Outcome-based Education

Philosophy and Framework

Curriculum Development Workshop

19-20 January 2026

Karimah Hanim Abd Aziz

The father of OBE

- Willim G. Spady
- American
- Academic background : Sociology and Education

What is OBE?

- *"Outcome-Based Education means clearly **focusing** and **organising** everything in an **educational system** around **what is essential for all students to be able to do successfully at the end of their learning experiences**."*

— Spady (1994)

- The keys to having an outcome based system are:

1. **Developing a clear set of learning outcomes** around which of the system's components can be focused.

2. **Establishing the conditions and opportunities** within the system that enable and encourage **all students** to achieve those essential outcome.

What is outcomes?

- **Clear learning results** that we want students to **demonstrate** at the **end of significant learning experience**.
  - What learners **can actually do** with what they **know** and **have learned**
    - They are the **tangible** application of what has been learned.

- Because outcomes **involve actual doing**, they **must be defined according to the actions or demonstration processes being sought.**

- When defining and developing outcomes, educators **must use observable action verbs** like describe, explain, design.

- Outcome occurs at the end of the learning experience.
  - "**Exit outcome**"
    - It is a broad performance capabilities, rather than as specific curriculum skill.
    - Gives the educators and students an **ultimate target** toward which they can **focus** and **orient** their teaching and learning experiences.
    - The specific curriculum knowledge and skills **developed around** the exit outcomes.

OBE vs traditional system

	OBE	Traditional system
Framework	Curriculum, instructional strategies, assessments, and performance standards are **developed and implemented to facilitate key outcomes.** Curriculum, instruction, and assessment are **flexible and alterable** means for accomplishing clearly defined learning "ends".	Already have **predefined curriculum structure** with an assessment and credentialing system in place, not structured around clearly defined outcomes,
Time	Used as an **alterable resource**, depending on the needs of teachers and students. Time is manipulated to **the best advantage of all learners**. Some students learn some parts of the curriculum sooner, while others accomplish those parts later.	Inflexible, the schedule and the calendar control student learning and success.

	OBE	Traditional system
Standards	**Clearly defined, known, and "criterion-based" for all students.** **All students** potentially are eligible to reach and receive full credit for achieving any performance standard in the system.	Operates around a comparative/competitive approach to standards linked to a pre-determined "curve" or quota of possible successes.
System focus	**Increasing** students' learning and ultimate performance abilities to the **highest possible levels** before they leave school. Mistakes are **treated as inevitable** steps along the way to having students develop, internalize, and demonstrate high level performance capabilities. **Working to continuously improve student learning** before graduation, outcome-based systems define student achievement as the highest level of performance a student has been able to reach at any given point in time. Ultimate school **achievement is directly reflected** in what students can do successfully at or after their formal instructional experiences have ended.	Testing and permanently grading students every step of the way on all segments of the curriculum. All mistakes become part of a permanent record, which accumulates and constantly students of past errors. The system emphasizes and rewards students for how well they do assigned work at the time it is initially covered in class. Those who are fast and consistent performers emerge with the best grades and records. Those who are slower never get the opportunity to truly catch up because their record of earlier mistakes cannot he erased.

Key elements of sound outcome-based approach

FIGURE 1.2

The OBE Pyramid

Paradigm
Purposes
Premises
Principles
Practices:
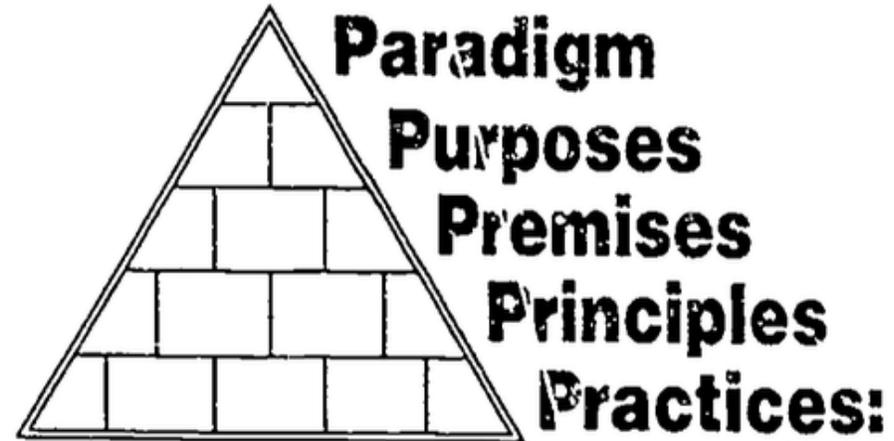
Define Outcomes
Design Curriculum
Deliver Instruction
Document Results
Determine Advancement

OBE Key-elements 1: Paradigm

- OBE paradigm that shapes decision making and patterns of concrete action is the view point that **WHAT** and **WHETHER** students learn successfully is more important than WHEN and HOW they learn something.

OBE Key-elements 2: Purposes

- Reflects underlying " Success for all students and staff' philosophy".

    i. **Ensuring that all students** are **equipped** with the **knowledge, competence**, and **qualities needed** to be successful after they exit the educational system.

    ii. **Structuring and operating schools** so that those outcomes can be achieved and maximized for all students.

OBE Key-elements 3: Premises/assumptions

- The two purposes above developed based on the three key assumptions/premises:

    i. **All students can learn and succeed**, but **not on the same day** in the **same way.**

    ii. **Successful learning promotes even more successful learning**.

    iii. **Schools control the conditions** that directly affect successful school learning.
        i. Curriculum implementation, schedule, assessment
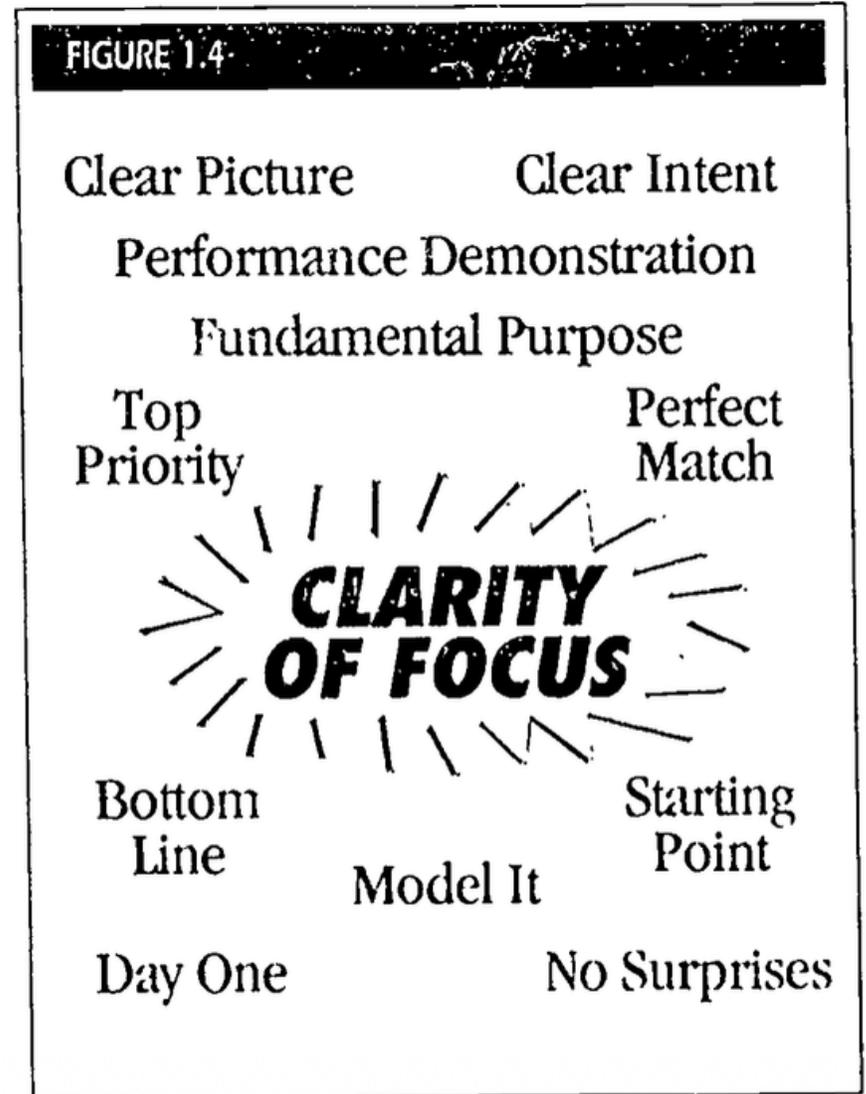
OBE Key-elements 4: Principles

FIGURE 1.3

OBE's "POWER" PRINCIPLES

1. **CLARITY OF FOCUS**
   on Culminating Exit Outcomes of Significance

2. **EXPANDED OPPORTUNITY**
   and Support for Learning Success

3. **HIGH EXPECTATIONS**
   for All To Succeed

4. **DESIGN DOWN**
   from Your Ultimate, Culminating Outcomes
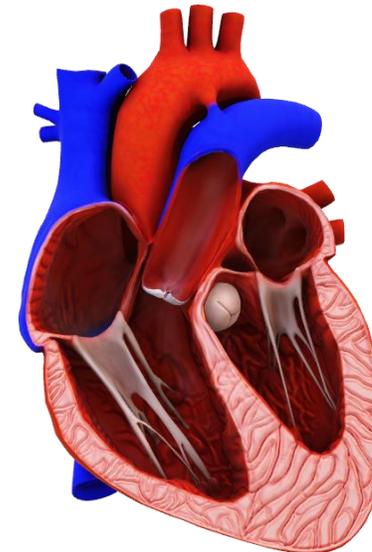
OBE principles 1: Clarity of focus

- Helps educators **establish a clear picture** of the learning they want students to exhibit in a **performance demonstration**.

- **Student success on this demonstration** becomes the top priority for instructional planning and student assessment.

- The **clear picture of the desired outcome** is the **starting point** for curriculum, instruction, and assessment planning and implementation, all of which must **perfectly match (or align with)** the targeted outcome.

- The **instructional process** in the classroom **begins with** the teacher sharing, explaining, and modelling the outcome on day one and continually thereafter

FIGURE 1.4

Clear Picture   Clear Intent
Performance Demonstration
Fundamental Purpose
Top Priority   Perfect Match
CLARITY OF FOCUS
Bottom Line   Model It   Starting Point
Day One   No Surprises

OBE principles 2: Expanded opportunity

- Requires educators to **give students more than one chance to learn important things and to demonstrate that learning.**

FIGURE 1.5

Five Key Dimensions of Opportunity

1. Time
2. Methods and Modalities
3. Operational Principles
4. Performance Standards
5. Curriculum Access and Structuring

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1. Time
2. Methods and Modalities
3. Operational Principles
4. Performance Standards
5. Curriculum Access and Structuring

- Relates with three distinct forms:
  - **Teaching time**
    - The amount of access and direct support for learning the system offers students.

  - **Learning time**
    - The amount of time the system gives students before telling them it's too late to learn something.-
      - Non-FTF, revision week.

  - **Accessibility**
    - The window of time the system allows for students to learn particular curriculum components.
      - Remedial, repetitive assessment e.g WPBA

Methods and modalities of instruction.

- **Different ways** to decipher and work effectively with different "learning styles" and "teaching modalities."

- Gardner's framework distinguishes seven dimensions of mental functioning and talent inherent in all people:
    - linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal.

- For educators, **using several methods and instructional modalities could expand opportunities for successful learning** more than simply manipulating the various dimensions of time.

Figure 1.5 — Five Key Dimensions of Opportunity
1. Time
2. Methods and Modalities
3. Operational Principles
4. Performance Standards
5. Curriculum Access and Structuring

Figure 1.3 — OBE's "POWER" PRINCIPLES
1. CLARITY OF FOCUS on Culminating Exit Outcomes of Significance
2. EXPANDED OPPORTUNITY and Support for Learning Success
3. HIGH EXPECTATIONS for All To Succeed
4. DESIGN DOWN from Your Ultimate, Culminating Outcomes

- Relates to OBE's other three principles: **clarity of focus, high expectations, and design down**.
- Opportunity for learning success will expand enormously if teachers **apply these principles consistently, systematically, creatively, and simultaneously in their classrooms**.
  - **Clarity of focus** enhances opportunity by establishing a clear target for learning performance.
  - **High expectations** opens students' motivational channels and their access to success.
  - **Design down** provides a clear path for students to pursue and achieve desired learning.

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Figure 1/5

Five Key Dimensions of Opportunity

1. Time
2. Methods and Modalities
3. Operational Principles
4. Performance Standards
5. Curriculum Access and Structuring

- **Criterion-based :**
  - **Clearly define and apply the same standard for all students** and impose no **limits** on how many students can reach a given performance level.
  - **Requires evidence of achievement**
    - Rubrics
      - OSCE
      - WPBA
      - Essay
      - Presentation

FIGURE 1.5

Five Key Dimensions of Opportunity

1. Time
2. Methods and Modalities
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5. Curriculum Access and Structuring

- Relates to **student access** to significant curriculum, essential learning experience and resources and to **how those curricular experiences are structured**.

- If opportunities for critical learning experiences **occur repeatedly** at ever **higher levels of complexity** throughout a student's career, the likelihood of continuous improvement and deep internalization of the learning increases.

