MINISTRY OF HEALTH, MALAYSIA

STANDARDS AND GUIDELINES FOR

MEDICAL ASSISTANT EDUCATION PROGRAMME

Medical Assistant Board
Medical Practice Division
Ministry of Health Malaysia

3rd Edition 2018

FOREWORD

The Ministry of Health Malaysia has always placed great importance and emphasis on the quality of the services that it provides in line with the noble aspirations of our government to serve the people of Malaysia. "People First, Performance Now" continues to be the shining become that guides our effort to become a world class health care system. One of the key component of an excellent service is the development of competent professionals who will be able to provide high quality health care.

The Assistants Medical Officer (AMO) popularly known as "Medical Assistant" continue to contribute a great deal to the provision of higher quality health care. Previously, the training of Medical Assistant was conducted solely by the MOH until 2006, when private Institutions were allowed to train Medical Assistants guided by Standards and Guidelines for Approval of Medical Assistants Training Programme. This document was developed to facilitate the private Institutions in preparing and developing their facilities and documentations for the Medical Assistant Diploma Programme which will meet the stringent requirements of the Medical Assistant Board (MAB). Because quality is a never ending endeavour, the above mentioned guidelines were reviewed and improved upon by the MAB to ensure their relevance, reliability, adaptability, and effectiveness to address the needs of the ever-changing services requirements for Medical Assistants. Thus, these efforts culminated in the development of a new edition of the Standards and Guidelines for Medical Assistant Education Programme. This guideline is intended to provide guidance for medical assistant Institutions, MAB, MQA auditors, policy makers as well as other stake holders engaged in the Medical Assistant Education Programme in ensuring that quality continues to be given top priority. It also provides useful guidance on internal quality audit conducted by the institutions and external audit by the MQA's panel of assessors.

The MAB hopes that this guideline will assist the relevant institutions to enhance the quality of educations provided through the self-review and internal assessment processes as well as external audit for accreditation of the education programme. In the spirit of teamwork and shared responsibility and balancing the demands of autonomy, flexibility and accountability, the MAB is confident that quality of Medical Assistant Education Programme in Malaysia will continue to improve substantially.

On behalf of the MAB, I would like to extend my sincere appreciation and thanks to all who have contributed towards the preparation of this document. It is our hope that this document will achieved its intended purpose of developing a high quality of Medical Assistant Education Programme.

Datuk Dr. Noor Hisham bin Abdullah
Director General of Health, Malaysia
Chairman
Medical Assistant Board

PREFACE

I would like to extent my gratitude to all members of Medical Assistant Board and the Standards and Guidelines for Medical Assistant Education Programme Development Committee for the efforts in reviewing the third edition of these guidelines.

These guidelines outline the important criteria that need to be adhered by the Higher Education Providers that conduct Medical Assistant Education programme. Quality is indeed a fundamental part of healthcare education.

High quality education and training are the main concern in order to produce knowledgeable and competent graduates to meet the current needs of the healthcare services in the country as well as to achieve the vision, mission and the objectives of the Ministry of Health. Hence, this revised edition would enhance the quality and current needs of the healthcare industry in this country.

These guidelines focus on the programme evaluation, approval and implementation. Seven areas of standards which in line with current requirement from Malaysian Qualification Framework (MQF). In addition, the MAB aim to introduce Pelan Pembangunan Profession Penolong Pegawai Perubatan (6Ps) in enhancing career pathway for AMOs. As such, guidelines for the implementation of degree programme for Medical Assistant are included in this edition.

I hope these new guidelines will serve the stake holders and client of the Medical Assistant Education Programme as it intended to be. I would like to thank, those who have involved or contributed to this document including the drafting team, the reviewers and any other parties who involved directly or indirectly in the development of this guideline.

Dr. Md. Zaki bin Othman
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STANDARDS AND GUIDELINES FOR MEDICAL ASSISTANT EDUCATION PROGRAMME

Higher Education Providers (HEPs) are responsible for designing and implementing programmes that are appropriate to their missions and goals. Standards And Guidelines for Medical Assistant Education Programme (MAEP) guides the HEPs and the Medical Assistant Board (MAB) in quality assurance programmes offered by both the government and private institutions in Malaysia. The MAB is established under the Medical Assistants (Registration) Act 1977 to regulate the Medical Assistant Profession. All programmes in relation to the Medical Assistant profession are under the purview of MAB.

