Identify Your Group No.

Ta’aruf within the Group

Designing PEOs, PLOs & CLOs

for Programme Development

Curriculum Development Workshop for Medical Educators

Asst. Prof. Dr Nour El Huda Abd Rahim

Kulliyyah of Medicine | 19th- 20th January 2026

Workshop Learning Outcomes

At the end of this workshop, participants will be able to:

- **Define** PEO, PLO, and CLO in the context of OBE
- **Explain** the relationship between PEOs, PLOs, and CLOs in curriculum design
- **Apply** MQF 2.0 domains when formulating learning outcomes
- **Write** effective PEO, PLO, and CLO statements using appropriate action verbs
- **Construct** mapping tables aligning CLOs to PLOs and PLOs to PEOs

What is Outcome-Based Education (OBE)?

"OBE is a student-centred approach that focuses on clearly articulated outcomes that students should demonstrate at the end of their learning experience."

Key Principles:

- ✓ Clear articulation of expected outcomes
- ✓ Alignment of curriculum, teaching & assessment
- ✓ All students can achieve success
- ✓ Continuous quality improvement (CQI)
- ✓ Stakeholder engagement in design

Outcome-Focused

What students can do after learning

Student-Centred

Focus on learner achievement

Measurable

Evidence of attainment

Source: GGP Programme Development and Delivery 2023, MQA

Hierarchy of Learning Outcomes

Programme Educational Objectives (PEO)

Definition: Broad statements describing the **career and professional accomplishments** expected of graduates **3-5 years after graduation**.

Key Characteristics:

Describes what graduates will **achieve in their careers**

Aligned with **institution's vision and mission**

Reflects **stakeholder needs** (employers, industry)

Usually **3-5 PEO statements** per programme

Measured through **employer & alumni surveys**

PEO Components:

1. Verb
Action describing achievement

2. Skillsets
Professional competencies

3. Context
Field/industry setting

💡 **Remember:** PEOs describe *accomplishments* (competent alumni who are leaders in...), not outcomes students demonstrate upon graduation.

Source: GGP Programme Development and Delivery 2023

How to Write PEO Statements

Follow these three steps to write effective PEO statements:

Step 1: Write the Condition

"The educational objective is to produce graduates after 5 years of graduation..."

Step 2: Write the Expectation

"...pursue career in 'XXX' profession" OR "...will demonstrate technical competency and leadership to become professional 'XXX'..."

Step 3: Write the Criterion

"...at a senior level position" OR "...leading to a successful career"

⚠ **Note:** PEOs should consider job opportunities and career options for graduates.

Source: GGP Programme Development and Delivery 2023

PLO Examples: MBBS Programme

In consonance with the vision and mission of the Kulliyyah of Medicine, we aim to nurture doctors of outstanding qualities who are:

1. Knowledgeable, clinically competent, and ethical in practice compliant with professional bodies and regulations by incorporating Islamic values.

2. Exemplary leaders at the workplace and community, practicing effective communication and interaction.

3. Able to relate entrepreneurial skills and committed to lifelong learning for successful career advancement.

4. Able to incorporate numeracy and digital skills relevant to medical practice.

Programme Learning Outcomes (PLO)

Definition: Statements describing the **specific knowledge, skills, attitudes, and abilities** that graduates should demonstrate **upon completing the programme**.

Key Characteristics:

Describes what students **can do upon graduation**

Must align with **MQF 2.0 domains** (5 clusters, 11 domains)

Directly linked to **PEOs**

Measured through **culminating courses**

Requires **Senate endorsement**

💡 **Format:** "At the end of the programme, graduates will be able to..."

PLO Components:

1. Action Verb
Measurable behavior from taxonomy

2. Skillsets
Knowledge/skills/attitudes to develop

3. Context
Field/Field/domain of application setting

May include VBE (Value-Based Education) and ESD (Education for Sustainable Development)

Source: GGP Programme Development and Delivery 2023

MQF 2.0 Learning Outcome Domains

Source: Malaysian Qualifications Framework (MQF) Second Edition 2017/2024

How to Write PLO Statements

Follow these three steps to write effective PEO statements:

Step 1: Select Action Verb

Choose from appropriate taxonomy (Bloom's, Simpson's, Krathwohl's) based on the MQF domain

Step 2: Specify Subject Matter

Related to the cognitive, psychomotor, or affective domain

Step 3: Write Criterion for Success

Indicating the scope or level of attainment

SMART Criteria:

Specific • **M**easurable • **A**chievable • **R**elevant • **T**ime-bound

⚠ Avoid: 'understand', 'appreciate', 'know about', 'become familiar with' - these are NOT measurable!

Source: GGP Programme Development and Delivery 2023

PLO Examples: MBBS Programme

In consonance with the vision and mission of the Kulliyyah of Medicine, we aim to nurture doctors of outstanding qualities who are:

1. Apply various mechanisms of human bodily functions in health and disease from the biological, behavioural, epidemiological, and social aspects.
2. Analyse medical situations to competently formulate a management plan.
3. Perform history and physical examination and carry out basic medical procedures competently.
4. Engage in responsible inter-professional collaboration through mutual respect and effective interaction in their practice competently.
5. Communicate earnestly and effectively in the workplace and community.
6. Apply appropriate digital and numeracy skills relevant to medical practice.
7. Demonstrate the ability to build trust, collaborate, work and lead at the workplace and community.
8. Execute independent learning and self-improvement towards educational and professional goals.
9. Relate entrepreneurial competency skills for sustainability of self and community.
10. Exhibit ethics and professionalism in practice compliant with professional bodies and regulations by incorporating Islamic values.

PLO Examples: MBBS Programme

1. Apply various mechanisms of human bodily functions in health and disease from the biological, behavioural, epidemiological, and social aspects.
2. Analyse medical situations to competently formulate a management plan.
3. Perform history and physical examination and carry out basic medical procedures competently.
4. Engage in responsible inter-professional collaboration through mutual respect and effective interaction in their practice competently.
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8. Execute independent learning and self-improvement towards educational and professional goals.
9. Relate entrepreneurial competency skills for sustainability of self and community.
10. Exhibit ethics and professionalism in practice compliant with professional bodies and regulations by incorporating Islamic values.

Course Learning Outcomes (CLO)

Definition: Desired abilities needed to meet the PLOs. Describes what students should demonstrate **upon completing a course**.

Key Characteristics:

Mapped to specific **PLO(s)**

Uses **action verbs** from learning taxonomies

Aligned with **teaching-learning activities**

Aligned with **assessment methods**

Typically **3-5 CLOs per course**

CLO Components:

1. Action Verb
Measurable, observable behavior

2. Condition/Content
Subject matter/substance

3. Criteria/Standard
Competency level expected

💡 **Format:** "At the end of this course, students will be able to..."

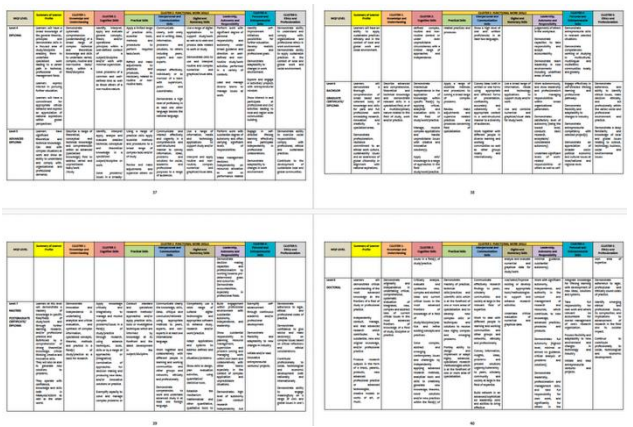
CLO Examples: MBBS Courses

Format: "At the end of this course, students will be able to..” | CLO Structure: **Behaviour** + **Concept** + **Context**

No	Course Learning Outcome
1	Explain basic core knowledge of common medical diseases in Internal Medicine and its basic investigation result (C2)
2	Demonstrate history taking towards establishing the diagnosis (P3)
3	Demonstrate systematic physical examination technique to aid clinical diagnosis (P3)
4	Illustrate the principles of management in common medical diseases (C4)
5	Practice good communication skills in clinical setting (A2)
6	State the principles of common medical procedures (C1)

Malaysian Qualifications Framework edition 2.0: Level 6 Descriptors

MQF LEVEL	Summary of Learners' Profile	CLUSTER 1: Knowledge and Understanding	CLUSTER 2: Cognitive skills	CLUSTER 3: FUNCTIONAL WORK SKILLS				CLUSTER 4: Personal and entrepreneurial skills	CLUSTER 5: Ethics and Professionalism
				Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, Autonomy and Responsibility		
Level 6 BACHELOR GRADUATE CERTIFICATE/ DIPLOMA	Learners will demonstrate a thorough comprehension of broad based and coherent body of knowledge and skills for para and full professional work embedding research, innovation and creativity in specialized areas. Demonstrate professionalism, resilience commitment to an ethical work culture, sustainability issues and an awareness of global citizenship in alignment with national aspirations.	Describe advanced and comprehensive, theoretical and technical knowledge and demonstrate relevant skills in a specialized field, or of a multidisciplinary nature related to the field of study, work and/or practice	Demonstrate intellectual independence in the application of knowledge within specific field(s) by applying critical, analytical and evaluation skills in the field of study/work/practice. Manage, resolve complex applications and handle unpredictable issues with creative and innovative solution(s). Apply skill/ knowledge to a range of approaches in the field of study/work/practice.	Apply a range of essential methods and procedures to solving a broad range of complex problems. Review, make adjustments and supervise related practices and processes concerning field of specialization.	Convey ideas both in written or oral forms using appropriate and different forms of presentation, confidently, accurately and coherently in appropriate context in a well-structured manner to a diversity of audiences. Work together with different people in diverse learning and working communities as well as other groups locally and internationally.	Use a broad range of information, media and technology applications to support study and/or work. Use and combine numerical and graphical/visual data for study/work.	Work autonomously, and show leadership and professionalism in managing responsibilities within broad organizational parameters. Undertake significant levels of work related responsibilities of others as well as self. Demonstrate decision making capacities professionalism by working towards pre-determined goals and outcomes Demonstrate accountabilities, especially in professional fields.	Engage effectively in self-directed lifelong learning and professional pathways. Demonstrate entrepreneurial competency with selected project(s). Demonstrate an appreciation of broader socio- political economic and cultural issues at local/national and regional level.	Demonstrate adherence, and ability to identify ethical issues, make decision ethically, and act professionally within the varied social and professional environment and practice. Demonstrate a deep familiarity and knowledge of local and global issues relating to science, technology, business, social and environmental issues.



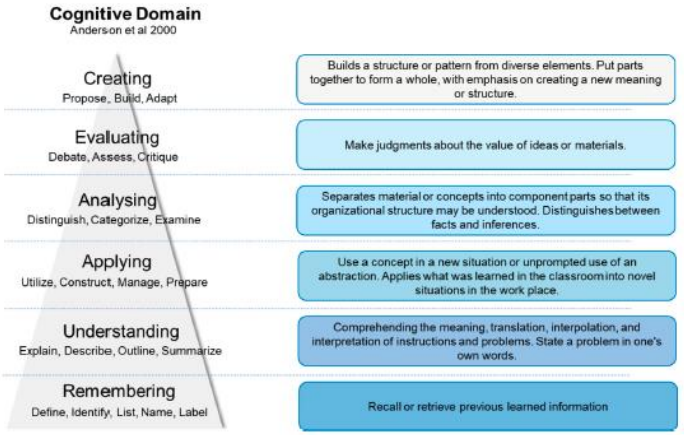
Source: MQF 2nd Edition (2024)

Google Drive Link

Learning Taxonomy Appendix Page 83

Learning Taxonomy: Cognitive Domain

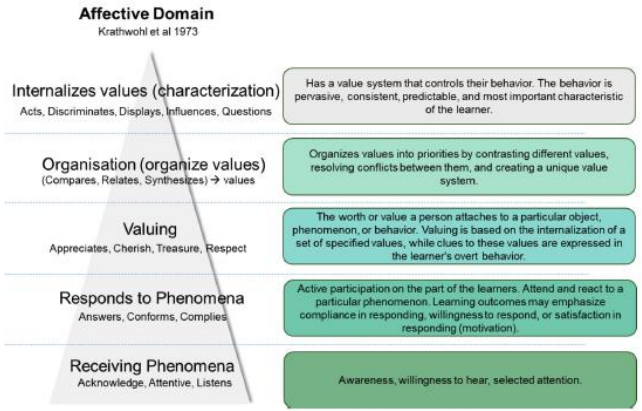
Cognitive		*Development of intellectual skills*
Simple	Knowledge	Define, describe, identify, list, recall, match, reproduce, label, state, outline, select, recognise, know
	Comprehension	Comprehend, convert, defend, distinguish, estimate, explain, interpret, summarise, generalise, paraphrase, rewrite
	Application	Apply, change, compute, construct, produce, operate, use, discover, demonstrate, manipulate, prepare, modify, solve
	Analysis	Analyse, break down, compare, contrast, deconstruct, relate, differentiate, discriminate, distinguish, identify, illustrate
	Synthesis	Categorise, combine, compile compose, create, devise, plan, design, explain, generate, modify, organise, revise, tell
Complex	Evaluation	Appraise, compare, conclude, contrast, criticise, critique, defend, describe, discriminate, evaluate, explain, relate