OBE principles 3: High expectations

- High expectations implies a **desire to have students perform at higher levels**, and **working with them** to increase the likelihood that it happens.
- **Increasing the level of challenge to which students are exposed** and **raising the standard** of acceptable performance they must reach to be called "finished" or "successful."

1. Raising standards : Raise the standard of what we will accept as completed or passing work. This done with the clarity of focus, expanded opportunity and design down principles. Resulted in students held to a higher minimum standard than ever before.

2. Eliminating success quota: Changed our thinking about how many students can or should be successful. No bell-curved or quota grading system.

3. Increasing access to high-level curriculum: Realizing most students will rise only to the level of challenge they are afforded, the OBE systems have eliminated low-level courses, programs, or learning groups from their curriculum.

FIGURE 1.6

Three Key Dimensions of High Expectations

1. Raising Standards of Acceptable Performance

2. Eliminating Success Quotas

3. Increasing Access to High-Level Curriculum

OBE principles 4: Design down

- Design down means **we begin our curriculum and instructional planning where we want students to ultimately end up and build back from there (outcomes).**
- Three broad categories outcomes:
  - Culminating
    - define what the system wants **all students to be able to do** when their official learning experiences are complete
  - Enabling
    - key building blocks on which those **culminating outcomes depend.**
  - Discrete
    - **"nice to know"** but not essential to a student's culminating outcomes.

- The design down process is governed by the "Golden Rules" :

1. At its core, the process start at the end of a set of significant warning experiences --- its **culminating point-**-- and determine which critical components and building blocks of learning (**enabling outcomes**) need to be established so that students can successfully arrive there.

2. We must be willing to **replace or eliminate** parts of the existing programs that are **not true enabling outcomes.**

FIGURE 1.7

The "Golden Rules" of Outcome-Based Curriculum Design:

Consistently, Systematically, and Creatively:

1. **DESIGN DOWN** from your significant Culminating Outcomes to establish the Enabling Outcomes on which they depend.

2. Replace or delete the Discrete Outcomes that are not significant Enabling components for your Culminating Outcomes.

Theory to practice – Richard Deptuch (Mathematics Division Chairperson, River Forest High School in Oak Park, Illinois
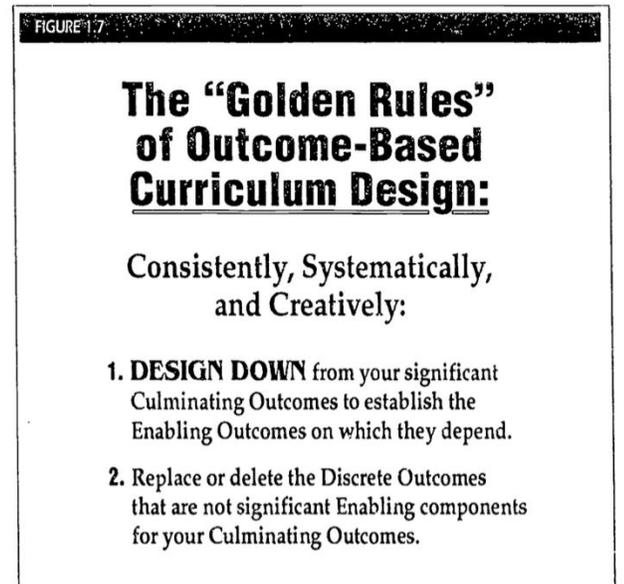
- He found out that his student done poorly in general math during the first semester.

- His goal was for students to learn the fundamentals of **Algebra 1** by the end of the school Year.

- Deptuch's method: He **consistently, systematicly, creatively,** and **simultaneously** use of OBE's four principles, with **clarity of focus** and **design down** as the **centerpieces.**

What Deptuch did?

- Define course culminating outcome:
    - Students would be able to solve quadratic equations successfully.
- He redesign the course "back" from there by repeatedly asking himself the question: **"What** do you have to know and **be able to do** in order to do that?" – answer – question --- answer --- question --- Satisfied
- Established a clear map **designed from the end back**, of **precisely what students needed to know and do** in order to be able to learn the fundamentals of Algebra 1 and ultimately solve quadratic equations.
- Throughout the semester, **clarity of focus, expanded opportunity and high expectations principles** took center stage.

Results

- The results of Deptuch's efforts fell into two categories
  - 1. **Student achievement was exceptional**. All of the students in the class passed the full course, and most did extremely well.
  - 2. Once he developed his new design down map, **he found all available algebra textbooks a hindrance**.
    - The books' organization and presentation did not support his design.
    - And his map of the critical enabling outcomes in algebra did not align well with virtually any of the established texts **(golden rule I),** he replaced them with his own materials used in his own sequence **(golden rule 2)**

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Applications of OBE principles

- Can be applied in both structured and flexible ways.
- Can be applied to strengthen existing system structures and practices or to alter and expand them significantly.

FIGURE 1:3

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4. **DESIGN DOWN** from Your Ultimate, Culminating Outcomes

IIUM OUTCOME-BASED EDUCATION (OBE) FRAMEWORK
2025

IIUM OBE Framework

1. PRE-AMBLE

- Applies to **all undergraduate and postgraduate programmes**

- **Codifies the outcome hierarchy of PEO, PLO, and CLO** with level appropriateness for various Malaysian Qualifications Framework (MQF) Levels

- **Clarifies curriculum architecture** through **Enabling and Culminating** courses.

- **Aligns with MQF 2.0 (2024)** emphases on Values-Based Education (**VBE**) and Education for Sustainable Development (**ESD**), which guide programme and course design, delivery, and assessment towards a holistic outcomes focus.

- **Supports institutional priorities** such as Flexible Learning Pathways (FLP) and the Harmonisation of Frameworks (HoF).

- **Supports the National Education Philosophy** by nurturing balanced, ethical, and service-oriented graduates.

- **Fulfils institutional responsibilities for academic quality assurance** and compliance with national policy and legislation, including the Malaysian Qualifications Agency Act 2007 (Act 679) and the Education Act (Act 550), as well as relevant professional standards.

2. OVERVIEW OF OBE

- OBE is a **student-centred model** focusing on **defining, measuring**, and **achieving clear learning outcomes**.

- Spady (1994) defines OBE as "clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience."

- The **emphasis** is on **demonstrated learning outcomes** rather than accumulation of credits.

- OBE requires **constructive alignment of curriculum, pedagogy, and assessment** so that all learning activities **serve intended outcomes.**

Learning Outcomes
What should students know / be able to do?

Assessment Tasks
How will learning be measured?

Learning Activities
How will students learn?

Outcomes hierarchy

i. Programme Educational Objectives (PEOs)

- Broad statements of graduates' expected achievements **3–5 years** after graduation.

ii. Programme Learning Outcomes (PLOs)

- Statements of what students are expected to know and demonstrate **upon graduation.**

iii. Course Learning Outcomes (CLOs)

- Statements of what students should achieve **by the end of a specific course.**

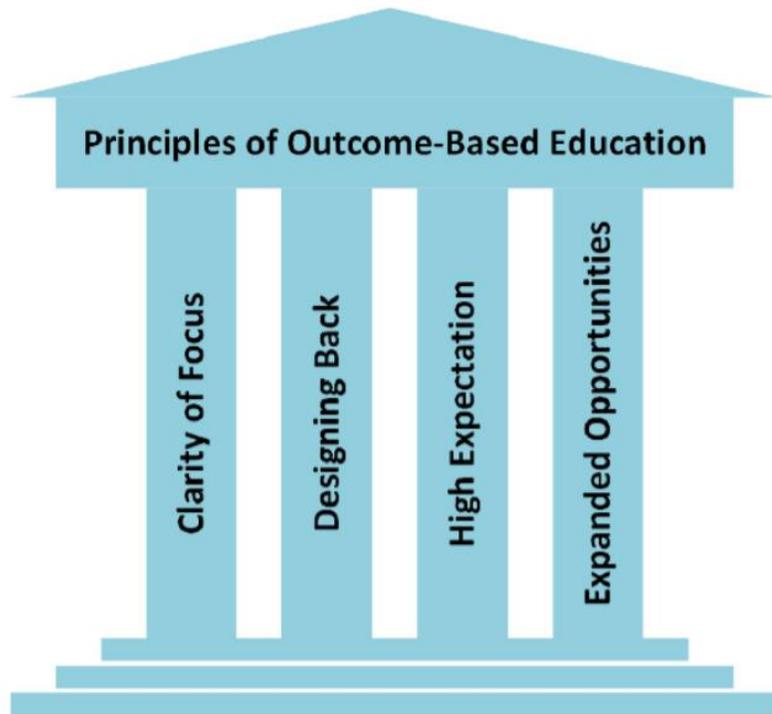# 2.1 Operationalisation of OBE Core Principles

Figure 1. Core Principles of OBE

- **Clarity of focus** is achieved through the **alignment** of Course Learning Outcomes (**CLOs**), Programme Learning Outcomes (**PLOs**), and Programme Educational Objectives (**PEOs**).

- **Designing back** is operationalised through **curriculum mapping and constructive alignment of assessments** with **intended outcomes**.

- **High expectations** are **embedded in authentic assessments** such as projects, case studies, and final year projects that demand critical thinking and integration of knowledge.

- **Expanded opportunities** are reflected in **flexible pathways**, **multiple assessment methods**, and the **recognition of co- curricular** learning.

3. IIUM OBE Principles

- Articulate IIUM's approach to OBE
- Provide a common standard for:
  - Design, delivery, assessment, and continuous improvement of academic programmes
  - Ensuring that teaching and learning are purposeful, coherent, and demonstrably aligned with the University's mission, TE, and the SAF.

Curriculum design and alignment

PLO mapping and progression

PLO Measurement : Enabling and Culminating Courses

CQI

Recognition of non-credited learning

Governance and compliance

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3.1. Curriculum Design and Alignment

All courses are designed to help students achieve the Programme Learning Outcomes (PLOs), covering knowledge, skills, values, and attitudes.

Teaching, learning activities, and assessments are aligned to help students achieve the intended Course Learning Outcomes (CLOs).

Evidence of this alignment must be documented in course files after the course is completed.

3.2. PLO Mapping and Progression

For **MQF Level 6 and below**, each PLO should be mapped across multiple courses to demonstrate progression from introduction to mastery.

For **MQF Level 7 and above**, mapping extends to courses and research activities.

A course may be **mapped to multiple PLOs**.

By graduation, students must **demonstrate attainment** of **all PLOs.**

# 3.3. PLO Measurement: Enabling and Culminating Courses

Core courses are classified as enabling or culminating; other courses are enabling.

Enabling courses build student competencies step by step and are usually taken early in the programme.

Culminating courses show final achievement of PLOs and are usually taken at the end of the programme.

In postgraduate programmes, culminating courses may include research activities.

Each PLO must be assessed in at least one culminating course to provide direct evidence of attainment.
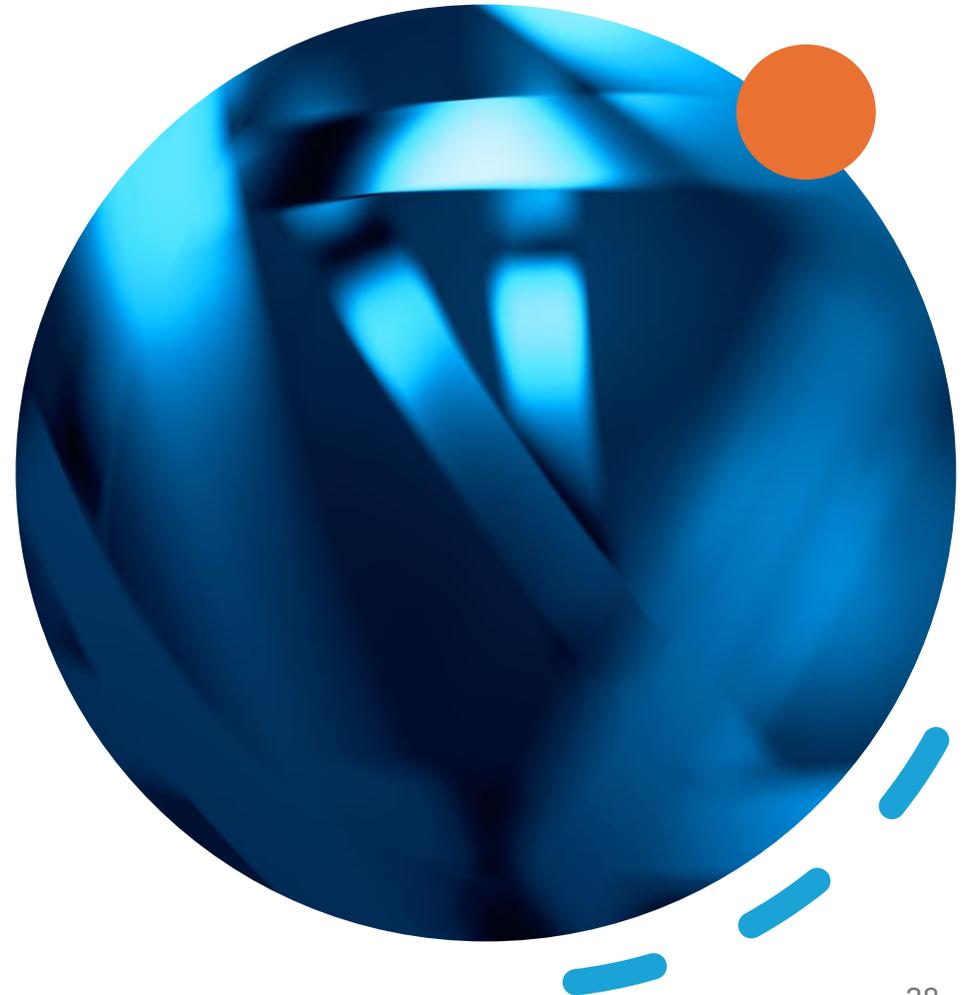
3.4. Continuous Quality Improvement (CQI)

Uses PLO data to improve quality

Conducted at course, programme, and PEO levels, and

Documented through CAR, PAR, and PEAR reports.

