matrix of PLO against TLA Strategies

Table 1D: Matrix of Programme Learning Outcomes (PLO) against Teaching-Learning and Assessment Strategies. (Name of Programme: xxx.....)

PROGRAMME LEARNING OUTCOMES (PLO) (Write PLO statement in full)	TEACHING-LEARNING STRATEGY	ASSESSMENT STRATEGY
PLO 1:		
PLO 2:		
PLO 3:		
PLO 4:		
PLO 5:		
PLO 6:		
PLO 7:		
PLO 8:		
PLO 9:		
(add if relevant)		

# Table 1 D: Matrix of PLO against TLA Strategies



# Example: Do not create your own table. Use the template provided.

PLO	Supervisor report/ portfolio	Continuous assessment	Theory exam	Clinical exam	Research
PLO 1	√	√	√	√	√
PLO 2	√	√	√	√	
PLO 3	√	√			
PLO 4		√		√	√
PLO 5	√	√			√
PLO 6	√				√
PLO 7	√	√			
PLO 8		√	√	√	
PLO 9	√	√			√
PLO 10	√	√	√		
PLO 11	√	√	√		

Table 2.3 Alignment of Assessment with PLO

Assessment	PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
	Clinical Rotation Supervisor Report	/	/		/	/				/		/
	Workplace-based Assessment	/	/	/	/	/			/	/		/
	Log-book			/								
	Clinical Audit Project	/	/		/	/	/	/	/	/	/	/
	Case Report	/	/					/		/		/
	Progress Assessment	/	/							/		/
	Academic Supervisor Report					/			/	/	/	/
	Research Project	/	/		/		/	/		/	/	/
	Part 1 Theory	/	/									
	Part 1 Clinical	/	/	/	/	/				/		/
	Part 2 Theory	/	/					/	/			
	Part 2 Clinical	/	/	/	/	/		/	/	/	/	/



# Examples: Methods of Teaching-Learning Strategy & Assessment Strategy

Programme Learning Outcomes	Teaching-Learning Strategy	Assessment Strategy
<b>PLO 1:</b> Demonstrate an increased knowledge in basic surgical sciences and basic surgical skills as preparation for the [redacted] program	Lectures, tutorial, seminars conferences and self-directed learning	Continuous in-service assessment, written and practical examination
<b>PLO 2:</b> Apply cognitive skills to formulate diagnoses and manage [redacted] cases holistically with the consultant as well as knowing their limitation while handling these cases	Lectures, tutorial, seminars conferences and self-directed learning	Continuous in-service assessment, written and practical examination
<b>PLO 3:</b> Apply practical skills in performing [redacted] operations and procedures with the consultant as well as knowing their limitation while handling these cases	Workshops, in-service learning, skill lab, ward work, operation theater, and wet-lab	Continuous assessment (Supervisor report), Direct Observation of Procedural Skill (DOPS), logbook, practical examination and OSCE

# Examples: Methods of Teaching-Learning Strategy & Assessment Strategy

Table 1D: Matrix of Programme Learning Outcomes (PLO) against Teaching-Learning and Assessment Strategies

PLO	TEACHING-LEARNING STRATEGY	ASSESSMENT STRATEGY
<p><b>PLO 1</b> <i>Cluster 1: Knowledge and Understanding</i></p> <p>Demonstrate in-depth knowledge and understanding of [redacted] using evidence-based concepts</p>	<ul style="list-style-type: none"><li>• Tutorial / seminar</li><li>• Lecture</li><li>• Practical simulation</li><li>• Clinical work</li></ul>	<p>Formative assessment:</p> <ol style="list-style-type: none"><li>1. End of posting assessment</li><li>2. Workplace- based assessment</li><li>3. Progress Assessment Year 2</li></ol> <p>Summative assessment</p> <ol style="list-style-type: none"><li>1. [redacted] Part 1 *</li><li>2. [redacted] Part 2 **</li></ol>
<p><b>PLO 2</b> <i>Cluster 2: Cognitive skills</i></p> <p>Utilise cognitive skills to formulate diagnosis and manage [redacted] cases while acknowledging their limitations</p>	<ul style="list-style-type: none"><li>• Tutorial / seminar</li><li>• Lecture</li><li>• Practical simulation</li><li>• Clinical work</li></ul>	<p>Formative assessment:</p> <ol style="list-style-type: none"><li>1. End of posting assessment</li><li>2. Workplace- based assessment</li></ol> <p>Summative assessment</p> <ol style="list-style-type: none"><li>1. [redacted] Part 1 *</li><li>2. [redacted] Part 2 **</li></ol>