COGNITIVE DOMAIN	ACTION VERBS for OBJECTIVES	EXAMPLE Clinical Learning Outcomes
Remembering: recall; the ability to remember information	Describe, define, identify, list, name, recognize, reproduce, state	Identify the three primary modes of HIV transmission
Understanding: understanding; the ability to interpret and explain information	Articulate, distinguish, estimate, explain, generalize, infer, interpret, paraphrase, rewrite, summarize, translate	Explain the difference between HIV and AIDS
Applying: the ability to use information in a new situation, to use knowledge and skills acquired in the classroom to solve problems and create new approaches	Apply, change, construct, demonstrate, modify, operate, predict, prepare, produce, show, solve, use	Use WHO clinical staging definitions to assist in clinical decision making
Analysing: the ability to break down information to understand its structure, to categorize, and to recognize patterns	Analyze, categorize, compare, contrast, differentiate, identify, illustrate, infer, distinguish relate, select, separate	Categorize effective strategies for managing nutrition complications in HIV-infected patients
Evaluating: the ability to make a judgment based upon evidence	Appraise, assess, compare, conclude, contrast, criticize, critique, describe, evaluate, explain, interpret, justify, summarize, support	Evaluate the risk faced by health care workers of contracting HIV on the job
Creating: the ability to bring together sets of information to create or invent solutions to problems, to illustrate relationships between parts of a whole	Compile, create, design, diagnose, diagram, discriminate, explain, generate, modify, organize, plan, relate, reorganize, separate, summarize, write	Design an HIV-prevention counselling program based on the Ministry of Health's counselling standards and guidelines

Learning Taxonomy: Affective Domain

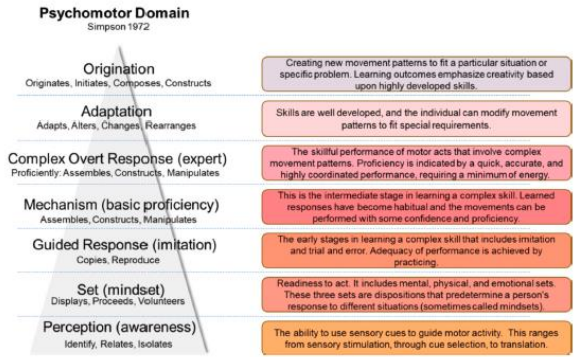
Affective		*Growth in feeling or emotional areas*
Simple	Receiving Phenomena	Ask, choose, describe, follow, gives, hold, identify, locate, name, points to, select, sit, erect, reply, use
	Responding to a Phenomena	Answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, recite, report, select, write
	Valuing	complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work
	Organisation	Adhere, arrange, combine, compare, complete, defend, explain, formulate, generalise, identify, integrate, modify, organise, prepare, relate, synthesis
Complex	Internalising values	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify



AFFECTIVE DOMAIN	ACTION VERBS for OBJECTIVES	EXAMPLE Clinical Learning Outcomes
Receiving (willing to listen): awareness, attention to new information	Ask, choose, describe, give, identify, locate, select, follow, reply, hold	Ask open-ended questions to elicit information during a patient counselling session
Responding (willing to participate): active pursuit of an interest, willingness to respond, motivation	Answer, assist, discuss, greet, help, participate, present, read, report, select, tell, recite, label, perform	Present clients with risk reduction strategies appropriate to their needs
Valuing (willing to be involved): the worth or value a person attaches to a particular object, situation, or behavior; reflects internalization of a set of values	Complete, demonstrate, differentiate, explain, follow, initiate, join, justify, propose, read, share	Demonstrate ability to provide a client with an HIV-positive test result in a compassionate and supportive manner
Organization (willing to be an advocate): the ability to prioritize and organize values	Adhere, alter, arrange, combine, compare, defend, explain, integrate, modify	Integrate professional standards of patient confidentiality into personal life
Internalizing values (willing to change one's behavior): the ability to act consistently and predictably according to a value system or consistent philosophy	Act, display, influence, listen, modify, perform, propose, question, serve, solve, verify	Act objectively when solving problems

Learning Taxonomy: Psychomotor Domain

Psychomotor		*Physical or Manual skills*
Simple	Perception	Choose, describe, detect, differentiate, distinguish, identify,
	Set	Begin, display, explain, move, proceed, react, show, state,
	Guided	Copy, trace, follow, react, reproduce, imitate, respond
	Mechanism	assemble, calibrate, construct, dismantle, display, fasten, fix, mend, grind, heat, manipulate, measure, organise,
	Complex Overt Response	assemble, build, calibrate, construct, dismantle, display, fasten, fix, heat, manipulate, measure, mend, mix, organise,
	Adaptation	Adapt, alter, change, rearrange, reorganise, revise, vary
Complex	Origination	Arrange, build, combine, compose, construct, create,



PSYCHOMOTOR DOMAIN	ACTION VERBS for OBJECTIVES	EXAMPLE Clinical Learning Outcomes
Perception: observation of behaviours involved in completing a task	Observe, attend to, ask, describe, participate, answer, detect, identify, differentiate, distinguish	Observe correct technique for conducting a pelvic exam
Set: becoming mentally prepared to perform the task	Question, explore, consider outcomes, participate, tell, give examples, express confidence, begin, display, show, react, explain, move, state	Show the steps involved in conducting a rapid HIV test
Guided response: the early stage in learning a complex skill that includes imitation, performing a task with assistance, and trial and error; adequacy of performance is achieved by practicing	Complete, demonstrate, replicate, share, point out, break down, put together, copy, trace, follow, react, reproduce, imitate, respond	Demonstrate an IV insertion procedure safely and correctly on multiple patients under supervision
Mechanism: the intermediate stage in learning a complex skill; learned responses have become habitual, and the movements can be performed with some confidence and proficiency (acting without assistance)	Arrange, choose, conduct, construct, design, integrate, organize, perform, modify, refine, vary, assemble, calibrate, construct, dismantle, display, fasten, fix, mend, grind, heat, manipulate, measure, organise,	Draw blood using universal precautions
Complex overt response: performing automatically with facility and habitually; fine tuning and perfection of the skill or technique	Arrange, choose, conduct, construct, design, integrate, organize, perform, modify, refine, assemble, build, calibrate, construct, dismantle, display, fasten, fix, heat, manipulate, measure, mend, mix, organise,	Conducts a thorough physical examination
Adaptation: Skills are well developed, and the individual can modify movement patterns to fit special requirements.	Adapt, alter, change, rearrange, reorganise, revise, vary	Alter the patient treatment plan effectively based on the investigation results during follow-up clinic
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Arrange, build, combine, compose, construct, create, designs, initiate, makes, originates	Compose a comprehensive diabetic treatment plan based on the patient current condition

Mapping PLOs to PEOs: MBBS Programme

Purpose: Demonstrates how PLOs support and contribute to achieving the PEOs of the programme (COPPA Standard 1.1.3(b))

Programme Educational Objectives	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
PEO1: Knowledgeable, clinically competent, ethical practitioners	✓	✓	✓							✓
PEO2: Exemplary leaders with effective communication				✓	✓		✓			
PEO3: Entrepreneurial mindset, lifelong learners								✓	✓	
PEO4: Digital and numeracy skills in medical practice						✓				

Best Practice: Each PLO supports at least one PEO | Each PEO supported by multiple PLOs | Mapping is logical and justifiable

PLO Legend: 1-Knowledge | 2-Cognitive | 3-Practical | 4-Interpersonal | 5-Communication | 6-Digital & Numeracy | 7-Leadership | 8-Personal | 9-Entrepreneurial | 10-Ethics

Mapping PLOs to MQF 2.0 Domains: MBBS Programme

Purpose: Ensures PLOs address all 5 clusters and 11 domains of MQF 2.0 (COPPA Standard 1.1.4)

PLO	Programme Learning Outcome Statement	MQF 2.0 Domain
PLO1	Describe the scientific basis of medicine including anatomy, physiology, biochemistry, pathology, pharmacology, and medical genetics	D1: Knowledge & Understanding
PLO2	Analyse clinical presentations using systematic approaches to formulate differential diagnoses and management plans	D2: Cognitive Skills
PLO3	Perform essential clinical procedures and examinations competently and safely in various healthcare settings	D3: Practical Skills
PLO4	Communicate effectively with patients, families, and healthcare team members in diverse clinical contexts	D5: Communication Skills
PLO5	Demonstrate interpersonal skills in building therapeutic relationships with patients and collaborative relationships with colleagues	D4: Interpersonal Skills
PLO6	Apply digital technologies and information systems effectively in clinical practice and medical education	D6: Digital & Numeracy Skills
PLO7	Demonstrate leadership qualities in healthcare team settings and community health initiatives	D8: Leadership, Autonomy & Responsibility
PLO8	Practice self-directed, lifelong learning to maintain professional competence and adapt to advancing medical knowledge	D9: Personal Skills
PLO9	Apply entrepreneurial thinking to develop innovative solutions for healthcare challenges	D10: Entrepreneurial Skills
PLO10	Practice medicine ethically with professional integrity, guided by Islamic principles and values	D11: Ethics & Professionalism

Key: Each PLO maps to ONE primary MQF domain (gold) | All 11 domains must be covered across PLOs

Note: PLOs 4, 6, 7, 8, 9 follow similar pattern mapping to remaining domains

Mapping CLOs to PLOs:

Purpose: Shows how CLOs contribute to PLOs with progression indicators (E → R → D)

Course Learning Outcome	PLO1	PLO2	PLO3	PLO5	PLO10
CLO1: Analyse clinical presentations using systematic history-taking and physical examination	R	R			
CLO2: Perform basic clinical procedures (venipuncture, ECG interpretation, urinalysis)			R		
CLO3: Demonstrate empathy and professionalism in patient interactions				E	E
CLO4: Formulate differential diagnoses for common internal medicine conditions	R	R			
CLO5: Communicate clinical findings clearly in oral presentations and written documentation				R	

Culminating Course Example: MBBS Final Professional Examination

Course Learning Outcome	PLO1	PLO2	PLO3	PLO5	PLO10
CLO1: Synthesise clinical knowledge to manage complex multi-system disorders	D	D	D		
CLO2: Demonstrate mastery of clinical procedures across all medical specialties			D		
CLO3: Lead healthcare teams in emergency and critical care situations				D	D

Indicators: = Enabling (foundational) | Discrete = (reinforcing) | C = Culminating (demonstrate)

Best Practice: One-to-one CLO-PLO mapping recommended

Constructive Alignment

Definition: A principle used to devise teaching-learning activities and assessment tasks that **directly address the intended learning outcomes**.

Constructive

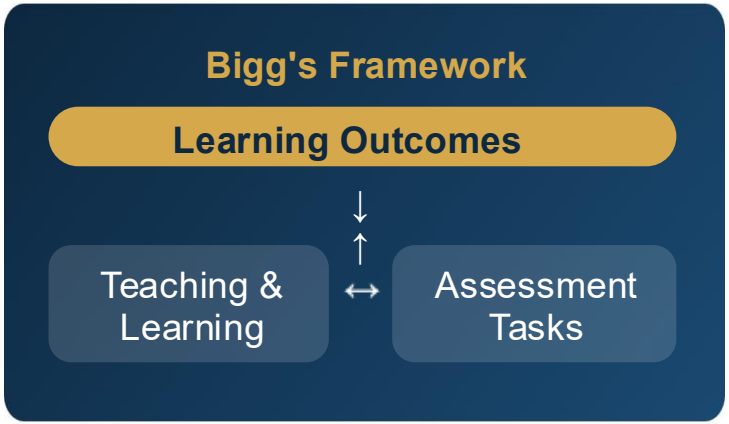
Students construct meaning from what they do to learn

Alignment

Teacher aligns planned learning activities with outcomes

The Key Principle:

Teaching methods and assessment tasks must be **aligned with learning activities** and the **intended outcomes**.



⚠ **Challenge:** Inability to establish logic between CLO-PLO, PLO-PEO, and LO domains = graduate attribute gaps

Constructive Alignment Process

Follow these steps to ensure constructive alignment in your course design:

Step 1
Identify Intended Learning Outcomes
Write CLOs aligned to target MQF cluster & PLO

Step 2
Design Assessment Tasks
Choose methods that measure CLO attainment

Step 3
Plan Learning Activities
Enable students to develop skills described in CLOs

Step 4
Select Content & Resources
Support the learning activities

Source: Biggs (2003), GGP Programme Development and Delivery 2023

Common Mistakes to Avoid

✗ Problematic Learning Outcomes:

Using Non-Measurable Verbs

"Students will **understand** the principles of..."

⚠ 'understand' cannot be directly observed or measured

Inappropriate Taxonomy Level

"Year 3 students will **list** the symptoms of..."

⚠ C1 (Remember) too low for advanced students

Domain Mismatch

"CLO: **Perform** surgical procedure" → mapped to PLO (Cognitive)

⚠ Psychomotor verb mapped to cognitive domain

Mixed Action Verbs

"**Describe** and **perform** the procedure..."

⚠ Mixing C (describe) and P (perform) in one CLO

✓ Best Practices:

- Use **measurable action verbs** from appropriate taxonomy
- Match **taxonomy level** to student year (e.g., Year 3 = C4/P4/A3 minimum)
- Ensure **domain consistency** between CLO verb and PLO domain
- One CLO = **one action verb** from one domain
- Follow **SMART** criteria for all outcomes

The OBE Framework: Big Picture

CHECKLIST

a. Academic Quality Assurance Liaison
b. Head of Department
c. Programme Leader / Coordinator
d. Culminating Course Owners

MQA-02 Relevance *(among others)*
Area 6 (Programme Management)
- 6.1.1(a) - structure and functions
- 6.1.1(b) - type and frequency of department meetings
- 6.2.2 - indicate the programme leader of this programme
- 6.3.1 - administrative staff that supports the programme
- 6.4.2 - how the department maintains student records

Different Levels of Learning Outcomes

Programme Educational Objectives (PEO)

Few years after Graduation – 3 to 5 years

Employer Survey, Alumni Survey

Competent alumni who are leaders in .....