3.5. Recognition of Non-Credited Learning

- In line with the Sejahtera Academic Framework (SAF), **student achievements and involvement in non-credited activities** may be recognised as **enabling activities** that **contribute towards PLO attainment**, provided proper assessment and evidence are documented.

3.6. Governance and Compliance

All programme owners shall comply with this framework and implement OBE in their respective programmes.

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

KCA is responsible for ensuring proper OBE implementation in IIUM.

Notwithstanding the provisions under this framework, the **Senate reserves the right to make the final decision** on any academic matters.
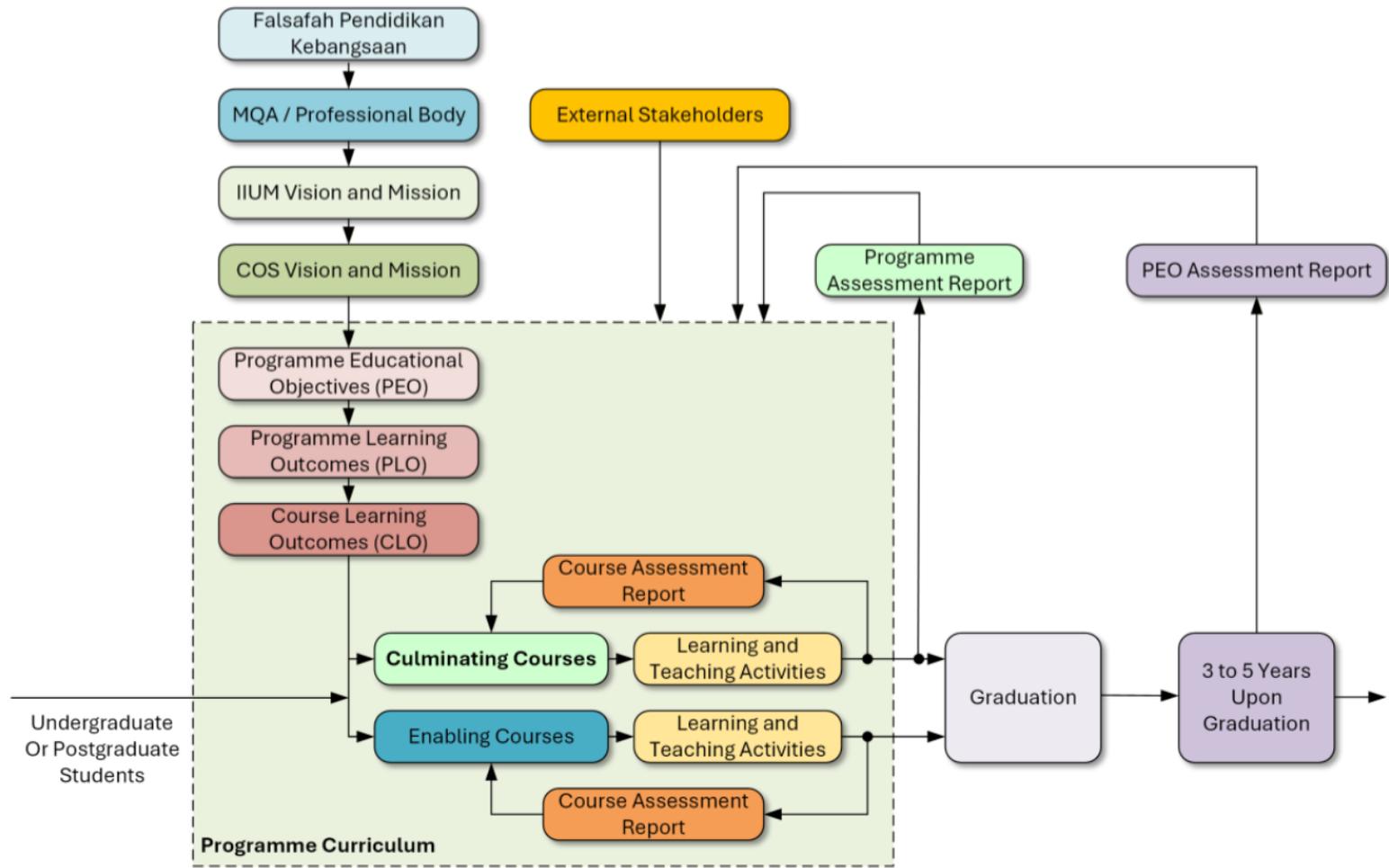
4. IIUM OBE Framework

Figure 3. IIUM OBE Framework

5. Action Points at CoS Level

1 Verify Alignment of Programme Learning Outcomes (PLOs)

2 Align PLOs with Programme Standards
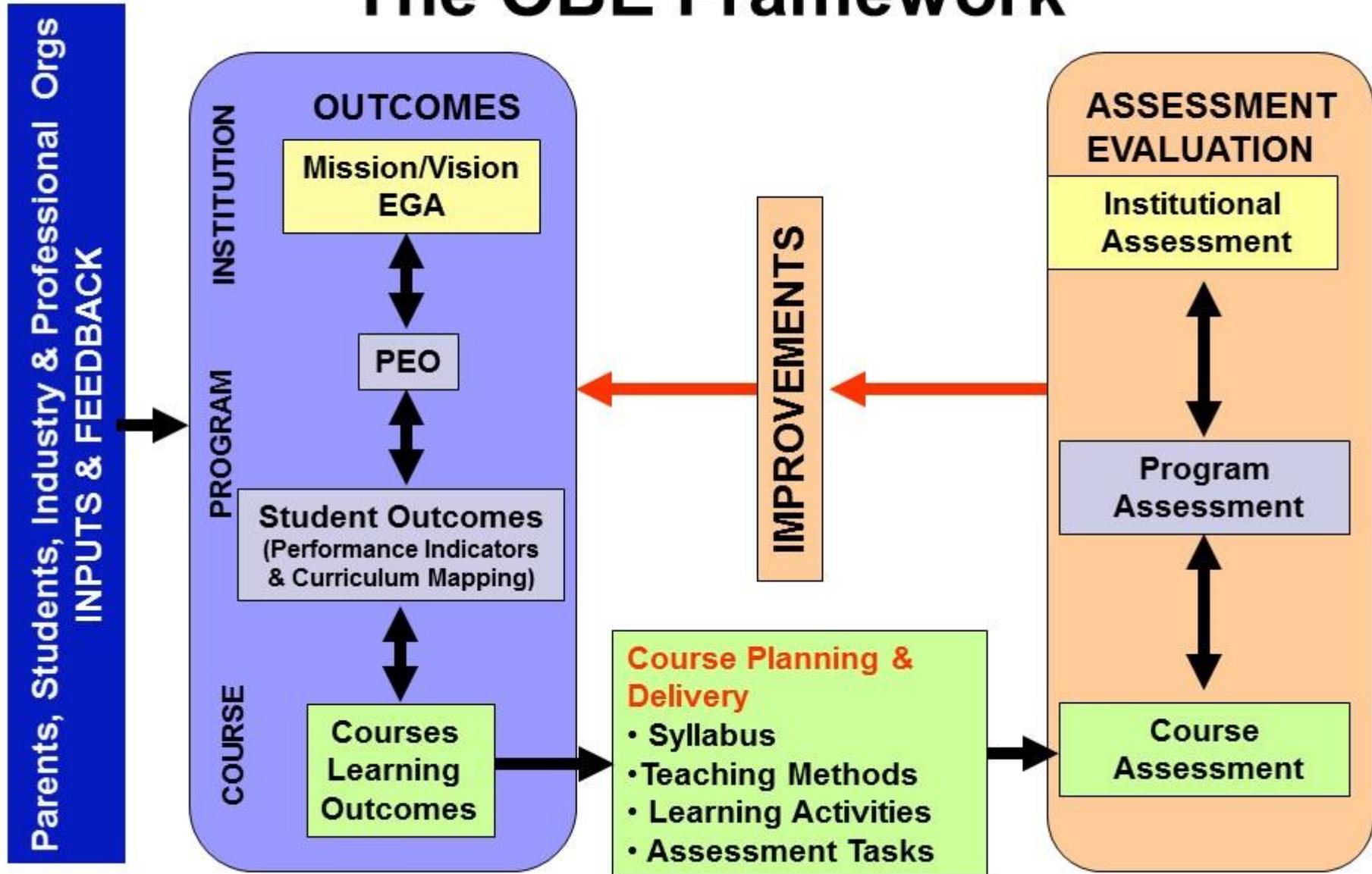
3 Select Culminating Courses

4 Develop Generic Rubrics

5 Define Performance Indicators & CQI Process

The OBE Framework

Oreta, A.W.C. (2012). http://digitalstructures.blogspot.com

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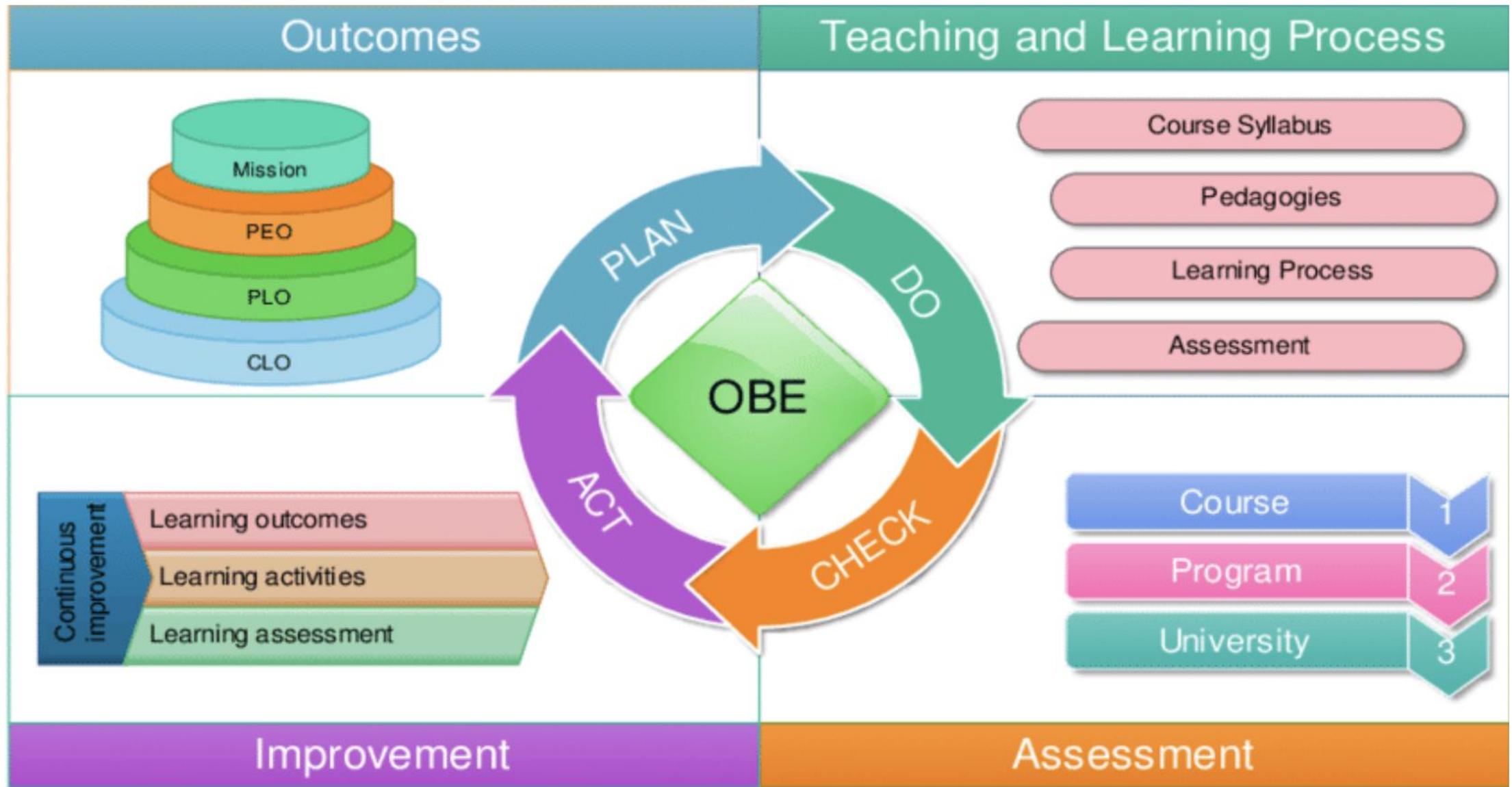
Outcome-based education (OBE) framework consistency with PDCA(Plan-Do-Check-Act) principle

Norinpel, Erdenekhuu & Ganbold, Shagdar & Tungalag, Uranchimeg. (2018). ASSESSMENT EXPERIENCE ON PROGRAM LEARNING OUTCOMES.