# Examples: Methods of Teaching-Learning Strategy & Assessment Strategy

PROGRAMME LEARNING OUTCOMES (PLO)	TEACHING-LEARNING STRATEGY	ASSESSMENT STRATEGY
<b>PLO 1: Apply knowledge in the management of patients in Obstetrics and Gynaecology Gynaecology cases</b>	Lectures, Tutorials, Clinical work, Clinical governance activities, MOOC, Discussion with supervisor	WPBA (PBA, Logbook, MiniCEX, CBD), EPA Supervisor report
<b>PLO 2 : Solve problems in the management of patients in Obstetrics and Gynaecology</b>	Lectures, Tutorials, Clinical work, Clinical governance activities, Discussion with supervisor	WPBA (PBA, Logbook, MiniCEX, CBD), EPA Supervisor report
<b>PLO 3 : Demonstrate practical skills competently in the management of patients in Obstetrics and Gynaecology</b>	Clinical work, Basic surgical skill workshop, Focused Skill Station (in Clinical Skill Centre)	WPBA (PBA, Logbook, MiniCEX), EPA Supervisor report
<b>PLO 4 : Display good interpersonal skills with the team members and patients in handling Obstetrics and Gynaecology</b>	Tutorial	360-degree evaluation, Supervisor report MiniCEX

# Examples: Methods of Teaching-Learning Strategy & Assessment Strategy

PROGRAMME LEARNING OUTCOMES (PLO)	TEACHING-LEARNING STRATEGY	ASSESSMENT STRATEGY
<b>PLO 7: Practise numeracy skills in carrying out research and interpreting scientific evidence in the field of Obstetrics and Gynaecology</b>	Lectures, Discussion with supervisor, Research webinar/workshop/statistics clinic Research proposal presentation	Research proposal presentation, Research progress report
<b>PLO 8 : Demonstrate leadership, autonomy and responsibility in the field of Obstetrics and Gynaecology</b>	Tutorial PPD session	360-degree evaluation Supervisor report Role-play
<b>PLO 9: Practise good personal skills in daily practice</b>	Tutorial PPD session	Supervisor report 360-degree evaluation Logbook Professional presentation (PP) Research Progress Report
<b>PLO 10: Adapt an entrepreneurial mindset in their daily practice</b>	Lectures, Tutorial, Group Project	Logbook, Project Evaluation
<b>PLO 11: Demonstrate ethics and professionalism in research and clinical practice</b>	Clinical governance meeting, Clinical work, Tutorial	MiniCEX Supervisor report 360-degree evaluation Professional presentation (PP)

Name of Programme: **xxx.....**

[illegible]



# Table 1.1 : Matrix of PLO against MQF LO Domains

Programme Learning Outcomes (PLO) (Write PLO statement in full)	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	Leadership, Autonomy, & Responsibility		
<b>PLO 1: Apply knowledge in the management of patients in Obstetrics and Gynaecology</b>	√									
<b>PLO 2 : Solve problems in the management of patients in Obstetrics and Gynaecology</b>		√								
<b>PLO 3 : Demonstrate practical skills competently in the management of patients in Obstetrics and Gynaecology</b>			√							
<b>PLO 4 : Display good interpersonal skills with the team members and patients in handling Obstetrics and Gynaecology cases</b>				√						
<b>PLO 5 : Display effective communication skills when dealing with patients, their relatives and colleagues</b>					√					
<b>PLO 6 : Adapt knowledge and skills in digital technology in daily practice and research in Obstetrics and Gynaecology</b>						√				
<b>PLO 7: Practise numeracy skills in carrying out research and interpreting scientific evidence in the field of Obstetrics and Gynaecology</b>							√			
<b>PLO 8 : Demonstrate leadership, autonomy and responsibility in the field of Obstetrics and Gynaecology</b>								√		
<b>PLO 9: Practise good personal skills in daily practice</b>									√	
<b>PLO 10: Adapt an entrepreneurial mindset in their daily practice</b>									√	
<b>PLO 11: Demonstrate ethics and professionalism in research and clinical practice</b>										√

# Table 2: Components of the Programme and Credit

Table 2. Components of the Programme and Credit Value

(Name of Programme: xxx.....)