Programme Learning Outcomes (PLO)

Upon Graduation – 11 Learning Outcome Domains

Culminating Courses Analysis

At the end of the programme, graduates will be able to .....

Course Learning Outcomes (CLO)

Upon Course Completion

Sum/Form/Cont./Final Assessments

At the end of the course, students will be able to .....

Source: IIUM OBE Framework 2025, MQF 2.0

The OBE Framework: Big Picture

MQF 2.0 Domains
5 Clusters, 11 Domains

Taxonomies
Cognitive (C), Psychomotor (P), Affective (A)

Constructive Alignment
LO → TLA → Assessment

Mapping Tables
PEO-PLO, PLO-MQF, CLO-PLO

CQI (Continuous Quality Improvement)
CAR → PAR → PEAR

Source: IIUM OBE Framework 2025, MQF 2.0

Quality Checklist for Learning Outcomes

PEO Checklist:

- ☐ Describes career/professional accomplishments
- ☐ Achievable 3-5 years after graduation
- ☐ Aligned with institution's vision & mission
- ☐ Reflects stakeholder needs
- ☐ 3-5 statements per programme

CLO Checklist:

- ☐ Uses ONE measurable action verb
- ☐ Verb matches the domain (C/P/A)
- ☐ Appropriate taxonomy level for year
- ☐ Mapped to ONE PLO (best practice)
- ☐ SMART criteria applied
- ☐ 3-5 CLOs per course

PLO Checklist:

- ☐ Uses measurable action verbs
- ☐ Mapped to MQF 2.0 domains (all 11 covered)
- ☐ Linked to PEO(s)
- ☐ Appropriate taxonomy level for MQF Level
- ☐ Senate endorsed

Constructive Alignment:

- ☐ TLA supports CLO attainment
- ☐ Assessment measures CLO achievement
- ☐ TLA-Assessment consistency
- ☐ SLT proportionate to emphasis

Overview of Curriculum Review and CQI Process

Course Analysis Report (CAR)Programme Analysis Report (PAR) | Programme Educational Objective Assessment Report (PEAR)

Asst. Prof. Dr Nour El Huda Abd Rahim

Academic Quality Assurance Liaison (AQAL), Kulliyyah of Medicine

Curriculum Development Workshop for Medical Educators

Kulliyyah of Medicine | 19th- 20th January 2026

Learning Outcomes

At the end of this lecture, participants will be able to:

1. Explain the purpose, requirements and processes involved in Curriculum Review (CR)
2. Explain the concept of Continuous Quality Improvement (CQI)
3. Describe the three levels of CQI reports: CAR, PAR, and PEAR
4. Identify the key components and purpose of each report
5. Apply the "Closing the Loop" concept at course and programme levels
6. Integrate CQI findings for programme enhancement

What is Curriculum Review (CR)?

CR is a **systematic and periodic process** of improving an academic programme to ensure its **flexibility, dynamism, and relevance** to current needs and future challenges.

Purpose

To keep the curriculum relevant, competitive, and aligned with MQA, national, and professional requirements.

Core Principle

Driven by Continuous Quality Improvement (CQI) using data from outcomes, feedback, and graduate performance.

Key Characteristics of A Good Academic Curriculum:

✓ Support employability and Graduate on Time (GOT) outcomes.

✓ Integrate industry, community, and stakeholder feedback.

✓ Be aligned with IIUM, MQA, MMC & Ministry (KPT) requirements.

Curriculum Review Cycle: Conducted every 3–5 years or earlier based on first cohort graduation, programme standards, or professional body requirements.

Source: Garis Panduan Pembangunan Program Akademik Universiti Awam, page 80

Curriculum Review Process Flow

Source: Garis Panduan Pembangunan Program Akademik Universiti Awam, page 80

What is Continuous Quality Improvement (CQI)?

Definition: CQI is a management approach that improves and sustains quality through internally driven, continuous assessments at the course level to inform and enhance quality improvement at the programme level..

Key Characteristics:

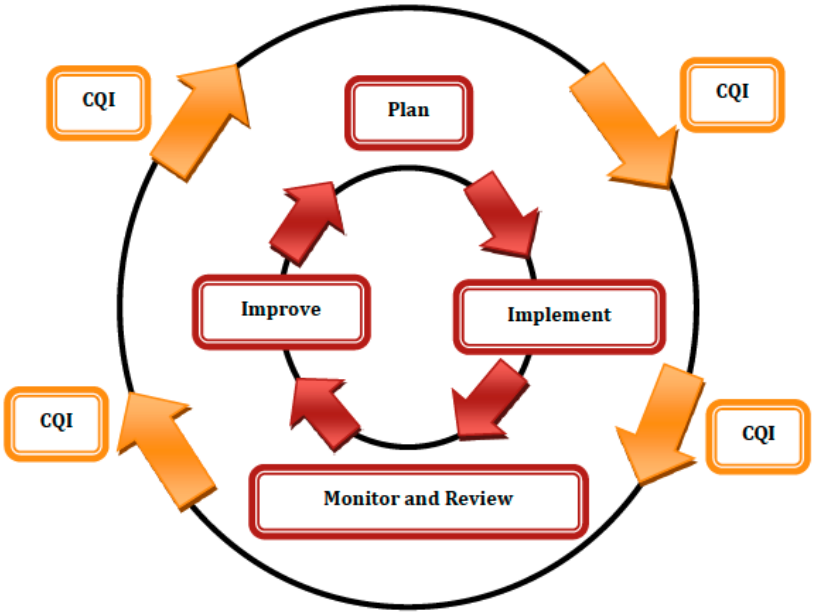
- Systematic and ongoing process
- Data-driven decision making
- Focus on process improvement
- Stakeholder engagement

Benefits of CQI:

- Real-time reports on effectiveness
- Enhanced quality of education
- Evidence-based improvements
- Stakeholder accountability

Key Insight: If learning outcomes are achieved, practices are standardised. If not achieved, areas of improvement are identified and implemented in the next cycle. The cycle never stops — it's continuous!

The CQI Cycle



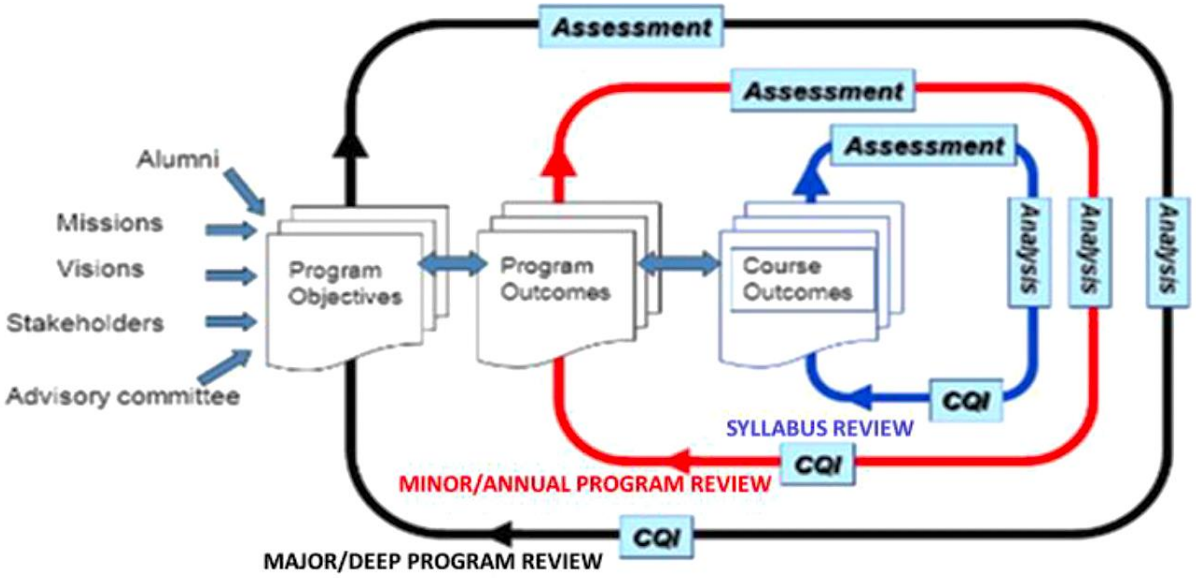
1. Plan
Design curriculum, set outcomes (PEO, PLO, CLO), define assessments

2. Implement
Deliver curriculum, conduct teaching-learning activities and assessments

3. Monitor and Review
Analyse results, gather feedback, evaluate student performance

4. Improve
Implement changes, standardize successful practices, iterate

Source: GGP: Monitoring, Reviewing and Continually Improving Institutional Quality



CQI Must Be Conducted At:

Course Level	Programme Level	Educational Objective
CAR	PAR	PEAR

IIUM OBE Framework 2025

CONTINUAL QUALITY IMPROVEMENT (CQI) ISSUES

Name of KCDIO: Kulliyyah of Medicine (Department of Medical Education Academic Quality)

(January 2026)

No.	Description	Action Taken/Propose Action	Observe/Potential Impact
1.	Programme Educational Objectives Attainment Report (PEAR)	A structured and standardised approach to PEO attainment was implemented through the following actions: • Preparation of a pre-recorded briefing video to ensure consistent understanding of PEO indicators, KPIs, and attainment methodology among programme teams. • Conduct of a half-day PEO Attainment Workshop for UG and PG programmes (3rd Sept 2025) to finalise PEO indicators, KPIs, expected attainment percentages, and stakeholder survey items. • Implementation of a clearly defined timeline covering indicator drafting, stakeholder survey distribution, data analysis and AQAL review • Submission of the PEO Attainment Report for KPGC and AQAC endorsement (16th Jan 2026)	Enables standardised, evidence-based PEO attainment evaluation and supports systematic CQI and curriculum improvement in line with OBE and accreditation requirements.
2.	Curriculum Development Workshop for Medical Educators	A structured curriculum development capacity-building programme was conducted through: • a two-day workshop (19-20th Jan 2026) focusing on o OBE and quality assurance principles aligned with MQF 2.0, IIUM's Tawhidic Epistemology o development of course outlines, SLT and assessment mapping, o an overview of curriculum review, CQI processes, and accreditation governance requirements.	Strengthens educators' competency in OBE-aligned curriculum design, documentation, and governance, enhances consistency in programme implementation, and supports effective CQI and accreditation readiness.

Course Assessment Report (CAR)

Closing the Inner Loop

What is CAR?

CAR = Course Assessment Report — A report prepared upon completion of each course that analyses student performance and CLO attainment, with suggestions for improvement.

WHEN End of every semester

WHO Course coordinators / lecturers

FOCUS CLO attainment

Priority Courses for CAR:

✓ ALL courses should have CAR

✓ **Culminating courses** are especially critical

✓ Courses that map to multiple PLOs

What is a Culminating Course?

Courses that demonstrate comprehensive student achievement: Final Year Projects, design projects, research activities, and clinical postings.

Remember: CAR is part of the "Inner Loop" — quick feedback cycle at course level that allows immediate improvements for the next semester.

Source: IIUM OBE Framework 2025; GGP Assessment of Student Learning 2023

CAR: What It Should Contain

CAR should at least consist of student performance analyses and suggestions for improvement.

1. **CLO Attainment Analysis**
   Percentage of students achieving each CLO against set targets
2. **Assessment Results**
   Analysis of exam scores, assignments, projects mapped to CLOs
3. **Student Performance Summary**
   Grade distribution, pass/fail rates, performance trends
4. **Strengths and Weaknesses**
   Identify what worked well and areas needing improvement
5. **CQI Actions**
   Specific improvement suggestions for next semester
6. **Follow-up on Previous CQI**
   Status of improvements from previous semester

Example CLO Attainment Table:

CLO 1: 85% achieved (Target: 70%) ✓
CLO 2: 65% achieved (Target: 70%) ✗ → Action needed
CLO 3: 78% achieved (Target: 70%) ✓

Source: GGP Assessment of Student Learning 2023

CAR: What You Need To Do

Action items for course coordinators at the end of each semester.

STEP 1: Collect Data

- ☐ Gather all assessment results (exams, assignments, projects)
- ☐ Map each assessment to relevant CLOs
- ☐ Calculate student attainment for each CLO

STEP 2: Analyse Results

- ☐ Compare attainment against performance criteria
- ☐ Identify CLOs that did not meet targets
- ☐ Analyse reasons for underperformance

STEP 3: Plan Improvements

- ☐ Propose specific CQI actions for each gap
- ☐ Consider TLA modifications if needed
- ☐ Set realistic targets for next semester

STEP 4: Document and Submit

- ☐ Complete CAR template with all data
- ☐ Submit to department/programme coordinator
- ☐ Keep records for accreditation evidence

Closing the Loop: In the next semester, implement the proposed CQI actions and document their effectiveness in the following CAR. This demonstrates continuous improvement!

Source: IIUM OBE Framework 2025

CAR: CQI Actions

If CLOs Are Achieved: Standardise successful practices for future deliveries.

If CLOs Are NOT Achieved:

- Identify root causes
- Propose improvements
- Set timeline
- Implement in next cycle

Why CAR Matters:

- Provides course-level evidence for programme improvement
- Feeds into PAR for programme-level analysis
- Enables real-time feedback on curriculum effectiveness

Areas for Improvement:

- Curriculum content
- Teaching-learning methods
- Assessment instruments
- Learning resources

CLO Analysis
CAR

Programme Assessment Report (PAR)

Closing the Outer Loop

What is PAR?