Key Constituents of Outcome-based Education (OBE)

Hu, B., Hu, L., Chen, N., Patnaik, S. (2023). Outcome Based Education: A Paradigm Shift in Teaching and Learning Process. In:Patnaik, S., Paas, F. (eds) Recent Trends in Educational Technology and Administration. EduTA 2022. Learning and Analytics in Intelligent Systems, vol 31. Springer, Cham. https://doi.org/10.1007/978-3-031-29016-9_17
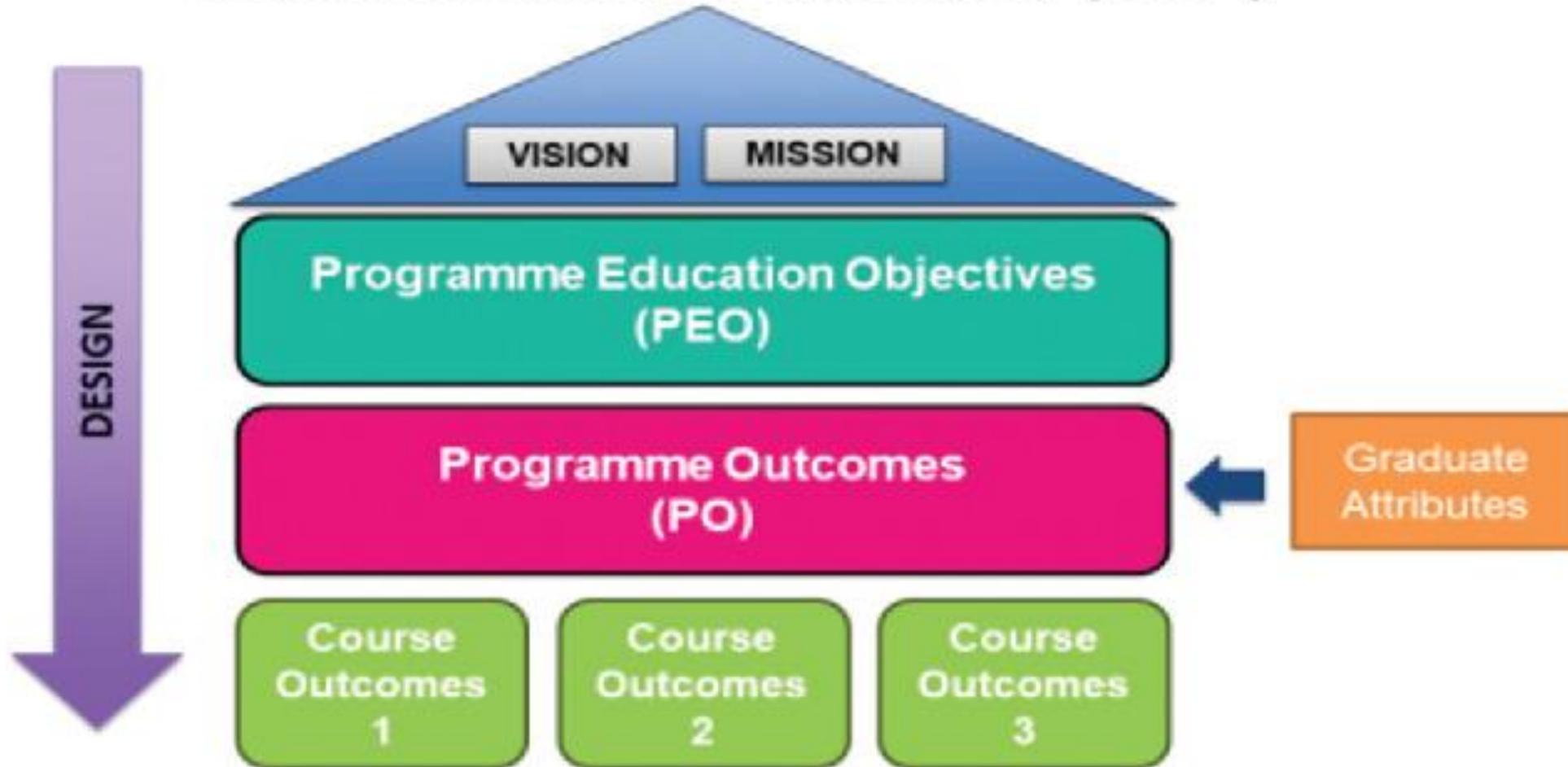
THANK YOU

Quality Assurance in Higher Education

Curriculum Development Workshop

19-20 January 2026

Karimah Hanim Abd Aziz

What is Quality Assurance (QA)?

- A **planned and systematic process** to ensure that **acceptable standards** of education, scholarship and infrastructure are being **met**, **maintained** and **enhanced**...*COPPA 2nd Edition*

- Quality assurance (QA) in higher education is a **systematic process** of assessing and verifying inputs, outputs and outcomes **against standardized benchmarks of quality**, to **maintain and enhance quality**, **ensure greater accountability** and **facilitate harmonization of standards** across academic programmes, institutions and systems...*Qian Tang. (2013). Quality Assurance in Higher Education.UNESCO*

Forms of QA

- From **simple** self-assessment to **comprehensive** inspection, accreditation, review or audit(s) **supported** by **external, independent** peer review.

Simple Self-Assessment

(Internal, low-stakes)
A course coordinator reviews:
CLO–assessment alignment
Student results and feedback
Reflection documented in a
Course Assessment Report (CAR)
Improvement actions planned by the teaching team

Internal Review

(More structured, still internal)
Programme team reviews:
PLO attainment data
Curriculum mapping
CQI actions taken
Findings documented in a
Programme Assessment Report (PAR)

Accreditation

(Formal, external, high-stakes)
Evaluation by a **national accreditation body**
Review of:
Curriculum design
OBE implementation
Assessment and CQI
Involves **external peer reviewers**

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- Quality in higher education is a **multi-dimensional concept**, which should embrace all its functions, and activities:

Teaching and academic programmes	Research and scholarship	Staffing	Students	Buildings

Facilities	Equipment	Services to community	Academic environment

- Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality.
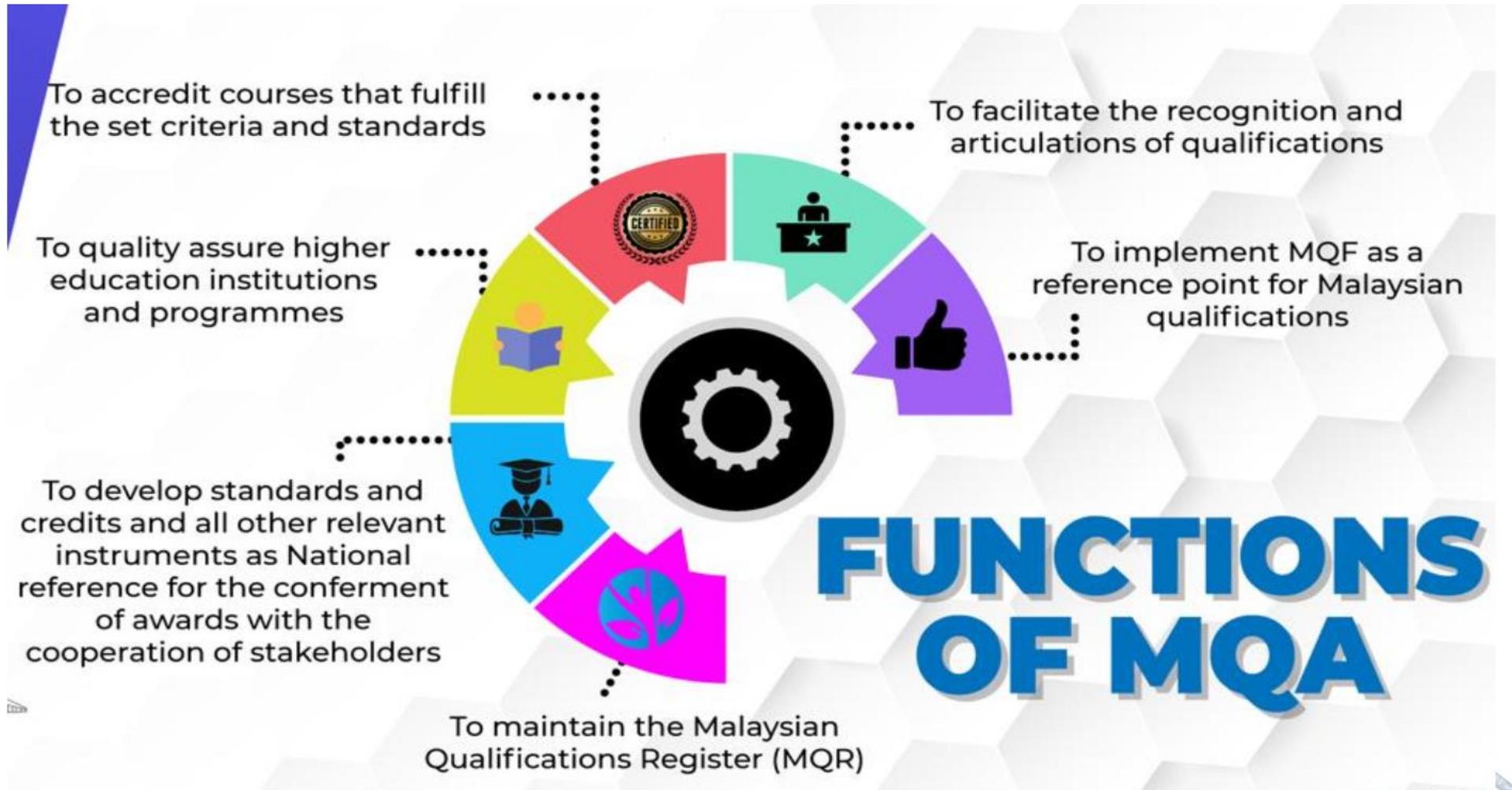
Malaysian Qualifications Agency (MQA)

- The agency that is **responsible to quality assure higher education** (HE) in Malaysia.

- Was established under the Malaysian Qualifications Agency Act 2007 (Act 679)

- Come out with Malaysian Qualifications Framework **(MQF)** to **describe, systematise, unify and harmonise** all qualifications in Malaysia.

MALAYSIAN QUALIFICATIONS
FRAMEWORK (MQF)
SECOND EDITION (2024)
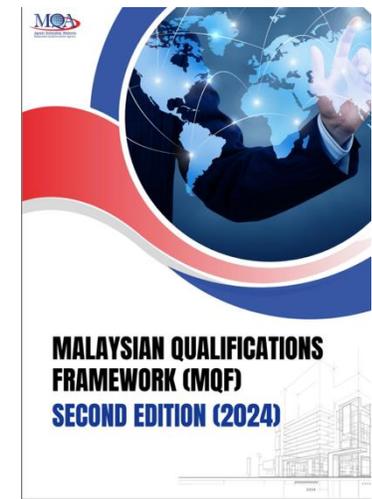
MQF

- Malaysia's declaration about its qualifications and their quality in relation to its education system.

- First published in 2007 and its implementation was enforced in 2011.

- After 7 years of implementation, the Malaysian Qualifications Agency (MQA) has revised MQF to ensure its relevancy/currency, according to dynamism of national and international higher education system.

- The revised version, MQF 2nd Edition is approved by the MQA Council Meeting in December 2017.