This document serves as a reference regarding criteria and standards for programme accreditation. It recommends guidelines that are in accordance to standards of good practices of the profession. They are aimed at assisting HEPs attain criteria and standards in each of the seven (7) areas of evaluation for approval. It also serves as a reference for the HEPs to continuously improve the quality of their programmes. All these are in line with the aspiration to make Malaysia the centre for educational excellence.

These guidelines are designed to encourage diversity of approach that are compatible with national human resource requirements. They define standards for higher education in broad terms, within which an individual HEP can creatively design programme of study and to appropriately allocate resources in accordance with its stated educational goals and learning outcomes.

The guidelines encompass the following seven (7) areas of quality standards:
1. Programme development and delivery;
2. Assessment of students learning;
3. Student selection and support services;
4. Academic staff;
5. Educational resources;
6. Programme management;
7. Programme monitoring, review and continual quality improvement.

The programme standards define the expected level of attainment for each criterion and serve as a performance indicator. Standards must be met during programme evaluation exercise to ensure that the graduates produced would meet the professional requirements and expectations in their respective fields. Graduates would enter employment in the following areas such as hospitals and healthcare facilities, community and health services, higher educational institutions, industrial and plantation health sectors, research institutions and other health-related agencies.

In principle, HEPs that intend to offer MAEP must obtain approval from the MAB prior to commencement of the programme. HEPs must demonstrate that they have meet all the standards for their programme to be fully approved. Nevertheless, flexibility and recognition of diversity should be taken into consideration to facilitate the creative and dynamic growth of this educational programme. However, these guidelines are subject to review from time to time.

Medical Assistant Board
Medical Practice Division
Ministry of Health, Malaysia.

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Academic Advisor

An individual who has in-depth knowledge and vast experience in academically-related functions and recognized by the MAB in Medical Assistant Education Programme.

Academic Staff

Staff who are directly involved in teaching and learning activities in theoretical cum clinical settings.

Clinical Instructor

Staff from HEPs who are directly involved in teaching andlearning activities and supervising students in clinical settings.

Clinical Practice Record

A log book in which clinical experiences are documented, assessed and endorsed.

Continuos Assessment

Assessments conducted throughout the course to assess student's progress in learning.

End Semester Examination

Examination conducted at the end of each semester throughout the programme.

Examination Committee

A committee comprises of Head of Programme and lecturers established atHEP levelto plan and implement all activities pertaining to student assessment.

Examination Monitoring Officer (EMO)

Any officer appointed by the MAB to monitor the implementation of Medical Assistant Board examination.

Final Examination

Medical Assistant Board Examination conducted by the MAB for the purpose of registration.

Head of Programme

A lecturer vested with the responsibilities to lead the implementation of the programme in the HEP.

Higher Education Provider (HEP)

An institution such as Training Institute under the Ministry of Health, public and private entities approved to conduct Medical Assistant Education Programme.

Lecturer

Academic staff who possess the relevant qualifications to perform the duty of teaching and learning.

Local Preceptor

Clinical staff (from MOH or HEPs that have their own teaching hospitals) who are appointed by the HEP involved in teaching and learning activities and supervising students in clinical settings.

Medical Assistant Board (MAB)	A body established under the Medical Assistant Act 180 to register members, oversee and regulate all matters related to the profession.
Non-Professional Courses	Generic courses taught in the programme to enhance knowledge and competence to complement the needs of the profession.
Professional Courses	Core courses taught in the programme to provide professional knowledge and skills to fulfill the requirement of the profession.
Programme Committee	A committee established at the HEP level to oversee and monitor the implementation of the programme.
Schedule of Examination	A time table specifying the dates of all activities pertaining to student assessment.
Summative Assessment	Examination conducted at the end of each semester of the programme.
Test Specification Schedule/Question Specification Schedule (TSS/QSS)	A table that consist of a list of topics, learning domains, difficulty level and number of items to be used in student assessment.