	Course Classification	Credit Value***	Percentage (%)
1	<b>Core*:</b>  • <b>Courses</b> (theory)  • <b>Clinical postings / rotations</b>		
2	<b>Elective courses**</b>		
3	<b>Research project / dissertation</b>		
4	Others (specify)		
	<b>Total Credit Value ****</b>		<b>100</b>

**Note:**

- \* Core courses also include university, faculty and programme common courses.
- \*\* Elective courses refer to courses/clinical rotations where students/trainees can exercise choice (optional, but a programme requirement).
- \*\*\* 40 hours of student learning time = 1 credit  
# refer to guideline on credit calculation for clinical specialist training
- \*\*\*\* Total credit value reflects the minimum learning and clinical training hours to graduate from the training programme

Appendix 1

**GUIDELINE ON CREDIT VALUE AND STUDENT LEARNING TIME CALCULATION FOR MEDICAL SPECIALTY PROGRAMMES**

Majlis Dekan Fakulti Perubatan Universiti Awam Malaysia  
(Malaysian Public University Medical Deans' Council)  
Revised on 31<sup>st</sup> December 2024

**1 Introduction**

The guideline aims to establish a consistent methodology for calculating credit hours across specialty programmes offered by universities, which are jointly coordinated by respective Specialty Committees (*Jawatankuasa Kepakaran Perubatan*). The revised version corrects some typing errors and removes statements that create confusion.

**2 Credit value**

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

**3 Notional learning time**

1 credit = 40 notional hours. 'Notional learning hours' are the average student's estimated learning time to achieve the specified learning outcomes. Notional learning times = student learning time (SLT).

**4 Guiding principles in the calculation of SLT and credit value**

8 hours a day, 40 hours a week

Total SLT = 40 = 1 credit

20-22 credits per semester

The minimum total credit value for the 4 years programme depends on the university and specialty requirements.

For elective courses, 80 notional hours or SLT = 1 credit

[Please tick (✓) industrial training/clinical placement in item 10 of Table 4 MQA Document]

**Note:**

SLT only counts for activities that are compulsory for all students.

Effective Learning Time (ELT) is a student's time for actual learning.

*Guideline On Credit Value and Student Learning Time Calculation for Medical Specialty Programmes, Revised on 31st December 2024*

# Essential Documents for Accreditation Submission

(Programme Structure and Mapping to PLO) (Name of Programme: xxx.....)

[illegible]

# Table 4 : Summary of Course Information

**Table 5 : Information on Academic Staff / Trainer Involved in the Programme**

[illegible]



Table 6 : List of Physical Facilities Available for the Programme

6 A - CAMPUS FACILITIES			
Item	Facilities required	Available for the Training Programme	
		Number	Capacity (Pax)
A1	Lecture Halls		
A2	Tutorial / Discussion Rooms		
A3	Science Lab (specify)		
A4	Clinical skills lab (Specify)		
A5	Library and Information Centres		
A6	Student Social Spaces (Specify)		
A7	ICT Facilities		
etc	Other Campus Facilities (please add as relevant - insert row)		

6C - CASE LOAD ( Name of Programme: xxx.....)		
Item No	Cases / Condition	Cases / Condition handled per YEAR (in all facilities listed in 6B)
Example	e.g. Chronic disease follow-up	6000/ year
C1		
C2		
C3		
C4		
C5		
C6		
etc	(please add as relevant - insert row)	

6B - HOSPITAL / CLINICAL TRAINING FACILITIES (Name of Programme: xxx.....)					
Item	Name of Hospital / Healthcare Facility	Address / City / State	Permission for Usage (Start & End Dates) (Please append MOA / MOU)	Name of Training Site Coordinator	Learning Support for Trainees (please describe)
B1					
B2					
B3					
B4					
B5					
etc	(please add as relevant - insert row)				

6D - EQUIPMENTS (Name of Programme: xxx.....)		
Item no	Name of Equipment	Number available (in all training sites)
D1		
D2		
D3		
D4		
D5		
D6		
etc	(please add as relevant - insert row)	

## Table 7: Reference Materials Supporting the Programme

[illegible][illegible]

# Evaluation Instrument of Medical Specialist Training



## Evaluation Instrument for Medical Specialist Training Programme Malaysian Medical Council (MMC)

MAIN  
PAGE

START UP  
PAGE

SAVE

RESET

NEXT

Name of Programme

(in Bahasa Malaysia)