PAR = **Programme Assessment Report** — A report prepared upon completion of studies for each cohort that analyses PLO attainment and provides suggestions for programme improvement.

WHEN	End of academic session (graduating cohort)
WHO	Programme owner / coordinator
FOCUS	PLO attainment

Key Data Sources for PAR:

✓ CAR data from culminating courses
✓ Final Year Project assessments
✓ Student progression and graduation data
✓ Student feedback and evaluations

Important Notes:

- PLO measurement is for programme-level evaluation, not individual graduation
- Uses authentic and integrative assessment methods
- Generic rubrics should be developed for consistency

Source: IIUM OBE Framework 2025

PAR: PLO Attainment Analysis

PLO Measurement Through:

- Culminating courses analysis
- Aggregated CLO-PLO mapping
- Direct and indirect assessments

Culminating Courses:

- Final Year Projects
- Design/Research projects
- Clinical postings (medical)

CRITICAL THRESHOLD (THE 30% RULE):

If more than 30% of cohort fail to attain any PLO, remedial actions MUST be implemented.

IIUM Requirement: CoS are required to submit PARs to Senate at the end of academic calendar for the graduating cohort.

PAR: What It Should Contain

PAR should at least consist of PLO attainment analyses and suggestions for programme improvement.

PLO Attainment Analysis

1. PLO attainment from culminating courses
2. Comparison against performance benchmarks
3. Trend analysis across cohorts

Student Performance Data

4. Student progression rates
5. Attrition and graduation rates
6. Graduate employability data

CQI Actions and Recommendations

✓ Identify strengths and weaknesses in curriculum

✓ Propose improvements for teaching delivery

✓ Recommend assessment modifications

Note: PLO measurement in culminating courses is for assessing the programme's effectiveness, not punishing students.

Source: GGP Programme Development and Delivery 2023; IIUM OBE Framework 2025

PAR: Student Performance Data

COPPA Standard 7.1.6 requires analysis of the following for CQI purposes:

Performance
Grade distribution, GPA trends, achievement rates

Progression
Year-to-year advancement, credit accumulation

Attrition
Dropout rates, withdrawal patterns

Graduation
GOT (Graduate on Time) rates, completion rates

Employment
Graduate employability (GE), placement rates

Key Metrics: GOT and GE (are critical indicators for curriculum quality assessment and PAR analysis.

PAR: What You Need To Do

Action items for programme owners at the end of each academic session.

STEP 1: Compile CAR Data

- ☐ Collect CARs from all culminating courses
- ☐ Extract CLO attainment mapped to PLOs
- ☐ Gather FYP and capstone assessments

STEP 2: Calculate PLO Attainment

- ☐ Calculate % of cohort achieving each PLO
- ☐ Compare against performance benchmarks
- ☐ Flag any PLO below 70% threshold

STEP 3: Analyse and Plan CQI

- ☐ Identify curriculum strengths and gaps
- ☐ Propose programme-level improvements
- ☐ Plan remedial actions if >30% fail any PLO

STEP 4: Submit to Senate

- ☐ Complete PAR using official template
- ☐ Submit to Senate at end of academic year
- ☐ Maintain records for accreditation

The Outer Loop: PAR represents the programme-level feedback cycle. Improvements identified here may require curriculum revision, new TLAs, or assessment changes that take effect in subsequent

Source: IIUM OBE Framework 2025

Programme Educational Objective Assessment Report (PEAR)

Measuring Long-term Impact

Programme Educational Objective Assessment Report (PEAR)

Purpose
Assess PEO achievement by alumni, measuring long-term programme impact on graduate careers.

What Are PEOs?
Broad statements describing career accomplishments graduates are prepared to achieve 3-5 years post-graduation.

When to Prepare PEAR:

- 3-5 years after graduation
- For selected or every cohort
- Usually after 5 years for data

Key Components:

- PEO analyses and attainment rates
- Alumni survey results
- Employer feedback analysis
- Career progression tracking

What is PEAR?

PEAR = **Programme Educational Objective Assessment Report** — A report that assesses PEO achievement by gathering feedback from alumni and employers 3-5 years after graduation.

WHEN	3-5 years after graduation
WHO	Programme owner / coordinator
FOCUS	PEO achievement

What are PEOs?

Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve **AFTER** they graduated.

Why 3-5 Years? Graduates need sufficient time to establish their careers and demonstrate the professional accomplishments that PEOs describe. Assessing too early won't capture long-term programme impact.

Source: IIUM OBE Framework 2025; GGP Assessment of Student Learning 2023

PEAR: Assessment Methods

Alumni Survey

- Self-assessment of PEO achievement
- Career progression data
- Professional development
- Programme relevance feedback

Employer Survey

- Graduate performance evaluation
- Competency assessment
- Skill gap identification
- Industry needs alignment

Other Methods

- Alumni interviews
- Focus group discussions
- Tracer studies
- Industry advisory meetings

CQI: Targets can increase as part of CQI. If unmet, analyse causes and improve curriculum.

PEAR: What It Should Contain

PEAR should at least consist of PEO analyses and suggestions for programme improvement.

PEO Achievement Analysis

✓ Achievement of each PEO against performance indicators
✓ Comparison against set targets
✓ Trend analysis across surveyed cohorts

Performance Indicators Examples

✓ % graduates with confirmed positions/ promotions
✓ % graduates in leadership roles
✓ % pursuing further education/CPD

Survey Methods

Online surveys, phone interviews, focus groups, face-to-face meetings with alumni and employers

CQI Recommendations

Strategic changes to curriculum, new skills to incorporate, industry alignment improvements

Important: Programme must create a proper **alumni database** according to programmes attended. Set performance criteria and use Likert scales for consistent evaluation.

Source: GGP Programme Development and Delivery 2023; GGP Assessment of Student Learning 2023

PEAR: What You Need To Do

Action items for programme owners to assess long-term graduate outcomes.

STEP 1: Build Alumni Database

- ☐ Maintain updated contact info for all graduates
- ☐ Track graduation year and programme
- ☐ Establish alumni engagement channels

STEP 2: Design Surveys

- ☐ Create alumni survey aligned to PEOs
- ☐ Create employer survey for feedback
- ☐ Include both direct and perception questions

STEP 3: Collect and Analyse

- ☐ Distribute surveys to 3-5 year graduates
- ☐ Conduct focus groups or interviews
- ☐ Analyse data against PEO indicators

STEP 4: Report and Improve

- ☐ Document findings in PEAR report
- ☐ Propose strategic curriculum changes
- ☐ Feed into curriculum review process

The Strategic Loop: PEAR provides the longest-term feedback on programme effectiveness. Findings here inform major curriculum reviews and help align programmes with industry needs and national development goals.

Source: IIUM OBE Framework 2025; GGP Assessment of Student Learning 2023

PROGRAMME EDUCATIONAL OBJECTIVES ACHIEVEMENT ANALYSIS FOR THE <PROGRAMME NAME>

<KULLIYYAH NAME>

The survey was conducted to seek the alumni responses regarding the achievement of the Programme Educational Objectives (PEO) of the <Insert Programme Name Here>.

The PEOs of this programme are:

PEO 1: <Insert PEO 1>
PEO 2: <Insert PEO 2>

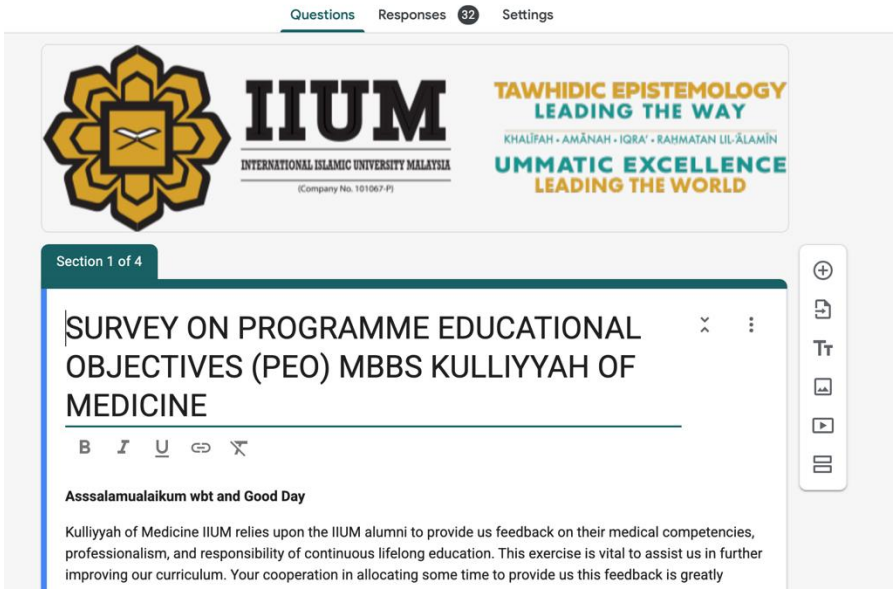
Note: *List all the PEOs.*

1. PERFORMANCE INDICATOR FOR PEOs

The survey was conducted in <year> for <cohort>. Out of <total population>, <number of respondents> completed the survey.

TABLE 1: SUMMARY OF PERFORMANCE ACHIVEMENT FOR PEO

PEOs	Performance Indicators	Expected Performance	Actual Performance
1	• *To list all indicators for each*		



Closing the Loop

Inner Loop • Outer Loop • Integration

Integration: CAR → PAR → PEAR

CAR
CLO analysis
Every semester
Course improvements

→

PAR
PLO analysis
End of graduation
Programme review

→

PEAR
PEO analysis
3-5 years post-grad
Strategic alignment

How They Connect:

CAR feeds into PAR: CLO data aggregates to show PLO achievement

PAR feeds into PEAR: Graduate outcomes tracked for PEO assessment

PEAR informs CAR: Alumni feedback guides course improvements

Continuous cycle: All three levels inform curriculum review

Key Principle:

With systematic monitoring at course levels, students should demonstrate all PLO attainment by programme end, acquiring full skills to perform as functional graduates.

Understanding Curriculum Governance & Accreditation Documentation

Asst. Prof. Dr Nour El Huda Abd Rahim,
Academic Quality Assurance Liaison (AQAL) Kulliyyah of Medicine

Curriculum Development Workshop for Medical Educators

Kulliyyah of Medicine | 19th- 20th January 2026

Learning Outcome

1. Identify key regulatory bodies (MQA, MMC, JKPT)
2. Familiarise with Internal Governance Structures (KUGC, KPGC, KBM, KCA, AQAC, Senate)
3. Navigate documentation requirements for accreditation
4. Understand Flowcharts and Process

External Regulatory Bodies

Understanding the role of internal and external regulatory bodies is crucial for ensuring compliance and maintaining accreditation standards within our curriculum development framework.

MQA

- Legal Foundation – Act 679
- Operates under MQA Act 2007
- Quality assurance for higher education in Malaysia

MMC

- Bbegan its accreditation cooperation with MQA in 2012
- Statutory body regulating medical profession
- Uphold medical education standards

Malaysian Qualifications Agency (MQA)

Key Functions

- Implements Malaysian Qualifications Framework
- Accredits programmes in public & private HEPs
- Maintains Malaysian Qualifications Register (MQR)
- Conducts quality audits and monitoring

Programme Accreditation Types

- Provisional – Before first cohort graduates
- Full – After graduation, valid 5 years
- Re-accreditation – Renewal of status

Malaysian Medical Council (MMC)

Key Functions

- Recognition of medical qualifications
- Registration of medical practitioners
- Joint accreditation of medical programmes
- Setting standards for medical education

Joint Accreditation Process

- Medical programmes: joint MQA-MMC evaluation
- Panel includes nominees from both agencies
- Both must approve for accreditation

Panel of Assessors (POA)

- Faculty nominates qualified assessors
- Mix of internal and external experts
- Comprehensive site visit evaluation

Internal Governance

IIUM KCA

Overseeing quality and accreditation processes, ensures policy compliance, and liaises with MQA and relevant authorities.