Functions of MQA

https://www.mqa.gov.my

Code of practice, guidelines, standards

https://www.mqa.gov.my
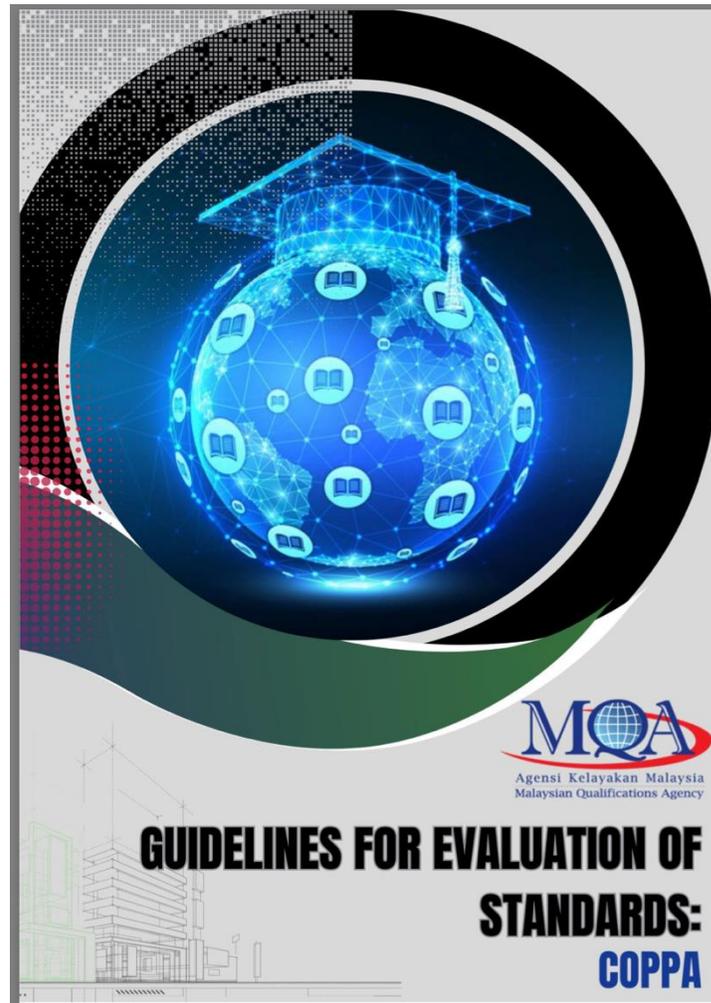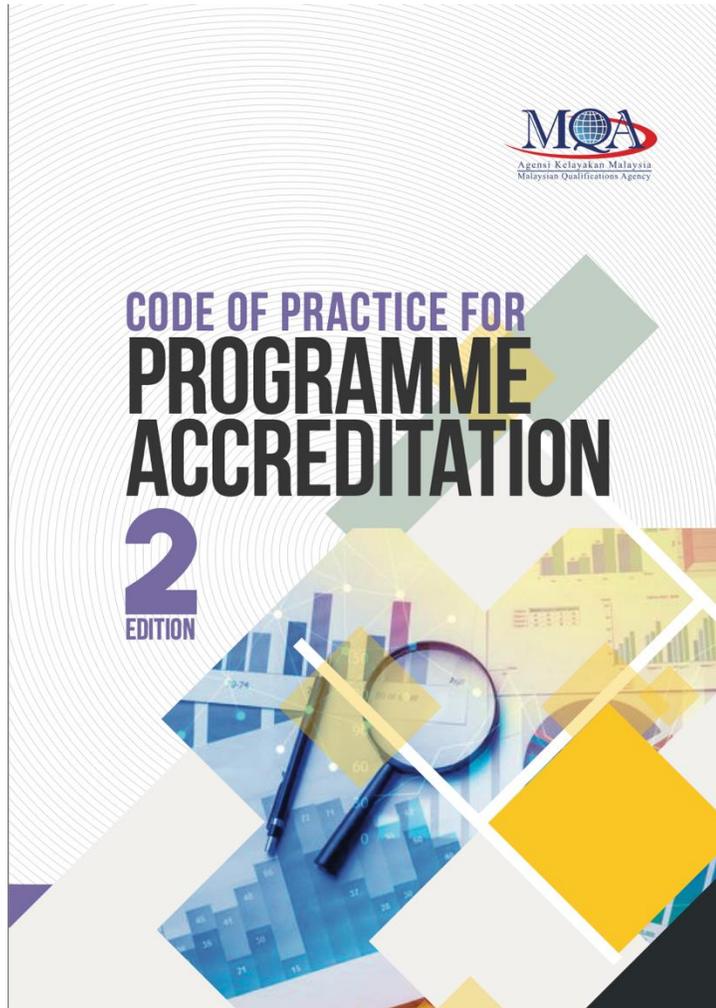
Code of practice, guidelines, standards

CODE for TVET AC...

GUIDELINES FOR EVALUATI...
STAND...

CODE OF PRAC...
for **PROGRAMME ACCREDIT**
OPEN AND DISTANCE LEAR
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GUIDELINES FOR EVALUATION OF
STANDARDS:
COPPA: ODL

Code of practice, guidelines, standards

Code of practice, guidelines, standards
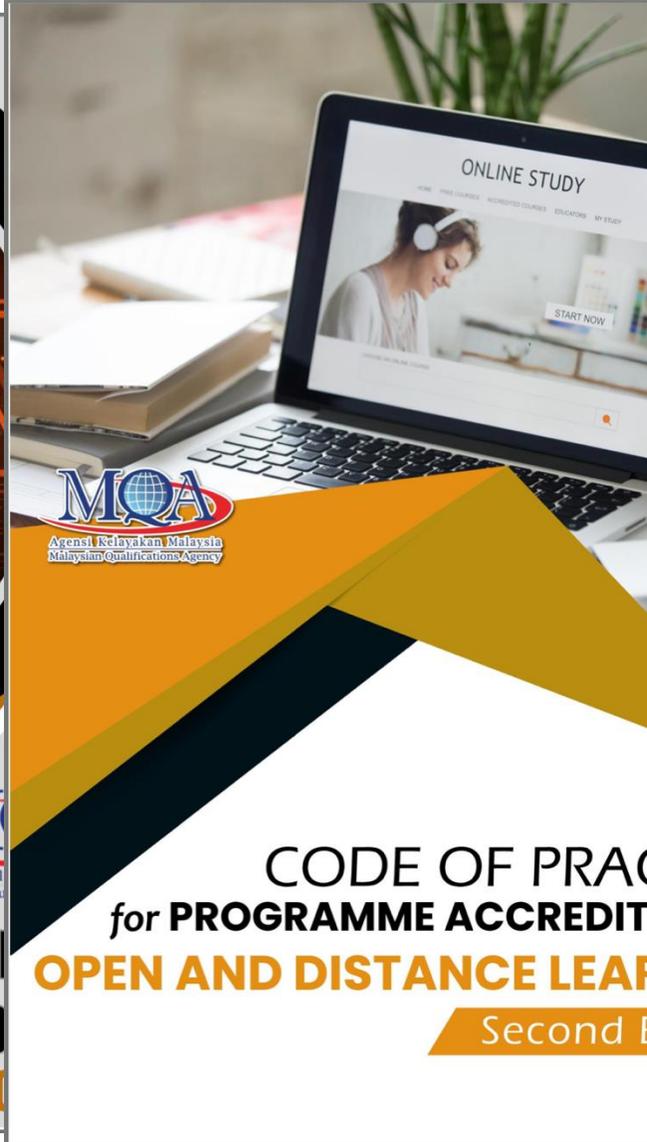
Code of Practice for Programme Accreditation (COPPA)

- The key/main document to conduct programme accreditation.
- Seven areas of evaluation:
  i. Programme Development and Delivery;
  ii. Assessment of Student Learning;
  iii. Student Selection and Support Services;
  iv. Academic Staff;
  v. Educational Resources;
  vi. Programme Management; and
  vii. Programme Monitoring, Review and Continual Quality Improvement.

MMC Standards -UG

STANDARDS FOR UNDERGRADUATE MEDICAL EDUCATION

Prepared by:

UNDERGRADUATE EDUCATION SUBCOMMITTEE,
MEDICAL EDUCATION COMMMITTEE, MALAYSIAN MEDICAL COUNCIL

Adopted by The
MALAYSIAN MEDICAL COUNCIL
28th May 2019
First Edition: 2019
Second Edition: 2022
Third Edition: 2026

SECTION 3 DATA SUBMISSION FOR PROGRAMME ACCREDITATION (MQA 02-UG MEDICAL PROGRAMME)

SECTION 6 DATA SUBMISSION FOR CURRICULUM REVIEW (MMC CR-01 CURRICULUM REVIEW UNDERGRADUATE MEDICAL PROGRAMME)

GUIDELINE FOR PANEL OF ASSESSORS
OF MEDICAL SPECIALIST TRAINING
PROGRAMME

Malaysian Standards for Medical Specialist Training

MALAYSIAN MEDICAL COUNCIL

**MALAYSIAN STANDARDS
FOR MEDICAL SPECIALIST TRAINING**

Prepared By:

Specialty Education Committee

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

Medical Council

**POLISI PERUBAHAN KURIKULUM BAGI
PROGRAM SARJANA KEPAKARAN
PERUBATAN**

Approved by the Malaysian Medical Council:

20th May 2025

https://mmc.gov.my/medical-education-recognition-2/

MMC Standards - PG

Specialty Specific Requirements (SSR)

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

Developed by:

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MQA Quality Assurance Process

PROVISIONAL ACCREDITATION	→	PROGRAMME ACCREDITATION	→	INSTITUTIONAL AUDIT

To determine whether a programme has **met the minimum quality requirements**

To ascertain that the teaching, learning and all other related activities of a programme provided by a

Conferment of a self-accrediting status to mature higher education institutions that have well established internal quality

All the processes are further supported by continuous quality monitoring to ensure the programmes offered by the institutions are always quality assured.

Accreditation.

the quality **standards** and are in **compliance with the MQF.**

Quality Assurance in Higher Education

- Globalisation
- Link to OBE
- Support continuous improvement (CQI)
- Accountability
- Diverse stakeholders
- Ensure programmes remain relevant
- QA in Higher Education
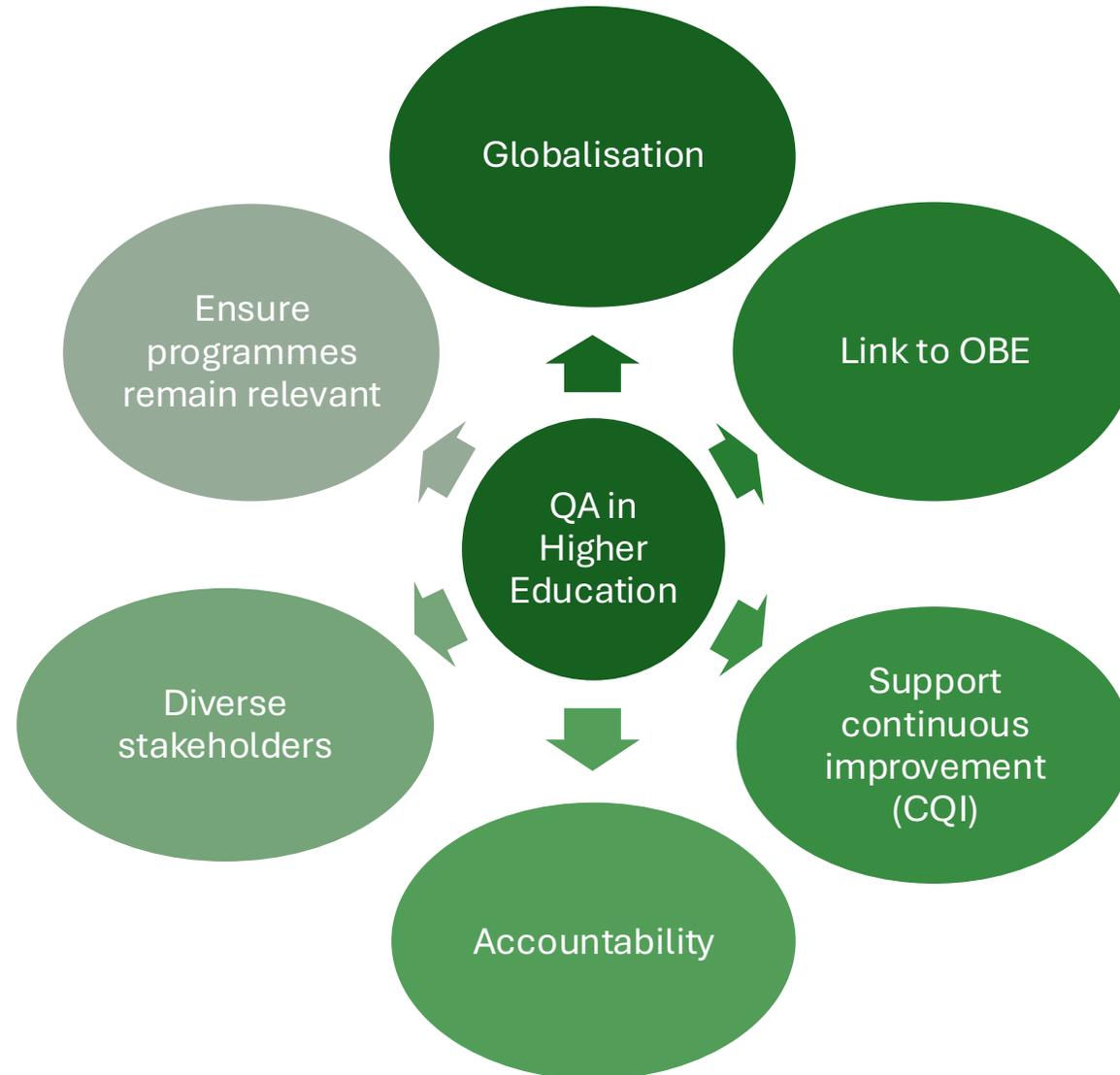
Cycles of Quality Assurance : Programme Accreditation

- Yet to run programme
- **Verify compliance of design and preparatory arrangement to standards**

Provisional Accreditation

Full accreditation

- Towards the end of program's first cycle
- **Verify compliance of delivery to standards**

- At least once in every 5 years
- **Maintenance of MQF compliance**
- **Enhancement**

Maintenance Audit

CERTIFIED

PROFESSIONAL PROGRAMMES

- Key professional bodies (regulated)
- Similar process
- Submission to MQA

Applicant Institution of Higher Learning → MQA- Joint Technical Committee of Professional Body → MQA Professional Body JPA *

*Starting Januari 2017 the qualification recognition function is taken over by MQA

syllabus revision board

23

Programme Review in **Self-Accrediting** HEPs: The Programme Lifecycle

Programme Accreditation		
Six months before the graduation of the first intake of students, department convenes process for accreditation.	The review on which the Accreditation is based includes checking compliance with MQF, COPPA and Programme Standards.	The outcomes of the Accreditation review are passed through to the HEP's highest academic body, which then accredits the programme.

Periodic Programme Review/Reassessment		
At least every three to five years, department conducts programme review by external panel according to HEP's programme review policy and procedure.	Review includes MQF, COPPA and programme standards compliance.	Outcomes of the review are passed to the HEP's highest academic body, which then approves the outcomes of the review.