Reference Number

Accreditation level

Name of Higher  
Education Provider (HEP)

Address of HEP

MQF Level

Mode of Study

Mode of Offer

Method of Learning and Teaching (select methods used)

Lecture

Tutorial

Practical/Lab/Workshop

Project

Proposed dates of site visit (dd/mm/yyyy)

Type of Assessment

Date of site visit (dd/mm/yyyy)

Field of Study  
and NEC

Mode of Delivery

Language of Instruction

Industrial Training


Work-Based Learning

Research

Seminar/Colloquium


Others

# Common mistake in MQA/MMC 02




**TIDAK LENGKAP**

- × Huraian terlalu ringkas.
- × *Market needs analysis* program tidak berpandukan *Advisory Note MQA Bil. 2/2017*.
- × Dokumen sokongan tidak diberi bagi menyokong huraian.



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?  
*(To be read together with information on Standard 1.2.2 in Area 1 and 6.1.6 in Area 6.)*

The programme aims and learning outcomes which are built on the premise of producing competent workforce that is able to assist higher level managers in planning and executing tasks in entrepreneurial, efficient and ethical manner, support the vision and mission of [REDACTED]



- ✓ Rujuk **‘Advisory Note MQA No. 2/2017’** untuk penyediaan **Needs Assessment** atau **Market Analysis** program.
- ✓ Lampirkan **dokumen sokongan** bagi menyokong huraian Standard ini.

**ADVISORY NOTE NO. 2/2017**

**NEEDS ASSESSMENT / MARKET ANALYSIS**

Code of Practice for Programme Accreditation (COPPA) 2<sup>nd</sup> Edition 2017

- Area 1: Programme Development and Delivery
- Area 6: Programme Management
- Area 7: Programme Monitoring, Review and Continual Quality Improvement

**INTRODUCTION**

Area 1 of COPPA states that a new programme must be considered only after a “needs assessment” indicates clear justifications for the proposed programme.

**ISSUE**

MQA has in the past relied on the wisdom of the Higher Education Providers (HEPs) to carefully examine the market and industry needs before HEPs design, develop and submit new programme applications. The recent MQA compliance audit series show that many programmes have very low enrolment resulting in significant to severe quality issues. In some cases, this has led to the issuance of Withdrawal of Accreditation Notice to HEPs.

**SOLUTION**

As a preventative measure, and as part of the standards requirement, MQA insists that HEPs conduct a thorough and in-depth needs assessment / market analysis for their proposed programmes. It has become a common practice for HEPs to provide broad national data on manpower needs and the institution’s desire to offer a broader range of programmes to support their applications. However, MQA requires that HEPs outline some of the following key elements for a more compelling needs assessment / market analysis exercise.

**ELABORATION**

1. HEPs are to conduct detailed analysis of current supply and demand for graduates of the programmes. It is reasonable to expect that the HEPs are able to identify the existing suppliers of such graduates in the marketplace. Information such as



# Common mistake in MQA/MMC 02

1.2.4 The curriculum must show that the training covers **all aspects of professional development** including\*:

- i. the acquisition of relevant competencies
- ii. opportunities for trainer-trainee interactions for the application of principles of scientific method, analytical and critical thinking and value-based medicine
- iii. aspects of behavioral sciences, social sciences, medical ethics and medical law that are relevant to the practice of the specialty
- iv. training in patient safety and patient-centeredness
- v. planned contact with patients and communities in relevant healthcare settings
- vi. participation in health promotion and preventive medicine activities
- vii. healthcare economics including funding frameworks, cost of care and clinical decision-making

***a) Indicate where in the curriculum has training programme included the general requirements of professional development of a clinical specialist.***

***b) State the competencies required at various stages of training during the programme.***

*(Complete Tables 2, 3 and 4 - Evaluation Instrument of Medical Specialist Training)*

***\*This Standard is to be read with the Discipline-Specific Requirements.***

**Address each one of these items and provide supporting evidence**

**A comprehensive curriculum document and course content for the programme would ease provision of these evidence**

# Common mistake in MQA/MMC 02



**Huraian ini tidak lengkap tanpa dokumen sokongan ('evidence').**



1.3.6 State how the department obtains feedback and use it to improve the delivery of the programme outcomes. Provide evidence.