Kulliyyah

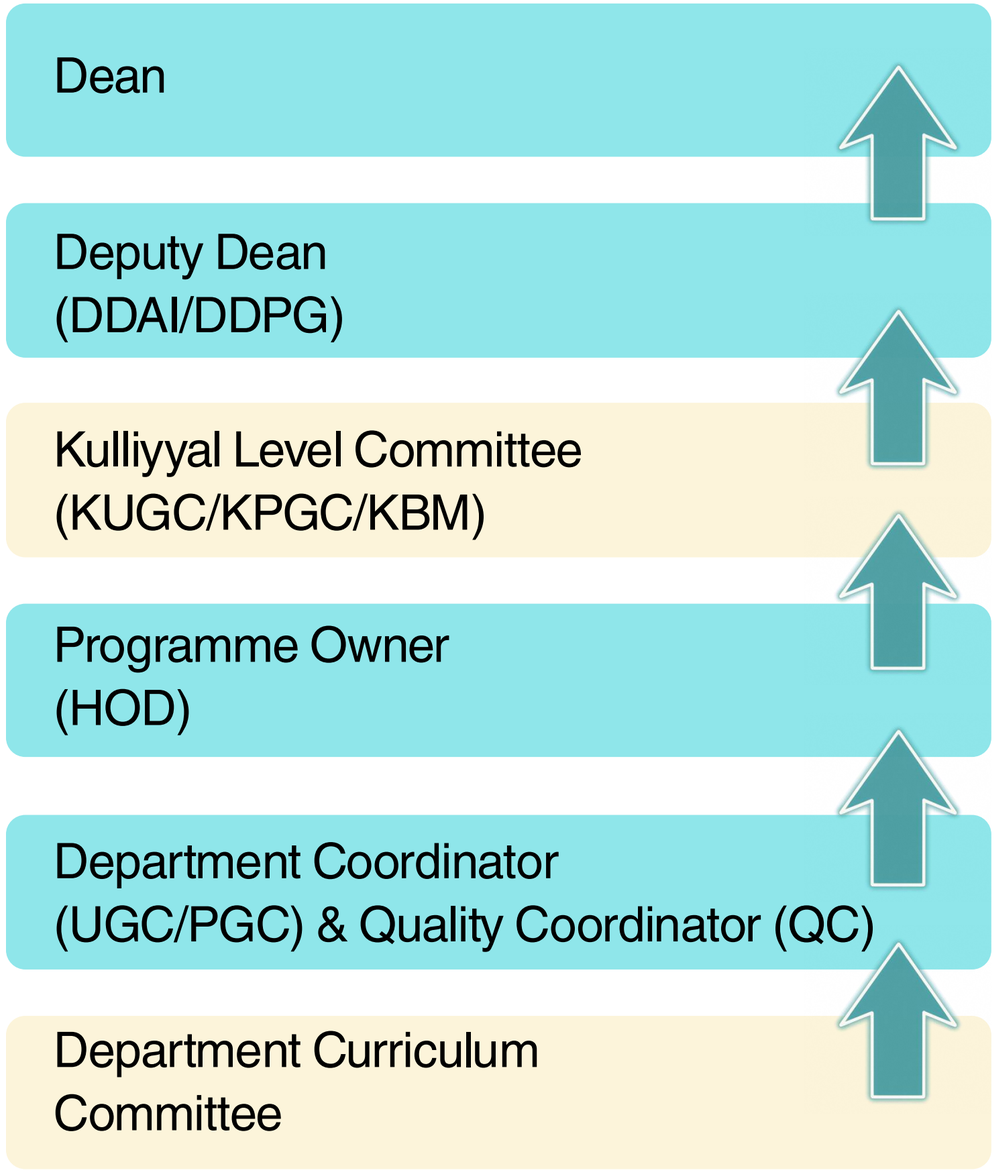
Managing academic planning, curriculum development, and supports quality assurance within its disciplines.

Department

Executing teaching and learning activities, gathering feedback for continuous improvement and monitoring programme delivery.

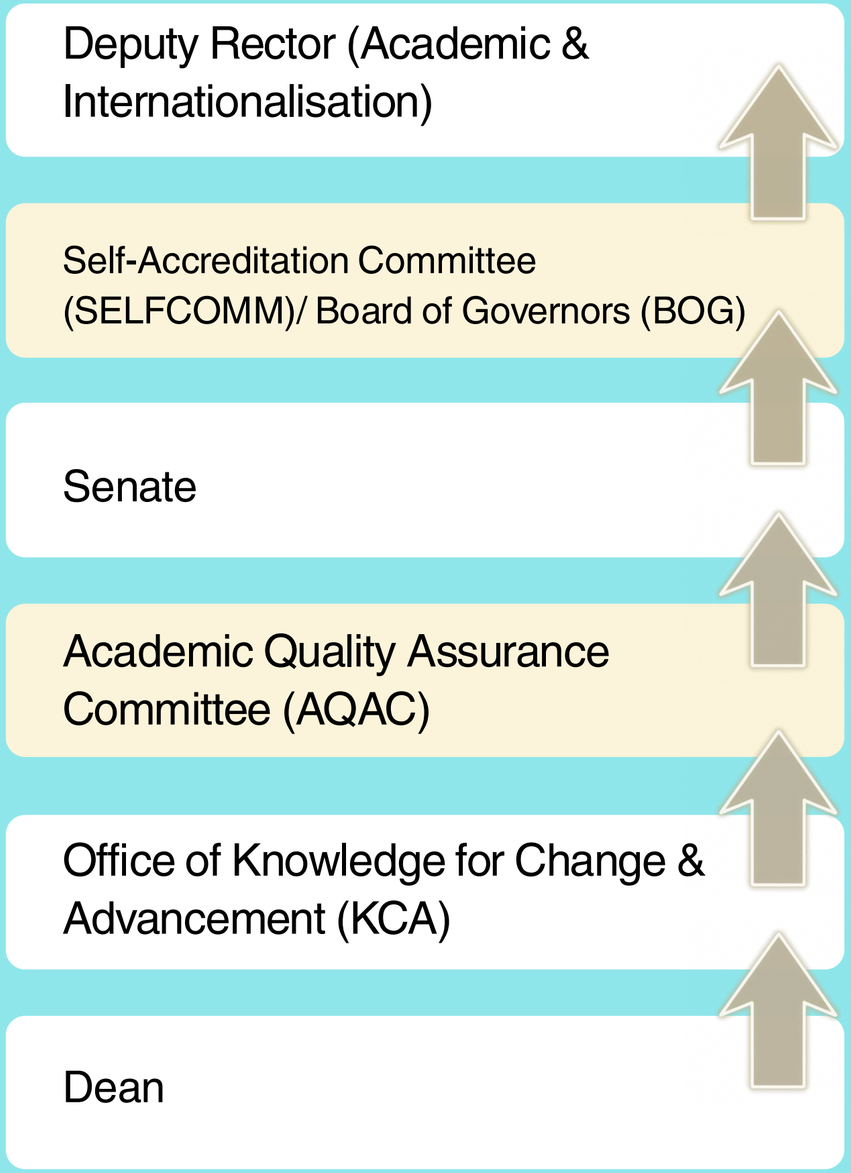
Internal Governance Structure

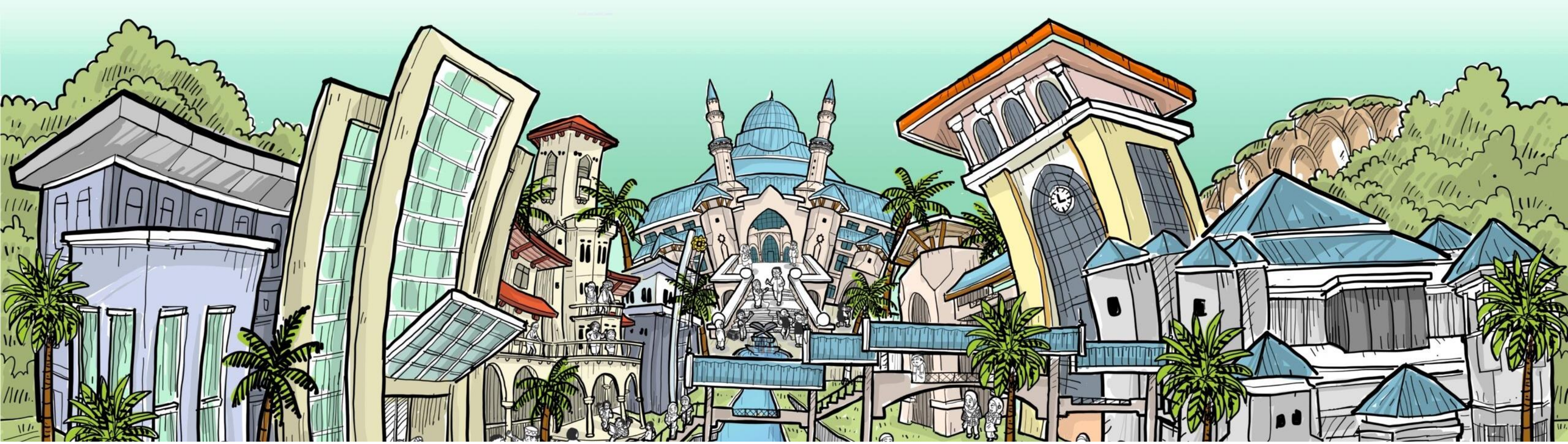
Management Curriculum Structure at Kulliyyah of Medicine



Internal Governance Structure

Management Curriculum Structure at University Level





Office of Knowledge for Change & Advancement (KCA)

All submissions go through KCA...

- Central office for quality assurance
- Facilitates all accreditation process
- Manages documentation submissions
- Primary contact with MQA and MMC
- Updates MQR status after approval
- Provides templates and guidance
- Reviews documents for completeness during AQAC

Academic Quality Assurance Committee (AQAC)

Committee Role

- Committee Role
- Reviews and recommends curriculum proposals
- Quality gate before Senate

Members

- Chair: Deputy Rector (Academic & Internationalisation)
- Deans/representatives from Kulliyyahs
- Directors of Centres/Institutes
- KCA
- AQAL as observer

Two Phase Review Process

AQAC Phase I - Proposals for curriculum changes

AQAC Phase II - Final Endorsement for Senate

Senate

Highest Academic Body

- Supreme academic authority of university
- All curriculum matters require Senate approval

Members

- Chair: Rector
- Deputy Rectors, All Deans
- Directors, Academic Representatives

Academic Decisions

- Approves new programmes
- Endorses curriculum revisions
- Ratifies assessment policies