Thank you

MQF2.0 (2024) : Values-Based Education (VBE) Elements

Curriculum Development Workshop

19-20 January 2026

Karimah Hanim Abd Aziz

MQF 2024

MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF)
SECOND EDITION (2024)

All programmes and qualifications within the academic and Technical and Vocational Education and Training (TVET) sectors **are expected to be in compliance with the MQF** as required by relevant national policies since 2011.

This Framework is the instrument which **sets national classifications of qualifications**, **levels of learning achievements** based on learning outcomes and **prescribed academic load at each level**, and it is **associated with the title of named qualification**.

As stated in the legislation, *"No programme will be accredited unless it is in compliance with the Framework."*

The legislation underpins the quality assurance (QA) system practised by MQA, which acts as the guardian and custodian of the MQF.
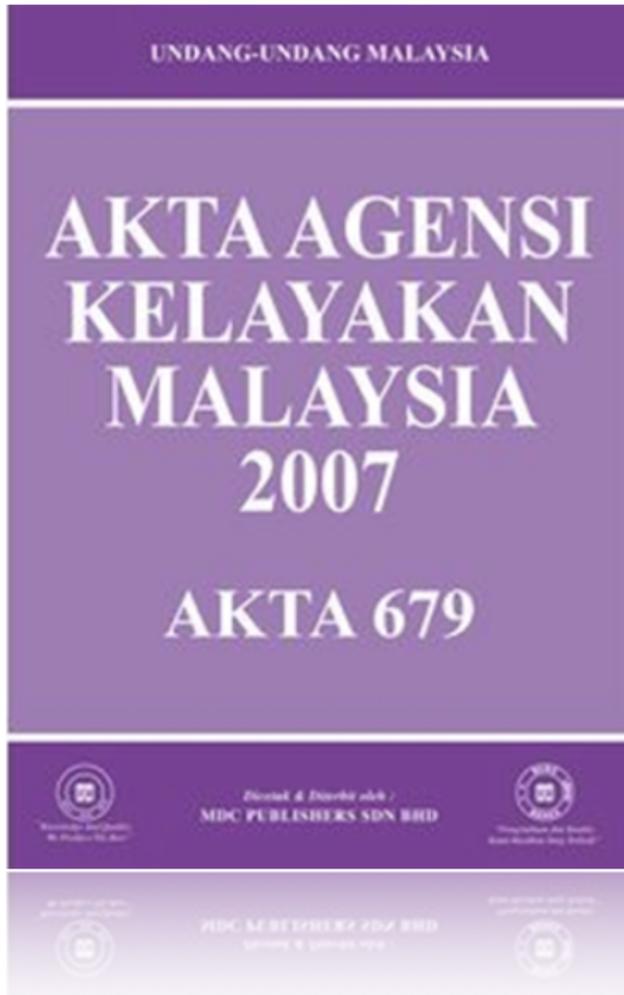
Malaysian Qualifications Agency Act 2007

An Act to establish the Malaysian Qualifications Agency as the national body to implement the Malaysian Qualifications Framework, to accredit higher educational programmes and qualifications, to supervise and regulate the quality and standard of higher education providers, to establish and maintain the Malaysian Qualifications Register and to provide for related matters.

Key Responsibilities of MQA

- **Implement the MQF**: The agency is tasked with executing the Malaysian Qualifications Framework effectively.
- **Conduct Accreditation**: MQA is responsible for accrediting higher education programs and qualifications, ensuring they meet the established standards.
- **Supervise and Regulate Quality/Standards of Higher Education Providers**: The agency monitors and regulates the quality of higher education institutions (HEIs) to uphold educational standards.
- **Establish and Maintain the Malaysian Qualifications Register (MQR)**: MQA is mandated to create and sustain a comprehensive register of recognized qualifications.

UNDANG-UNDANG MALAYSIA

AKTA AGENSI KELAYAKAN MALAYSIA 2007

AKTA 679

MDC PUBLISHERS SDN BHD
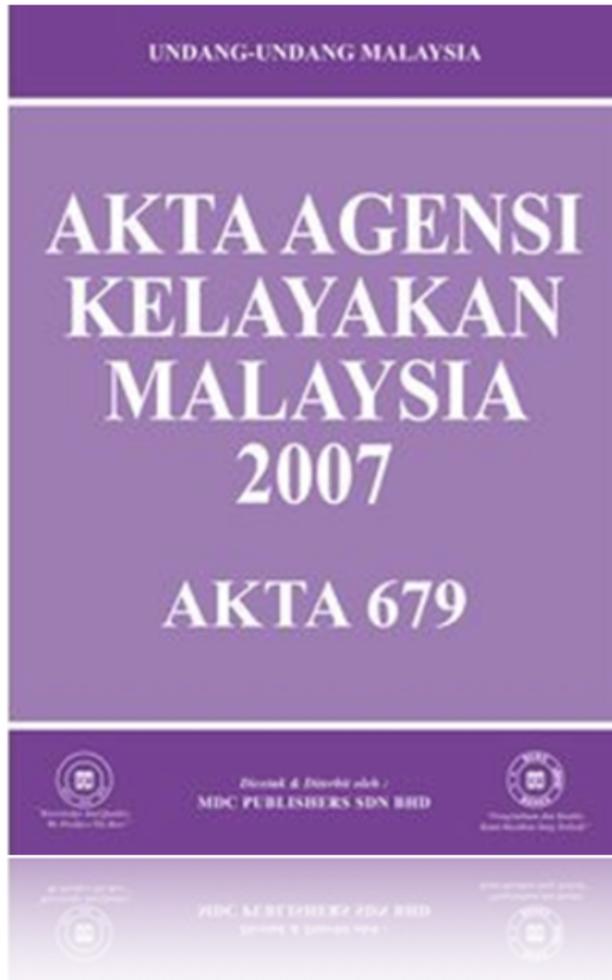
Compliance with the Framework

37.

1. No program or qualification shall be accredited unless it complies with the Framework.

2. All higher education providers conducting an accredited program or awarding an accredited qualification must comply with the Framework.

3. The Agency, or in the case of a professional program or qualification, the relevant professional body, may direct that the Framework or any part of it may not apply to any program, qualification, or higher education provider, subject to terms and conditions it deems fit.

Key Takeaways

- Compliance with the Malaysian Qualifications Framework is mandatory for accreditation.
- All higher education institutions must adhere to the standards set forth in the Framework.
- The Agency has the discretion to exempt certain programs or qualifications from the Framework under specific conditions.

UNDANG-UNDANG MALAYSIA

AKTA AGENSI KELAYAKAN MALAYSIA 2007

AKTA 679

MDC PUBLISHERS SDN BHD
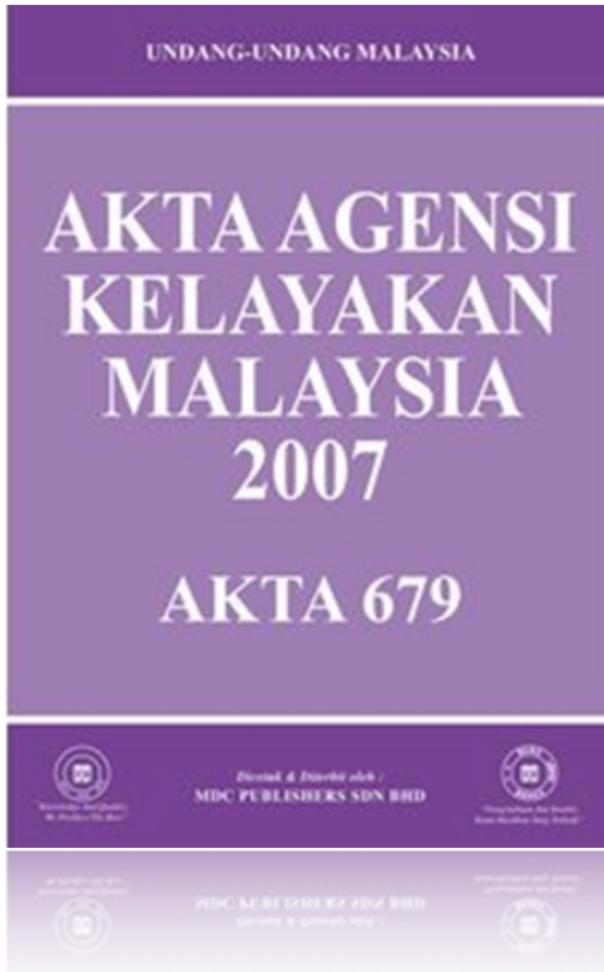
Outcome-based Education in MQF

35. *(1) The Agency shall be responsible for the implementation of the national framework to be known as the "Malaysian Qualifications Framework", consisting of qualifications, programmes and higher education providers based on a set of criteria and standards, including* **learning outcomes** *achieved and* **credits based** *on students' academic load.*

Responsibility of the Agency: The Agency is tasked with implementing the Malaysian Qualifications Framework (MQF). This framework encompasses:
- **Qualifications**: The various levels of educational qualifications available.
- **Programmes**: The specific educational and training programmes offered.
- **Higher Education Providers**: Institutions that deliver higher education.

Key Components:
- **Learning Outcomes**: Standards that must be achieved from educational or training programmes.
- **Credits**: The system for measuring academic workload, based on students' academic load.

Four key features of MQF 2024

3. Global Sustainability Agenda

- Requires holistic approach that balances environmental, economic, social, and cultural needs and is integrated into curriculum design, delivery, and assessment.

4. Harmonisation of the MQF with Other Sectoral/Occupational Frameworks

- The **MQF** is designed to be **inclusive and flexible**, allowing alignment with skills, occupational, and competency frameworks developed by other agencies or industry bodies.

- **Agencies may choose to align or reference their frameworks to the MQF** to show how their qualifications match MQF levels.

- Such alignment allows agencies to **publicly declare the MQF level** of their qualifications.

- **Alignment with the MQF does not certify or guarantee the quality** of the qualifications offered by those agencies.

Four key features of MQF 2024

1. Values-Based Education

- **Value-Based Education (VBE)** focuses on developing learners with **strong moral and ethical values** and helps higher education providers produce graduates who are:
  - **Responsible**
  - **Professionally competent**
  - **Ethically grounded**
- Emphasis on **humanistic, societal, and communal** values
  - Values that **complement industry skills**

2. Flexible Learning Pathway

- **Allows students to learn without strict limits** on time, place, pace, learning style, content, assessment, or learning pathways.
- Flexible learning means:
  - Flexible entry, progression, and completion
  - Learning at different ages and levels
  - Recognition of learning gained through **formal, non-formal, and informal experiences**

Scope of framework

1. Sectors and qualifications : academic and TVET

2. Levels of learning achievement and qualifications

MQF LEVEL	GRADUATING CREDIT	SECTOR		LIFELONG LEARNING
		ACADEMIC	TVET *	
8	No credit rating	PhD by Research	Doctoral Degree	
	80	Doctoral Degree by Coursework & Mixed Mode		
7	No credit rating	Master's Degree by Research	Master's Degree	
	40	Master's Degree by Coursework & Mixed Mode		
	30	Postgraduate Diploma		
	20	Postgraduate Certificate		
6	120	Bachelor's Degree	Bachelor's Degree	Accreditation of Prior Experiential Learning (APEL)
	64 **	Graduate Diploma	Graduate Diploma	
	34 **	Graduate Certificate	Graduate Certificate	
5	40	Advanced Diploma	Advanced Diploma	
4	90	Diploma	Diploma	
3	60	Certificate	Certificate	
2	30	Certificate	Certificate	
1	15	Certificate	Certificate	

* Technical and Vocational Education and Training   ** Inclusive of 4 credits for U1 courses from general studies

75

Scope of framework

3. Level descriptors and purposes

MQF LEVEL	Summary of Learner 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		
	Learners will have an ability to apply sustainable practices ethically and in the context of local and global work and social environment.		defined complex, routine and non-routine context or under even unpredictable circumstances with a limited range of approaches and independence.	related practices and processes.	Show a high level of oral and written proficiencies in at least two languages.		judgements of others in the workplace. Demonstrate capacities to take responsibility and accept accountability. Demonstrate team leadership in new environments including undefined areas of work.	Demonstrate entrepreneurial skills in relevant selected situations. Demonstrate competencies working or studying in multicultural, multilingual and multiethnic communities locally and globally.	
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. Demonstrates satisfactory level of autonomy (being the lowest level, conducts basic research, acceptable/ considerable autonomy). Undertake significant levels of work-related responsibilities of others as well as self.	Engage effectively in self-directed lifelong learning and professional pathways. Demonstrate flexibility and adaptability to changes in industry. 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.

Scope of framework

4. Learning outcomes and its domains/cluster

Learning outcomes are "statements on what students should know, understand and can do upon successful completion of a period of study, which generally lead to a qualification or part of a qualification."

i.   Knowledge and understanding[4];

ii. Cognitive skills;

iii. Functional work skills, with focuses on:

    a.   practical skills;

    b.   interpersonal skills;

    c.   communication skills;

    d.   digital skills;

    e.   numeracy skills;

    f.   leadership, autonomy and responsibility;

iv. Personal and entrepreneurial skills; and

v.   Ethics and professionalism[5].

[4] Knowledge and understanding is the name of Cluster 1. They do not refer to the taxonomy levels in Bloom's Taxonomy. Both Clusters 1 and 2 need to address the lowest to the highest taxonomy levels of any cognitive taxonomy.