Apart from compliance with regulatory and accreditation bodies, [REDACTED] will also perform continuous improvements through feedback from various sources such as:

- i. External Programme Assessors report
- ii. Course and Teaching Evaluation Report
- iii. Student survey
- iv. Industrial Training feedback



**Contoh huraian lengkap dengan dokumen sokongan (Lampiran).**



1.3.6 State how the department obtains feedback and use it to improve the delivery of the programme outcomes. Provide evidence.

Achievement of the learning outcomes will be measured by:

- Student feedbacks (student evaluation) on course effectiveness to meet stated learning objectives in order to identify areas of strength, weaknesses and opportunities for improvement. Refer to [Appendix 13](#) for the sample of lecturers' evaluation form. [Appendix 29](#) for the recent analysis for lecturers' evaluation and feedbacks from students.
- External Advisor report for coursework and Final Examination. Refer to [Appendix 14](#) for the External Advisor's report.



# Common mistake in MQA/MMC 02



Huraian tidak lengkap. Nama Ketua Program sahaja dalam huraian tanpa maklumat 'qualifications, experiences, tenure and responsibilities' Ketua Program. Surat Pelantikan dan bukti akuan terima Ketua Program tidak dilampirkan.



6.2.2 Indicate the programme leader of this programme. Describe the qualifications, experiences, tenure and responsibilities of the programme leader.

The Programme Coordinator for this Bachelor (Honours) in International Law Enforcement is Puan A

Appendix 8: CV Puan A

✓ Contoh huraian lengkap dengan dokumen sokongan (Lampiran).



6.2.2 Indicate the programme leader of this programme. Describe the qualifications, experiences, tenure and responsibilities of the programme leader.

Details on the Academic Leader of the Program

Name: Dr XYZ

Qualification:

- Bachelor of Laws (LL.B (Hons)) (University of London)

Experience:

- Lecturer (PPT XXX); Music teacher (Self-Employed); Accounting Intern (Nash Management Kuala Lumpur)

Appendix 12 Programme Leader's CV and appointment letter

Responsibilities are stated in 6.2.1

# Common mistake in MQA/MMC 02

## 'Part B: Programme Description' MQA-01/ MQA-02

12. Method of learning and teaching (e.g. lecture/tutorial/lab/field work/studio/blended learning/e-learning, etc.) **Lecture/blended learning/e-learning**

Maklumat dalam 'Part B' diisi 'Lecture/ Blended Learning/ E-Learning'.

TIDAK SELARAS



Maklumat dalam 'Main Page Evaluation Instrument' ditandakan 'Lecture, Tutorial, Project dan Research'.

Ensure all details provided are consistent and tally (in both MQA/MMC 02 and EI form)

## 'Main Page Evaluation Instrument' COPPA/ COPPA-ODL

Method of Learning and Teaching (select methods used)

Lecture	<input checked="" type="checkbox"/>	Industrial Training	<input type="checkbox"/>
Tutorial	<input checked="" type="checkbox"/>	Work-Based Learning	<input type="checkbox"/>
Practical/Lab/Workshop	<input type="checkbox"/>	Research	<input checked="" type="checkbox"/>
Project	<input checked="" type="checkbox"/>	Seminar/Colloquium	<input checked="" type="checkbox"/>

Contoh maklumat tidak selaras dalam 'Table 6' MQA-01 dan 'Evaluation Instrument' COPPA/ COPPA-ODL bagi senarai fasiliti dan bilangan kapasiti.

'Table 6' MQA-01

TIDAK SELARAS



'Table 6 Evaluation Instrument' COPPA/ COPPA-ODL

Table 6. List of physical facilities required for the programme

	Keperluan Kemudahan	Disediakan untuk Tahun 1		Unjuran Tahun Akan Datang			
		No	Kapasiti	Tahun ke 2		Tahun ke 3	
		No	Kapasiti	No	Kapasiti	No	Kapasiti
1	Bilik Kuliah 1	1	20				
2.	Bilik Kuliah 2	1	20				
2	Bilik Tutorial 1	1	30				
3	Bilik Perbincangan						
4	Makmal dan Bengkel						
	- Makmal Komputer	1	10				
	- Makmal Sains	-	-	-	-	-	-
	- Bengkel Kejuruteraan	-	-	-	-	-	-
	- Bengkel Pemprosesan	-	-	-	-	-	-
	- Bengkel Pembuatan	-	-	-	-	-	-
	- Mock Restaurant	1	20	-	-	-	-
	- Pastry Kitchen	1	20	-	-	-	-
	- Hot Kitchen	1	20	-	-	-	-
	- Makmal Klinikal	-	-	-	-	-	-
	- Makmal Psikologi & Bilik Kaunseling	1	4	1	-	1	-