KULLIYYAH OF MEDICINE
Professional Body Programme

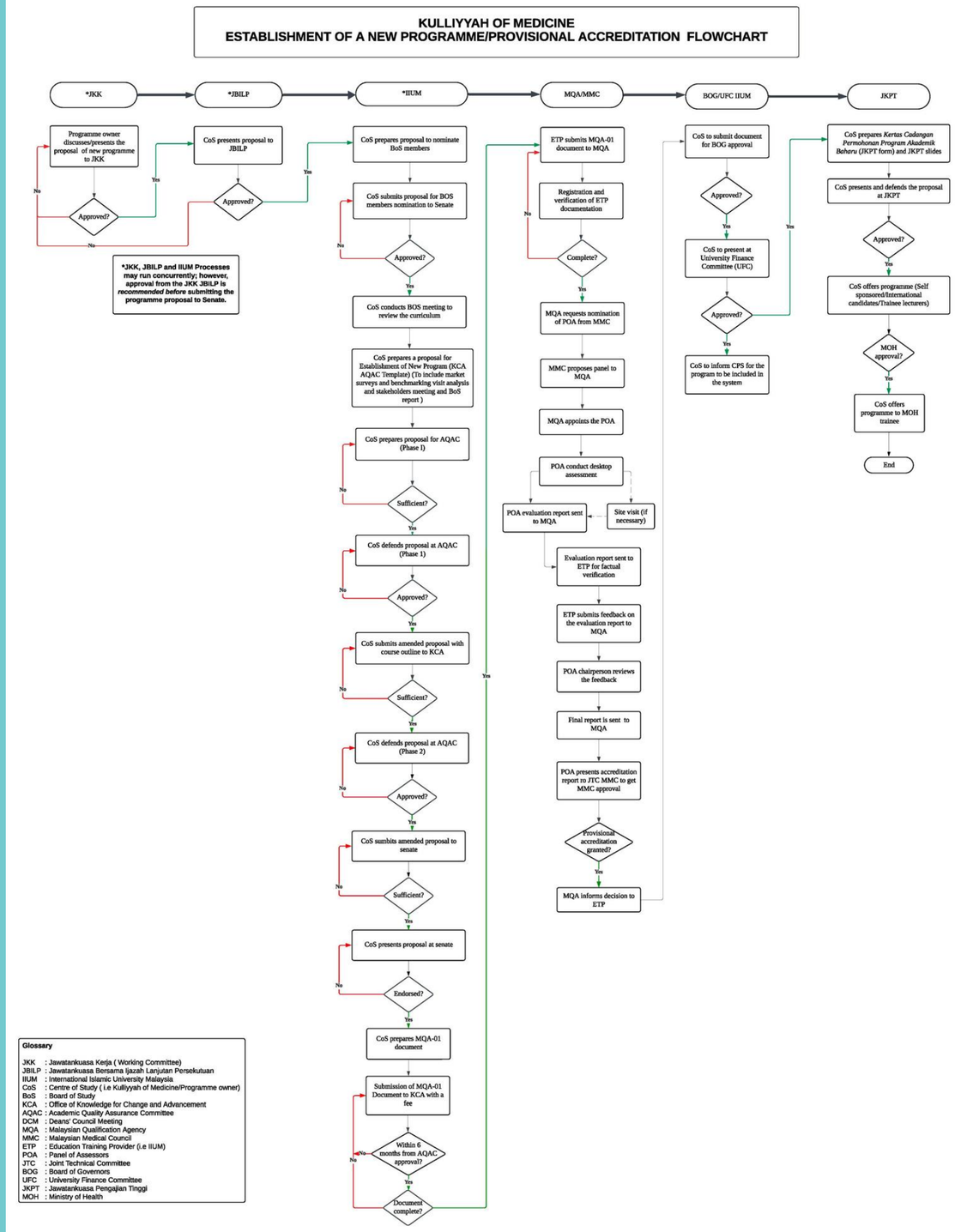
MBBS

Master Clinical Postgraduate Programmes

Doctor of Public Health

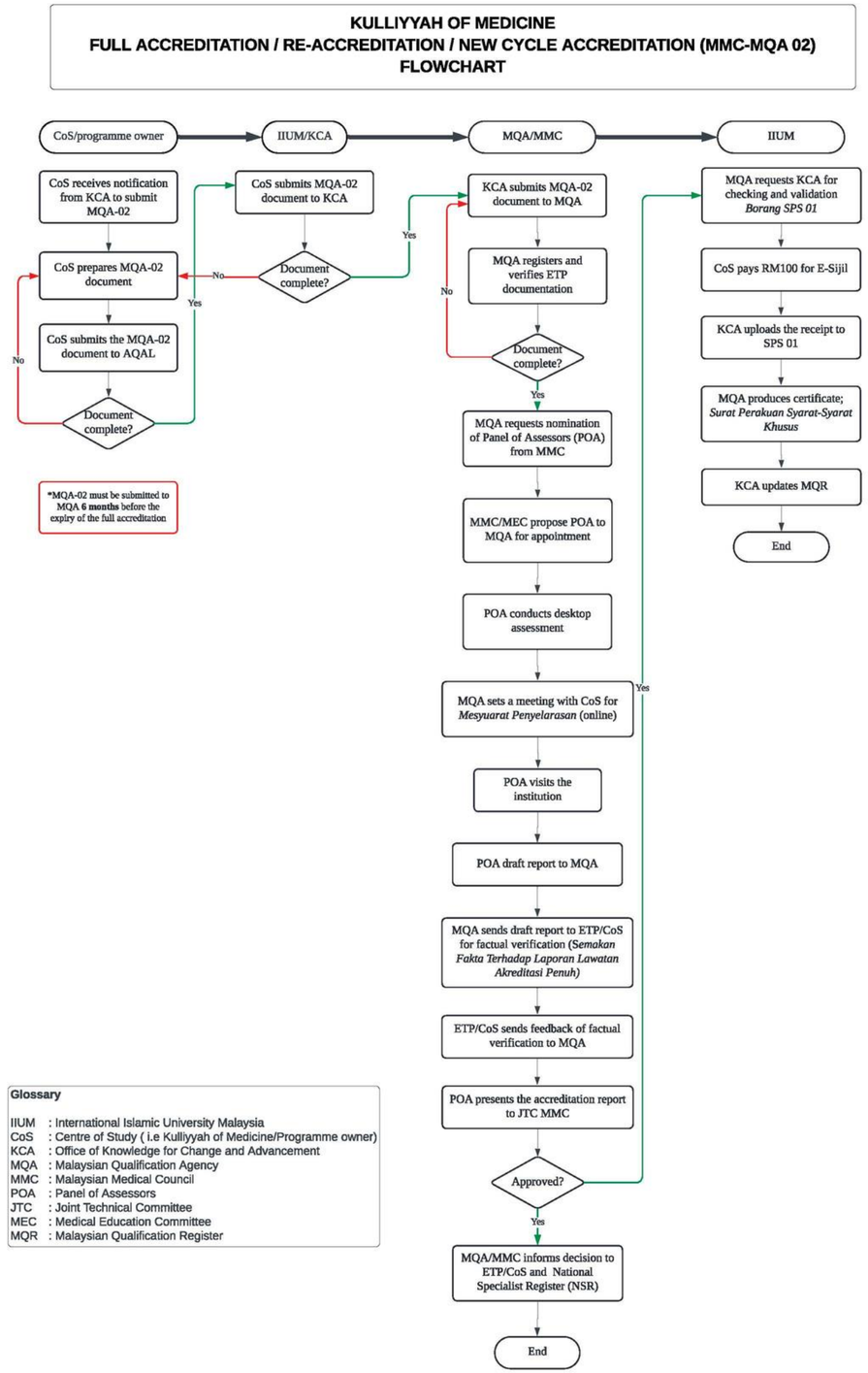
ESTABLISHMENT OF A NEW PROGRAMME/PROVISIONAL ACCREDITATION FLOWCHART

(MQA/MMC-01)

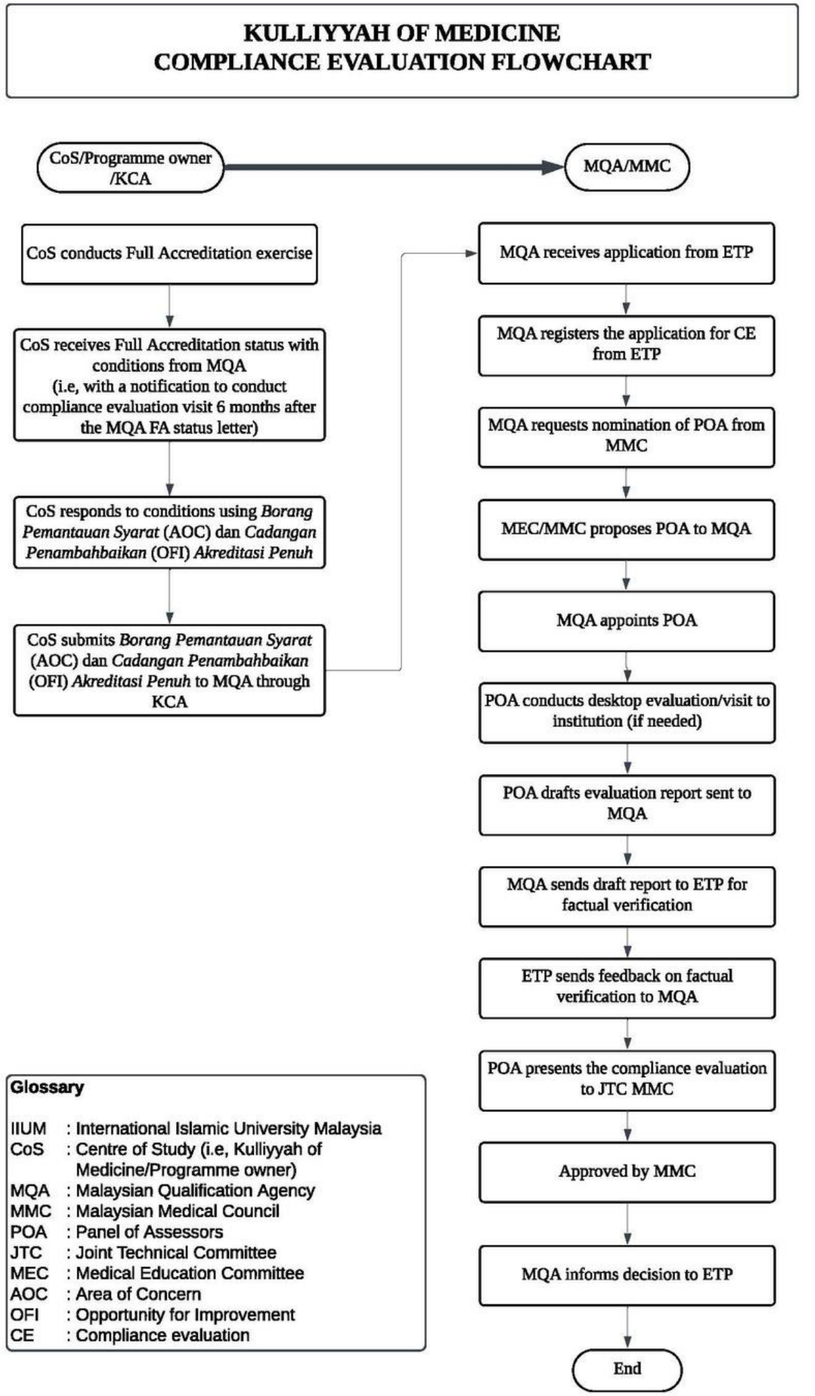


FULL ACCREDITATION / RE-ACCREDITATION / NEW CYCLE ACCREDITATION FLOWCHART

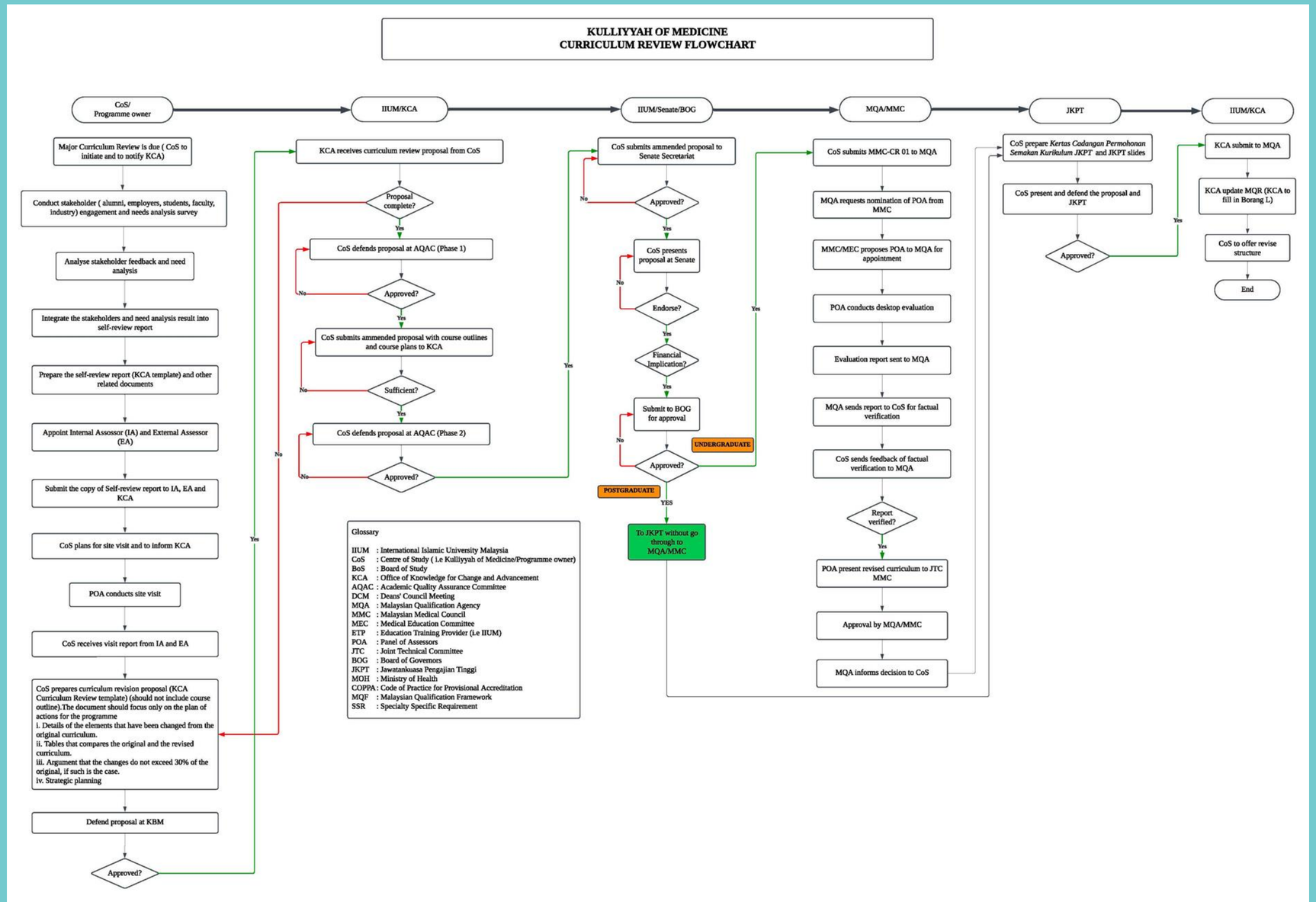
(MQA/MMC-02)



COMPLIANCE EVALUATION FLOWCHART



CURRICULUM REVIEW FLOWCHART



KULLIYYAH OF MEDICINE
Self Accreditation Programme

Master / PhD of Medical Sciences

Master / PhD of Health Sciences

Master of Public Health

Which MQA Forms Are Required for Each Accreditation Process?

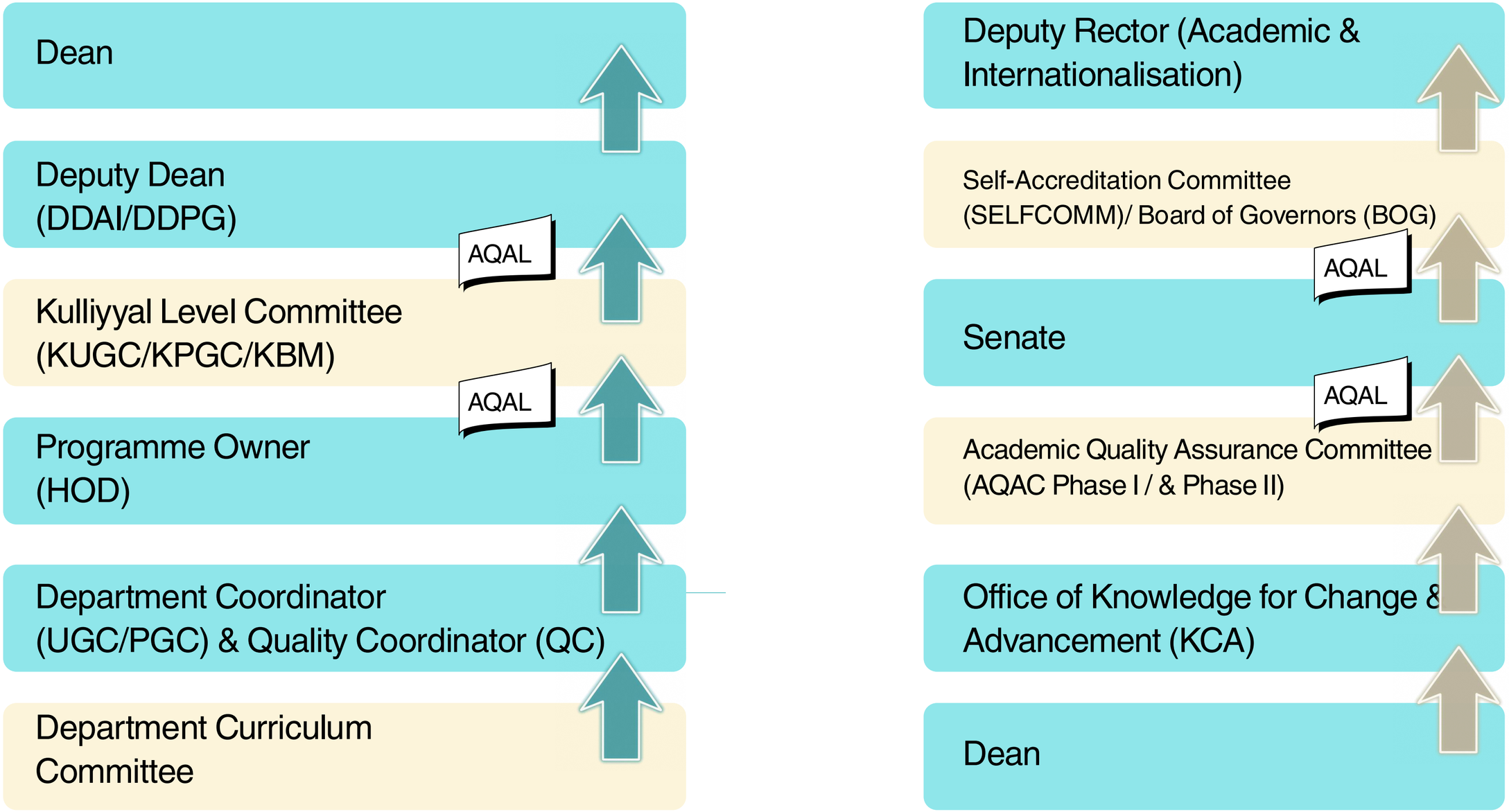
ESTABLISHMENT OF A NEW PROGRAMME/ PROVISIONAL