[5] Embedded within the Five Clusters are clear expectations that learners will demonstrate ethical and civic responsibilities through contributions to their local and global communities.

Qualifications titles (nomenclature)

- The MQF sets a single qualification title for each qualification, provided it fulfils the qualification standards determined for that level.

- E.g : In the case of **master's qualifications** and their **type of learning modalities**, the award bearing the master's award title will also indicate a Master's degree by research, mixed mode or coursework, as well as Specialist Masters, which is unique to the field of Medicine.

Credit system

- Provision for a **credit system** is stated in section 36(f) of MQA Act 2007 "to establish a credit system to facilitate credit accumulation and transfer which is acceptable within and outside Malaysia."
  - **Measures student learning** and improves programme transparency
  - **Allows flexibility** in programme design and delivery
  - **Ensures common understanding and consistent qualification standards**
  - **Supports credit transfer and recognition** across academic, professional, technical, and vocational sectors
  - **Enables comparison of qualifications** locally and internationally
  - **Supports access and credit transfer** based on prior formal, non-formal, and informal learning
  - **Promotes student and workforce mobility** across institutions, regions, and countries

Value Based Education (VBE)

GUIDELINES ON VALUES-BASED EDUCATION (VBE)

MQA
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

2026
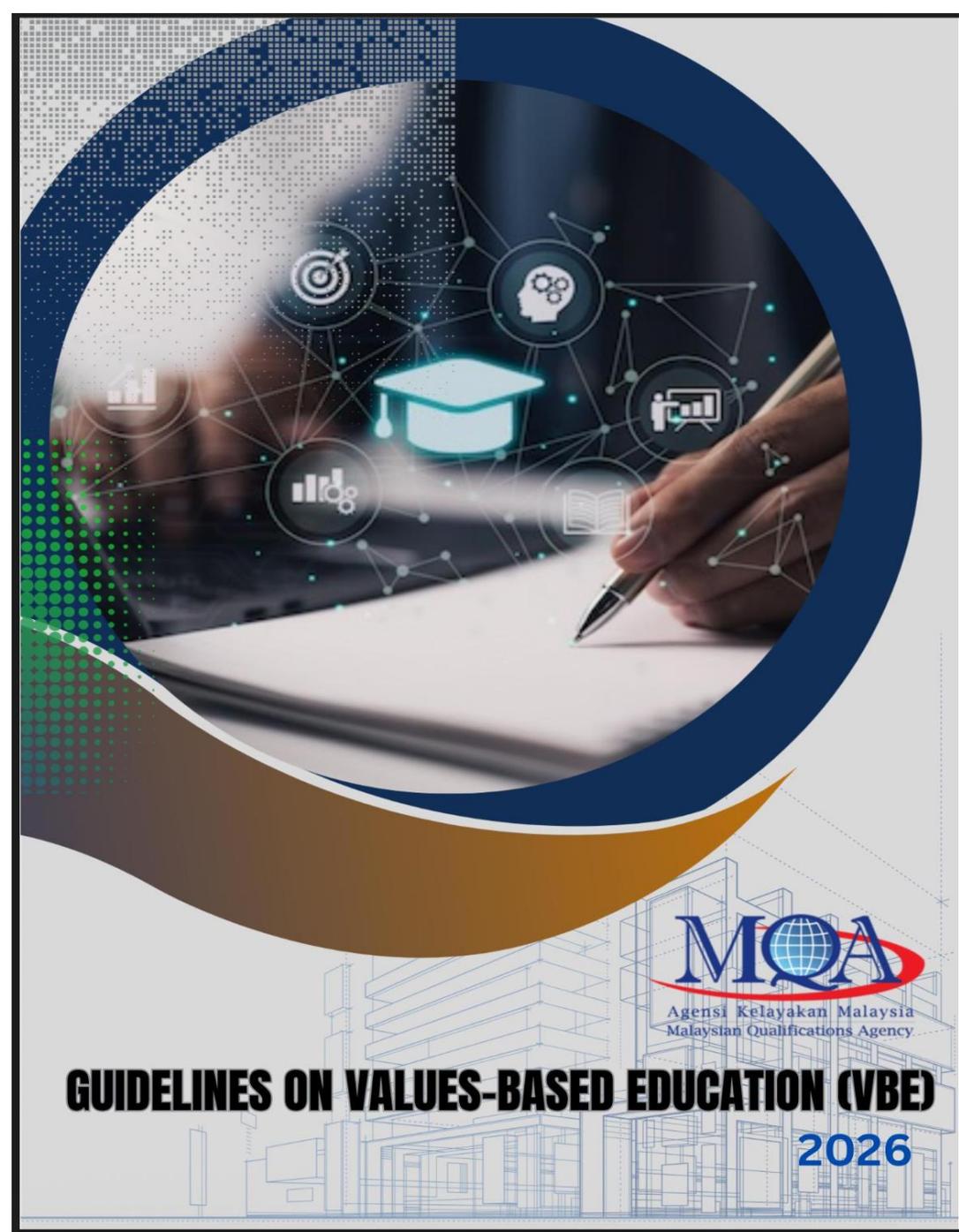
Definition

- VBE is an **educational approach** that **focuses** on instilling moral and ethical values and nurturing character, attitude and behaviour.

- It is **guided by** humanistic, societal and communal values through **integrating core values** into teaching, learning and institutional culture so that the values are actively lived.

- VBE advocates **living through values**.

- Therefore, it **goes beyond the classroom**, integrating curriculum, co-curriculum, extra-curricular activities, institutional culture, and a supportive atmosphere that consistently reflects and reinforces the values in practice.

- VBE is about **creating environments** where values are lived, experienced, modelled and internalised through every aspect of the educational journey.

Mandate of VBE

NATIONAL EDUCATION PHILOSOPHY (1988; ACT 550-1⦙
(KEY PHRASES)

AKTA PENDIDIKAN 1996 (AKTA 550), PERATURAN-PERATURAN & KAEDAH-KAEDAH TERPILIH

(HINGGA 10ʰ JUN 2021)

ILBS International Law Book Services

Education in Malaysia is an **on-going effort** towards further **developing the potential of individuals** in a **holistic and integrated manner**, so as to produce individuals who are **intellectually, spiritually, emotionally** and **physically balanced** and **harmonious**, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are **knowledgeable and competent**, who possess **high moral standards**, and who are responsible and capable of achieving high level of **personal well-being** as well as being able to contribute to the ~~harmony and~~ **betterment of the family, the society and the nation at large.**

ACT 679: QUALIFICATIONS FRAMEWORK
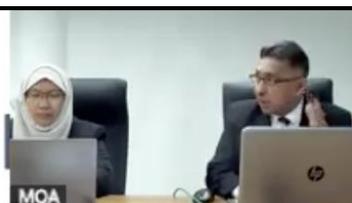
Compliance with the Framework

37. (1) No programme or qualification shall be accredited unless it complies with the Framework.

(2) All higher education providers conducting an accredited programme or awarding an accredited qualification shall comply with the Framework.

(3) The Agency or, in the case of a professional programme, professional qualification or higher education provider, the relevant professional body, may direct that the Framework or any part of the Framework may not apply to any programme, qualification or higher education provider subject to such terms and conditions as it deems fit.

The MQF Proposed Core Values [SANTUN]

Dignity (Nilai Maruah)
Respect and value for oneself and others.

Gratitude (Syukur)
Appreciation and respect for others and the environment.

Justice (Utamakan Keadilan)
Fairness and equality in treatment and opportunities.

Integrity (Amanah)
Honesty and responsibility in actions and decisions.

Courage (Tegas Berani)
Strength and determination to face challenges.

Alltruism (Naluri Insan)
Selfless concern for the well-being of others.

NO.	MQF PROPOSED CORE VALUE	SUB-VALUE* (Sub-values are derived from the MQF definition of VBE, allowing connection between the MQF Proposed Core Values and the MQF Academic Learning Domains)	EXAMPLE OF POSSIBLE ALIGNMENT TO MQF ACADEMIC LEARNING DOMAINS	ALIGNMENT TO MALAYSIAN NATIONAL EDUCATION PHILOSOPHY	ALIGNMENT TO *RUKUN NEGARA*
1.	Dignity	- Empathy - Loyalty - Compassion - Democratic Citizenship - Relationship Management - Non-violence - Forgiveness - Reciprocity - Transpersonal Awareness	- Interpersonal Skills - Leadership, Responsibility and Autonomy - Ethics and Professionalism	Ability to work together within the industry and society	- Belief in God - Loyalty to King and Country
2.	Justice	- Loyalty - Equality - Trustworthiness - Inclusivity - Harmony - Cooperation - Civic Discourse - Fairness - Solidarity - Empowerment	- Knowledge and Understanding - Interpersonal Skills - Leadership, Responsibility and Autonomy - Ethics and Professionalism	- Ability to work together within the industry and society - Having a good personality and character	- Belief in God - Loyalty to King and Country - Supremacy of the Constitution - Rule of Law

NO.	MQF PROPOSED CORE VALUE	SUB-VALUE* (Sub-values are derived from the MQF definition of VBE, allowing connection between the MQF Proposed Core Values and the MQF Academic Learning Domains)	EXAMPLE OF POSSIBLE ALIGNMENT TO MQF ACADEMIC LEARNING DOMAINS	ALIGNMENT TO MALAYSIAN NATIONAL EDUCATION PHILOSOPHY	ALIGNMENT TO *RUKUN NEGARA*
3.	Integrity	- Honesty - Social/Shared Responsibility - Responsible Citizenship - Accountability - Leadership - Teamwork - Etiquette - Intellectual Honesty - Transparency - Ethical Reasoning - Respectful Disagreement/ Acceptance - Perspective-taking - Contextual Awareness	- Knowledge and Understanding - Cognitive Skills - Interpersonal Skills - Communication Skills - Digital Skills - Numeracy Skills - Leadership, Responsibility and Autonomy - Personal Skills - Ethics and Professionalism	Ability to work together within the industry and society	- Belief in God - Supremacy of the Constitution - Rule of Law
4.	Gratitude	- Respect - Mindfulness - Emotional Intelligence - Sustainability - Humanity - Diversity - Multicultural Awareness - Social Cohesion - Patience - Politeness - Harmony - Ethical Sensitivity	- Knowledge and Understanding - Interpersonal Skills - Communication Skills - Leadership, Responsibility and Autonomy - Personal Skills - Ethics and Professionalism	Having a good personality and character	- Belief in God - Courtesy and Morality

NO.	MQF PROPOSED CORE VALUE	SUB-VALUE* (Sub-values are derived from the MQF definition of VBE, allowing connection between the MQF Proposed Core Values and the MQF Academic Learning Domains)	EXAMPLE OF POSSIBLE ALIGNMENT TO MQF ACADEMIC LEARNING DOMAINS	ALIGNMENT TO MALAYSIAN NATIONAL EDUCATION PHILOSOPHY	ALIGNMENT TO *RUKUN NEGARA*
5.	Courage	- Resilience - Discipline - Self-reliance - Intrinsic Motivation	- Knowledge and Understanding - Communication Skills - Leadership, Responsibility and Autonomy - Personal Skills	Having a good personality and character	- Belief in God - Courtesy and Morality
6.	Altruism	- Spiritual Quotient - Generosity - Care - Humility - Communal Spirit - Rationality - Truth-seeking - Self and Social Awareness - Enjoining Good	- Knowledge and Understanding - Interpersonal Skills - Communication Skills - Digital Skills - Numeracy Skills - Leadership, Responsibility and Autonomy - Personal Skills - Entrepreneurial Skills - Ethics and Professionalism	Having knowledge and skills in the discipline	- Believe in God - Courtesy and Morality - Rule of Law

*Note: The Sub-values to the MQF Proposed Core Values could be used as guidance, with the possibility of adding more inclusive values.

Example of planner

NO.	COGNITIVE FOCUS	FOUNDATIONAL KNOWLEDGE & AWARENESS	ANALYSIS & CRITICAL ENGAGEMENT	ANALYSIS & LEADERSHIP APPLICATION	SOLUTIONING & LEGACY-BUILDING
	CORE VALUE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1.	Dignity	Explore human rights, constitutional dignity and respect in legal systems.	Analyse dignity in case law, discrimination and vulnerable populations.	Advocate for dignity in legal reform, policy and human rights law.	Embed dignity in legal practice, policy proposals and civic engagement.
2.	Justice	Understand basic legal principles of fairness and equity.	Investigate systemic injustice, bias in law enforcement and access to justice.	Analyse justice in international law, constitutional challenges and legal pluralism.	Propose justice-oriented legal reforms, policy briefs or strategic litigation.

NO.	COGNITIVE FOCUS	FOUNDATIONAL KNOWLEDGE & AWARENESS	ANALYSIS & CRITICAL ENGAGEMENT	ANALYSIS & LEADERSHIP APPLICATION	SOLUTIONING & LEGACY-BUILDING
	CORE VALUE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
3.	Integrity	Reflect on academic honesty, plagiarism and legal ethics basics.	Debate ethical conflicts, confidentiality and moral reasoning in law.	Practise integrity in legal drafting, negotiations and leadership roles.	Uphold integrity in career choices, public service and legal accountability.
4.	Gratitude	Recognise the role of gratitude in restorative justice and legal empathy.	Examine gratitude in client-lawyer relationships and judicial narratives.	Apply gratitude in leadership, mentorship and legal storytelling.	Cultivate gratitude through legacy projects, client impact stories and mentorship.
5.	Courage	Learn coping strategies for academic rigour and ethical dilemmas.	Assess courage in courtroom settings and legal practice.	Model courage in moot courts, internships and legal setbacks.	Demonstrate courage in transition to practice, bar prep and lifelong learning.
6.	Altruism	Introduce pro bono culture and community service ethics.	Evaluate altruism in legal aid, non-governmental organisation work and advocacy.	Design altruistic legal initiatives (*e.g.*, legal literacy campaigns).	Lead altruistic legal innovations (*e.g.*, technology for justice and community law clinics).