Table 6. List of physical facilities required for the programme

	Facilities required	Available for Year 1		To be provided			
		No	Capacity	In Year 2		In Year 3	
		No	Capacity	No	Capacity	No	Capacity
1	Lecture Halls	2	20				
2	Tutorial Rooms	1	30				
3	Meeting Room	1	10				
4	Laboratories and Workshops	0	0				
	- IT Lab	1	10				
	- Science Lab	0	0				
	- Engineering workshop	0	0				
	- Processing workshop	0	0				
	- Manufacturing workshop	0	0				
	- Studio	0	0				
	- Mock Kitchen	2	20				
	- Moot court	0	0				
	- Clinical Lab	0	0				
	- Others	0	0				

# Reminder from MQA



## PERHATIAN

### PERMOHONAN PROGRAM LENGKAP SELEPAS MAKLUMAT TAMBAHAN

- ✓ Permohonan diproses pada *cycle* berikutnya.  
(rujuk Surat Pekeliling MQA Bilangan 3/2022).
- ✓ Takwim penilaian/ tarikh lawatan tidak mengikut permohonan asal program yang dihantar oleh PPT.

### PERMOHONAN PROGRAM TIDAK LENGKAP SELEPAS MAKLUMAT TAMBAHAN

- ✓ Permohonan akan ditamatkan proses.
- ✓ PPT boleh mengemukakan permohonan semula program yang sama.
- ✓ Baki fi program dipulangkan dan ditolak RM1,000 untuk kos pemprosesan.
- ✓ Tiada proses rayuan terhadap program yang ditamatkan proses.



02

# COMMON PITFALLS AND HOW TO AVOID THEM



# COMMON PITFALLS

1

Using wrong documents, and hence, need to redo

2

Last minute chaos/Late submission

3

Over dependence on one person

4

Missing evidence

5

Inconsistency in information provided

# COMMON PITFALLS

6

Mixing up  
different  
version of  
documents

7

Evidence /  
link can't be  
accessed

8

Not getting  
the medical  
educationist  
input early

9

'Asal siap'  
attitude

10

Unnecessary  
lengthy,  
irrelevant  
response



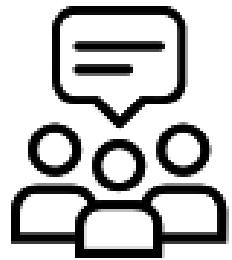


03

# STRATEGIES FOR EFFECTIVE DOCUMENTATION

# STRATEGIES

01



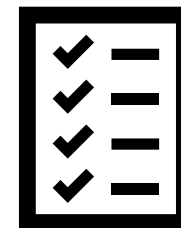
Create a  
team

02



Timeline/  
Gantt Chart

03



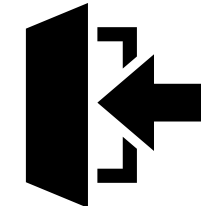
Review at faculty  
level in stages

04



Prepare generic  
answers by PG  
office & Quality  
Unit

05



Centralised online  
folder for generic  
evidence

06



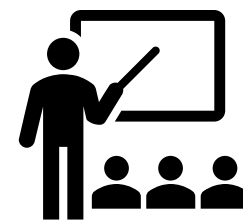
Work on the  
document online  
(Except EI)

07



Must have only 1 or  
2 person for  
finalized the  
writing

08



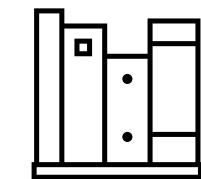
Accreditation  
Consultation  
Session

09



Good record  
keeping – softcopy  
& hardcopy

10



Comprehensive  
curriculum  
document and  
course content



04

# TIPS FOR PASSING ACCREDITATION EVALUATION

# TIPS

- **Educate our team members** the importance of accreditation
- **Know your programme inside out** — not just documents, but context and rationale
- **Use data/evidence** to tell your story: outcome trends, feedback loops, improvements made
- **Mock audits**: Conduct internal mock reviews with external peers
- Foster a **culture of quality** – documents should reflect real good practice, not just paper compliance. Quality Unit should continuously monitor the culture of quality in the conduct of PG programme.
- Create a good, sustainable, practical way of **record keeping**

# THANK YOU

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