FULL ACCREDITATION FLOWCHART

LINK

NEW CYCLE ACCREDITATION

CURRICULUM REVIEW PROCESS FLOW


Dean
Deputy Dean
(DDAI/DDPG)
AQAL
Kulliyyal Level Committee
(KUGC/KPGC/KBM)
AQAL
Programme Owner
(HOD)
Department Coordinator
(UGC/PGC) & Quality Coordinator (QC)
Department Curriculum
Committee
Deputy Rector (Academic &
Internationalisation)
Self-Accreditation Committee
(SELFCOMM)/ Board of Governors (BOG)
AQAL
Senate
AQAL
Academic Quality Assurance Committee
(AQAC Phase I / & Phase II)
Office of Knowledge for Change &
Advancement (KCA)
Dean

Preparation of accreditation documents

3 months

AQAL Review

Revision of accreditation documents

1 month

AQAL Review

AQAL Review Report

Finalisation of accreditation documents / Data entry in e-MAS

Submission of accreditation documents to PG Office

1 month

Submission of accreditation documents to KCA

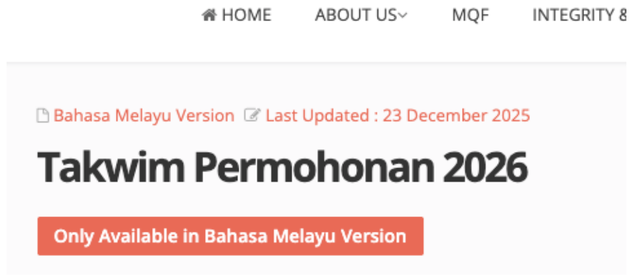
1 month

Submission of accreditation documents to MQA

6 months

Accreditation expiry date

LINK



PRO TIPS

Check “Tarikh Akhir Akreditasi” in MQR

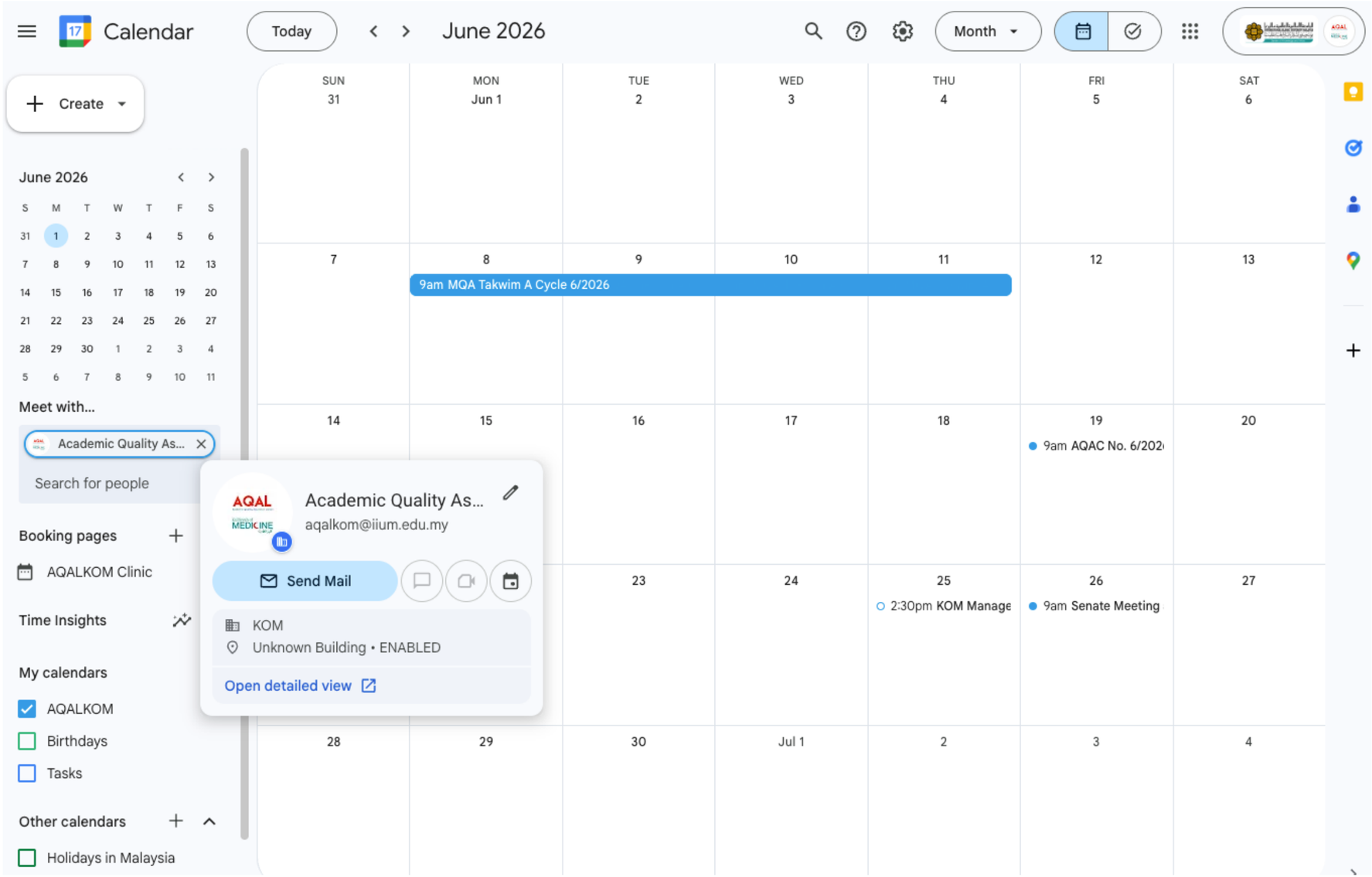
Internal preparation: 9-12 months before

MQA Submission: 6 months before deadline

Get approval endorsement before implementation

Open your Google Calendar and enter:

aqalkom@iium.edu.my.



Overview of Accreditation Documentation

Essential forms for accreditation process

MQA-01: Provisional Accreditation

- For establishing new programmes
- Programme information & learning outcomes
- Curriculum structure
- Resource requirements & market analysis

MQA-02: Full Accreditation / Re-Accreditation

- For programmes with first cohort graduates
- Graduate outcomes & assessment results
- Stakeholder feedback & CQI evidence

MQA-04: New Cycle Accreditation

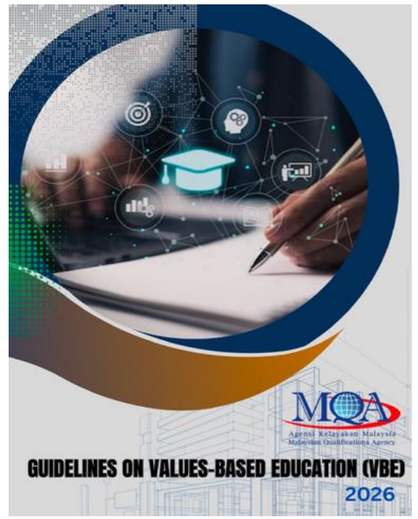
- For renewing accreditation (every 5 years)
- Programme improvements & CQI cycle

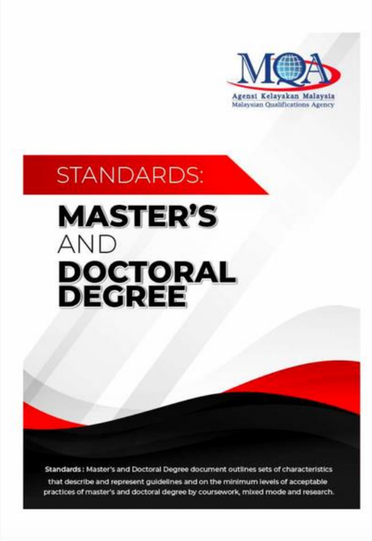
MQA Documents

A A

TYPES OF QUALITY ASSURANCE DOCUMENTS

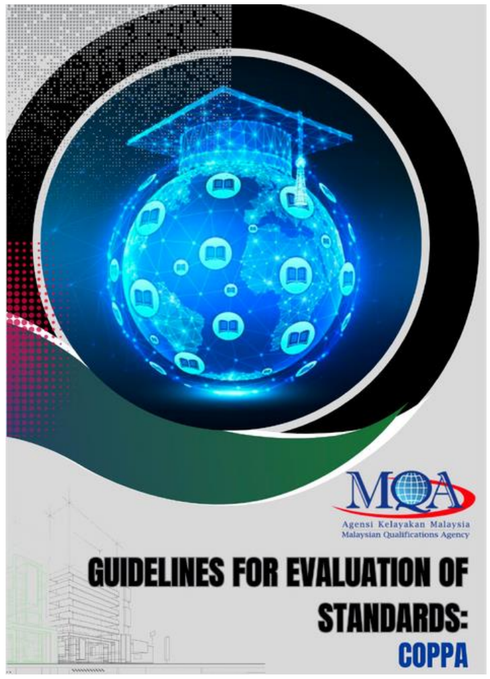
LINK LINK





MQA Documents

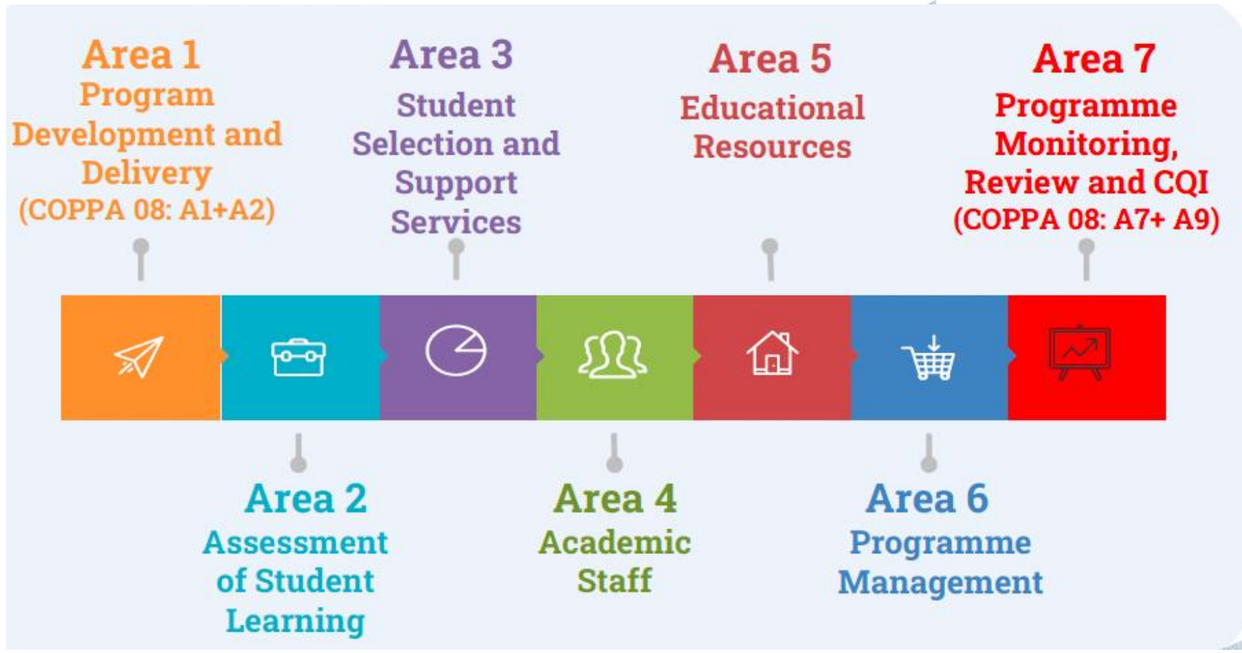
COPPA Framework MQA-01/-02/-04



Part A : General Information
(Institutional profile of the HEP)