Note: HEPs should develop a similar table for their values-based programmes.

HEPs MUST DEVELOP GUIDELINE

core values to be adopted; approach- infuse, embed or integrate; framework and delivery me
resources; training for capacity building for academic administrators/educators;
monitoring and accountability.

VALUES TO BE ADOPTED

CORE VALUES OF HEP

UNITAR (Nurture, Accountable, Dynamic, Integrity)
UiTM (Excellence, Synnergy, Integrity-
Knowledgeable, Discipline; Accountability,
Meticulous, Responsibility)

MQA PROPOSED VALUES

(Dignity, Justice, Integrity, Gratitude,
Courage, Altruism)

APPROACHES

INFUSE

No measurements
But need to show how values are
infused in lectures or assignment

EMBED

Measurements of values in
Selected courses
Selected topics
Selected assessments
No REPORTING of Attainment

INTEGRATE

Mapping of values in PLOs-CLOs
and assessments
Measurements of values in
courses
REPORTING of Attainment

MINIMUM EXPECTATION: INFUSE AND EMBED

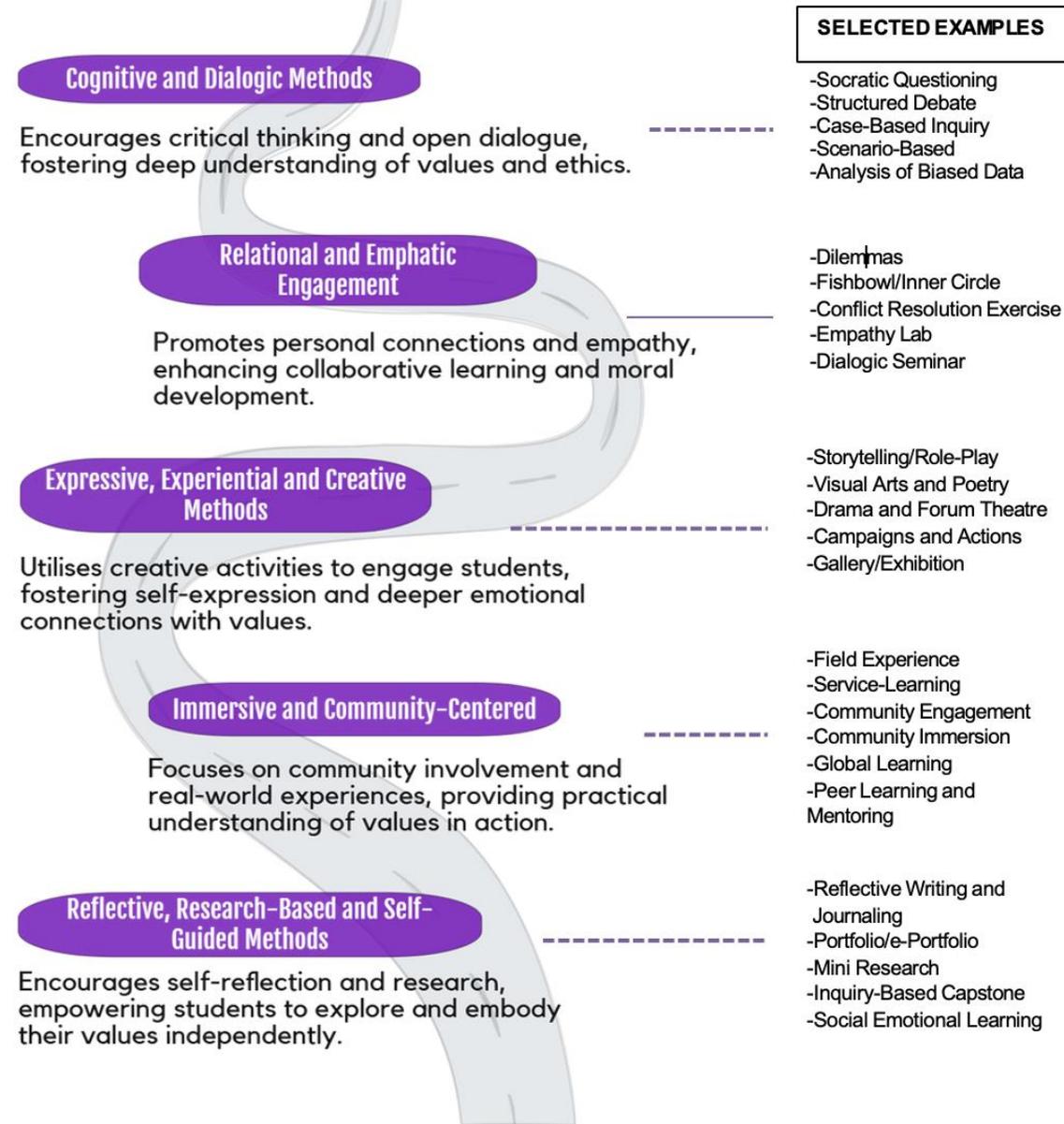| NO.	TERM	DEFINITION	DEPTH OF IMPLEMENTATION	EXAMPLE IN VALUES-BASED CURRICULUM PRACTICES
1.	Infuse	Brief inclusion of values across content, often implicitly, such as a mention in a learning session.	Surface level This entails making brief references to values at the beginning of an instruction or learning activity, or when recapitulating a lesson.	Mentioning "respect" during group work or referencing "justice" in a case study without structured reflection.
2.	Embed	Intentional placement of values within specific modules, activities or assessments.	Moderate depth This requires reviewing lesson, course or module outcome statements to ensure values are intentionally incorporated. Embedded VBE modules are generally easy to align with existing programme learning outcomes, with only minor clarification or adjustments needed. Embedding strengthens the curriculum by ensuring that values are consistently and purposely addressed, moving beyond surface-level exposure.	Designinga leadership scenario that explicitly explores "courage" and assessing students' ethical reasoning.
3	Integrate	Systemic alignment of values across curriculum, pedagogy, assessment and institutional culture.	Deep and holistic This requires a review of programme outcome statements and the mapping of VBE courses or modules to the programme learning outcomes.	Mapping "integrity" across learning outcomes, teaching strategies, rubrics and student leadership programmes over all semesters.

Delivery Methods for Values-Based Education

SELECTED EXAMPLES

Cognitive and Dialogic Methods

Encourages critical thinking and open dialogue, fostering deep understanding of values and ethics.

- Socratic Questioning
- Structured Debate
- Case-Based Inquiry
- Scenario-Based
- Analysis of Biased Data

Relational and Emphatic Engagement

Promotes personal connections and empathy, enhancing collaborative learning and moral development.

- Dilemmas
- Fishbowl/Inner Circle
- Conflict Resolution Exercise
- Empathy Lab
- Dialogic Seminar

Expressive, Experiential and Creative Methods

Utilises creative activities to engage students, fostering self-expression and deeper emotional connections with values.

- Storytelling/Role-Play
- Visual Arts and Poetry
- Drama and Forum Theatre
- Campaigns and Actions
- Gallery/Exhibition

Immersive and Community-Centered

Focuses on community involvement and real-world experiences, providing practical understanding of values in action.

- Field Experience
- Service-Learning
- Community Engagement
- Community Immersion
- Global Learning
- Peer Learning and Mentoring

Reflective, Research-Based and Self-Guided Methods

Encourages self-reflection and research, empowering students to explore and embody their values independently.

- Reflective Writing and Journaling
- Portfolio/e-Portfolio
- Mini Research
- Inquiry-Based Capstone
- Social Emotional Learning

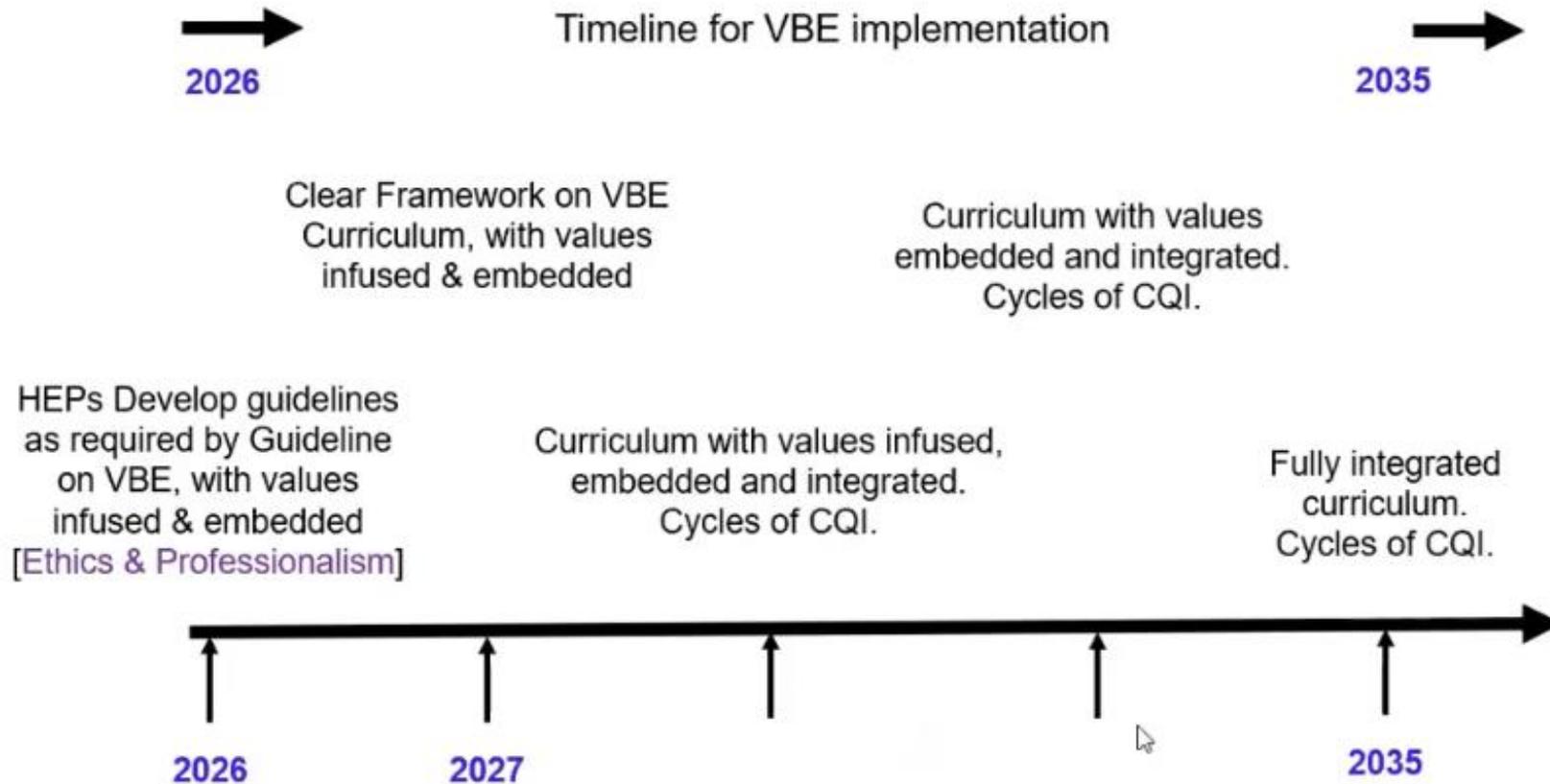Figure 5.2: Categories of Delivery Methods for VBE*

Table 5.2: Sample Delivery Methods Aligned to Learning Outcomes

NO.	STATED LEARNING OUTCOME	ALIGNED DELIVERY METHOD	CORE VALUE (EMBED/INTEGRATE)
1.	Demonstrate ethical reasoning and decision-making in complex contexts.	• Ethical Dilemma Stories • Case-Based Learning • Biased Data Analysis	• Integrity • Justice • Dignity
2.	Communicate effectively and empathetically across diverse settings.	• Think–Pair–Share • Peer Teaching • Role-Play and Simulation	• Dignity • Gratitude
3.	Apply resilience and adaptive strategies to solve real-world problems.	• Scenario-Based Learning • Flipped Classroom • Learning Journals	• Courage • Altruism
4.	Engage in reflective practice to foster personal and professional growth.	• Learning Journals • Peer Teaching • Role-Play and Simulation	• Integrity • Gratitude • Altruism

APPROACH IN ACCREDITATION

Timeline for VBE implementation

2026 → → **2035**

Clear Framework on VBE
Curriculum, with values
infused & embedded

Curriculum with values
embedded and integrated.
Cycles of CQI.

HEPs Develop guidelines
as required by Guideline
on VBE, with values
infused & embedded
[Ethics & Professionalism]

Curriculum with values infused,
embedded and integrated.
Cycles of CQI.

Fully integrated
curriculum.
Cycles of CQI.

2026 **2027** **2035**

THANK YOU