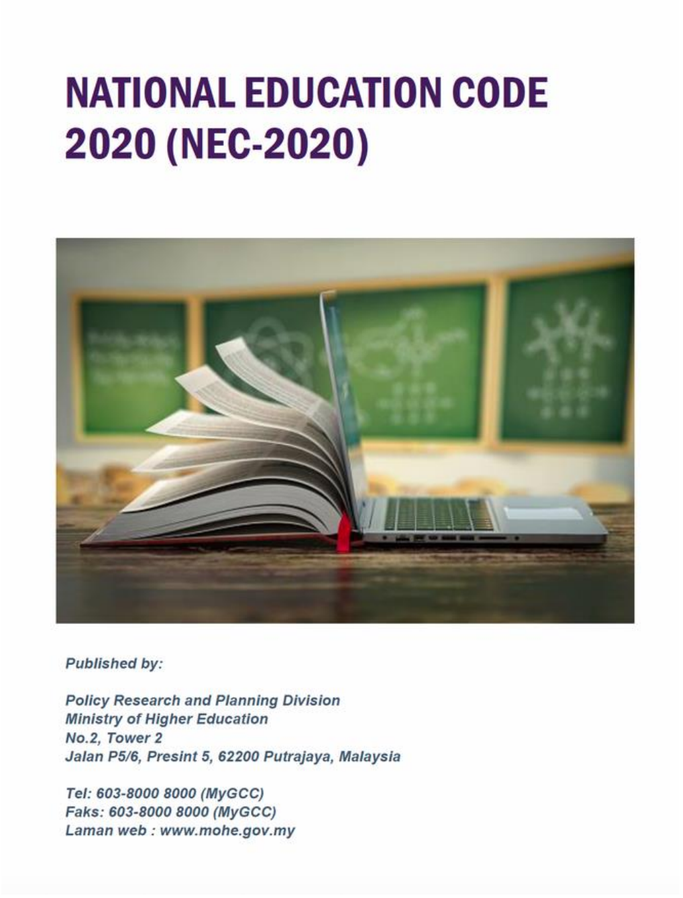
Part B : Programme Description
(Including name, level, credit value, duration of study, entry requirement, mode of delivery and the awarding body)

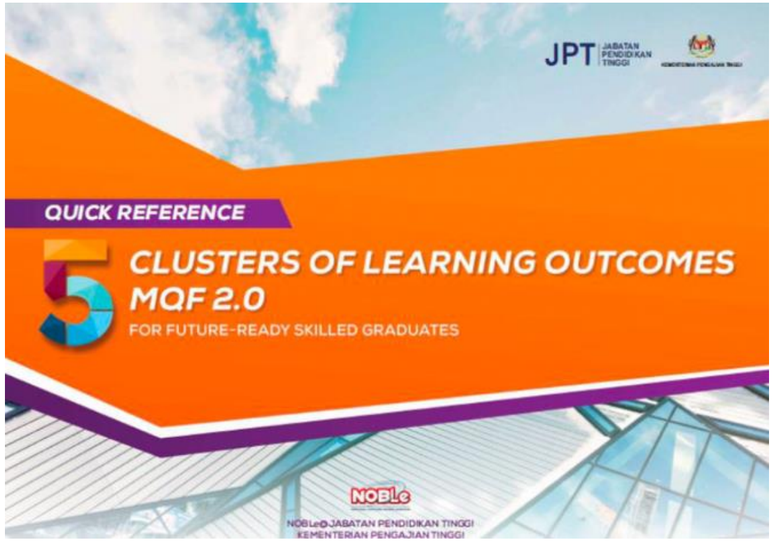
Part C : Programme Standards
(Based on the standards in 7 areas of evaluation)



JPT / MOHE Documents

A A





Malaysian Medical Council Documents

MALAYSIAN MEDICAL COUNCIL

SPECIALTY-SPECIFIC REQUIREMENTS (SSR)

(ORTHOPAEDIC SURGERY)

LINK

Prepared By:

Specialty Education Subcommittee (SEC)

of the Medical Education Committee (MEC),

Malaysian Medical Council

Approved by the Malaysian Medical Council:

23rd September 2025

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

LINK

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

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 31st December 2024

1 Introduction

The guideline aims to establish a consistent methodology for calculating credit hours across speciality 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 speciality requirements.

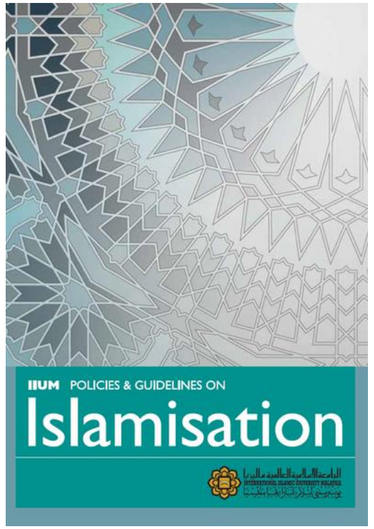
For elective courses, 80 notional hours or SLT = 1 credit
[Please tick (✓) industrial training/clinical placement in item 10 of Table 4 MQA Document]

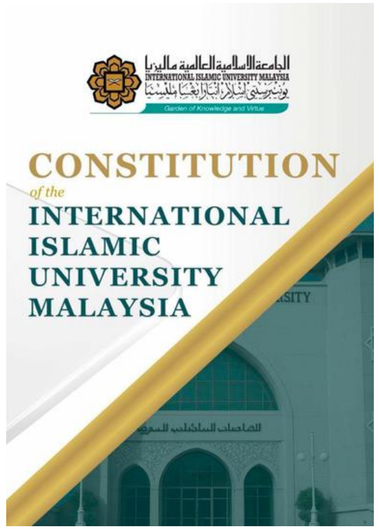
Note:

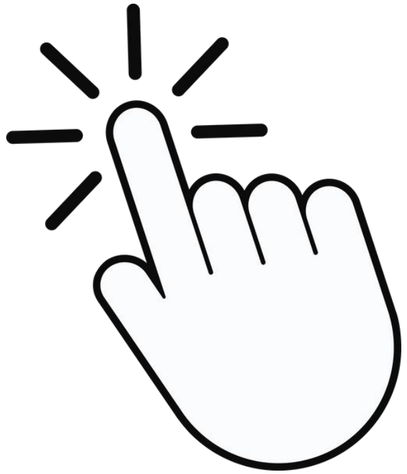
SLT only counts for activities that are compulsory for all students.

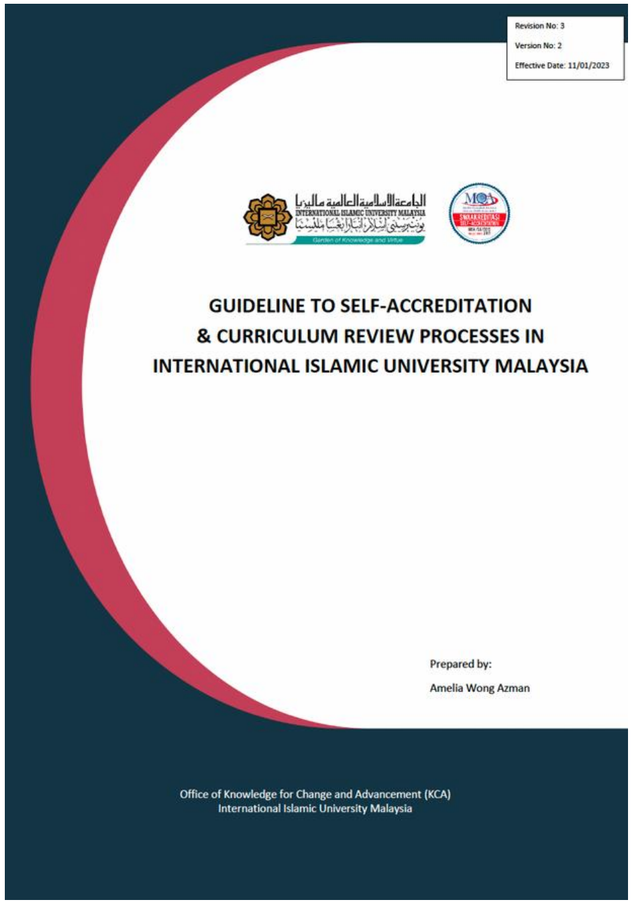
Effective Learning Time (ELT) is a student's time for actual learning.

IIUM Documents & KCA Website









TAWHIDIC EPISTEMOLOGY LEADING THE WAY UMMATIC EXCELLENCE LEADING THE WORLD

KHALIFAH · AMANAH · IQRA' · RAHMATAN LIL ALAMIN

GUIDELINE ON THE CONSOLIDATION OF TAWHIDIC EPISTEMOLOGY (TE) IN ACADEMIC PROGRAMMES

1. Purpose

This guideline provides academic programme owners at Centre of Studies (CoS) with direction on how to incorporate Tawhidic Epistemology (TE) elements into undergraduate and postgraduate curricula. It supports the university's strategic aim to nurture graduates with strong Islamic epistemological foundations as envisioned in the Sejahtera Academic Framework (SAF).

2. Definition of Tawhidic Epistemology (TE)

For the specific purpose of consolidating TE into academic programmes, the following operational definition shall apply:

TE consolidation in academic programmes at IIUM is the integration of the belief that all knowledge originates from Allah (source) acquired by human through various channels, is grounded in the Islamic worldview as its foundation, and must be applied in ways that fulfil the purpose of knowing and worshipping and serving Him, into the curriculum, teaching, assessment, and graduate attributes across all disciplines.

3. Scope of Implementation

All academic programmes are expected to incorporate TE elements in their curriculum. While the minimum standard is to integrate TE meaningfully into at least one course per programme, CoS are strongly encouraged to embed TE elements in multiple courses, especially those that:

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

Supporting Documents Checklist

Curriculum Documents

- Programme specification
- Course proformas for ALL courses
- PLO-CLO mapping matrix
- Assessment blueprints
- Curriculum structure diagram

CQI Evidence

- Course Analysis Reports (CAR)
- Programme Analysis Reports (PAR)
- PEO Assessment Reports (PEAR)
- Action plans with outcomes

Stakeholder Evidence

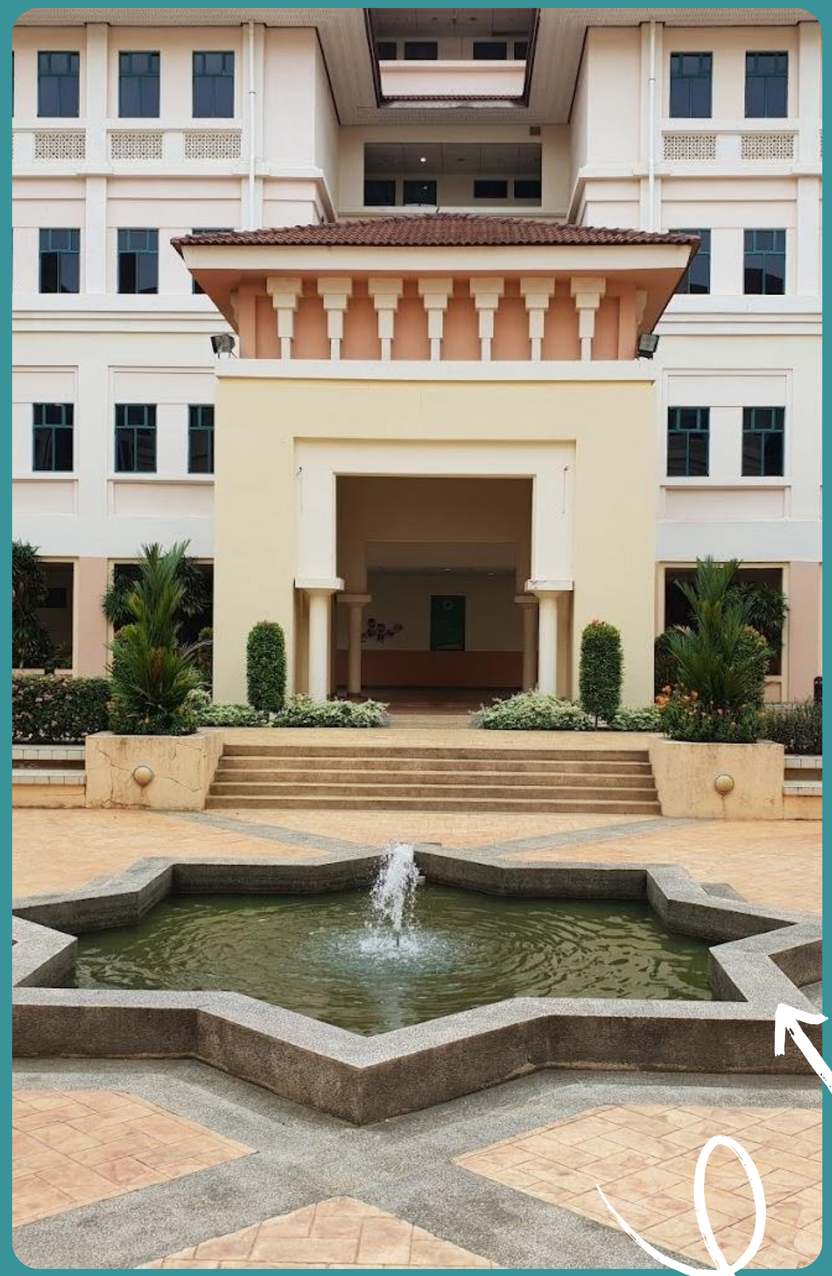
- Industry advisory board minutes
- Employer survey results
- Alumni feedback
- Student evaluation data

PRO TIPS

Start collecting evidence early!

CQI data = continuous, not last minute

Use KCA MQA templates consistently.



Thank You

We appreciate your participation today