AREA 1	PROGRAMME DEVELOPMENT AND DELIVERY

The Medical Assistant Education Programme (MAEP) development and delivery by the HEPs guides academic planning and implementation in bringing together its members to strive towards tradition of excellence. The general goals of higher education is to produce graduates through:

> i. Provision of knowledge and clinical skills based on scientific principles;
>
> ii. Inculcating attitudes, ethics and professionalism for societal advancement within the framework of the national vision;
>
> iii. Nurturing leadership, critical thinking and problem-solving skills through evidence based practice;
>
> iv. Development of life-long learning for continuous upgrading of knowledge and skills in line with the rapid advancement of global knowledge; and
>
> v. Consideration of other health issues which are relevant to the local, national and international context.

CRITERIA AND STANDARDS

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

1.1.1 The MAEP **must** be consistent with, and supportive of, the vision, mission and goals of the HEP.

1.1.2 The programme **must** be considered only after needs assessment has indicated that there is a need for the programme to be offered.

1.1.3 The department **must** state its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment, and ensure constructive alignment between them.

1.1.4 The programme learning outcomes **must** correspond to an MQF level descriptors and five clusters of MQF learning outcomes are:
> i. Knowledge and understanding
> ii. Cognitive skills
> iii. Functional work skills with focus 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
> v. Ethics and professionalism

1.1.5 Considering the stated learning outcomes, the programme **must** indicate the career and further studies options available to the students on completion of the programme.

1.1.6 For Programme Educational Objective and Programme Learning Outcome of specific programme, refer to Appendix 1.

1.2 **Programme Development: Process, Content, Structure and Teaching-Learning Methods**

1.2.1 The department **must** have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation.

1.2.2 The department **must** have an appropriate process to develop the curriculum leading to the approval by the highest academic authority in the HEP.

1.2.3 The department **must** consult the stakeholders in the development of the curriculum including educational experts as appropriate.

1.2.4 The curriculum **must** meet the requirements of the Medical Assistant Education Programme, taking into account the appropriate programme standards, professional requirements and practices in the field as in **Table 1** and **Table 2.**

1.2.5 HEPs **must** comply with all guidelines set by the relevant authorities (KPT/MQA/MAB) pertaining to the implementation of academic programme.

1.2.6 **Credit System**

The HEPs **must** use Notional Credit Hours (NC) in line with the MQA requirement. The Notional Credit is proposed as the standard unit and takes into account all academic related activities performed by the student regardless of the teaching mode. Student independence learning time should not be more than 65% of the total Student Learning Time.

The programme credit system is outlined as below:

Minimum Graduating Credit	Diploma Programme : 90 credits Degree Programme : 120 credits
Theory and Practical	1NC = 40 hours of Student Learning Time(SLT)
Industrial/Clinical Training	Diploma Programme : 1 NC = 60 % of Student Learning Time(SLT) based on Work-Based Learning (Example : Continuous 7 hours per day X 5 days in clinical training for 2 weeks) Degree Programme : 1 NC = 100 % of Student Learning Time(SLT) based on Work-Based Learning (Example : Continuous 8 hours per day X 5 days in clinical training for 1 week)

DIPLOMA PROGRAMME:

Table 1.   Diploma Programme : Component of the Programme and Credit Value.

	Course Classification	Range Credit Value	Percentage (%)
i	**Compulsory courses*** (General and HEP courses)	10 -18	11 – 19
ii	**Core courses **** (Generic / Professional courses)	60 - 65	63 - 68
	Basic Sciences and Fundamental Courses: • Human structure and function • Microbiology and Parasitology • Pathology • Health Sociology and Psychology • Basic Epidemiology • Law, Ethics and Professionalism in Health Care	16 - 20	17 - 21
	Professional Courses: • Medical Sciences • Surgical Sciences • Community Health • Emergency Medicine and Trauma Care • Pre-Hospital Care • Professional Practice and Patient Care • Clinical Pharmacology • Clinical Examination	40 - 45	42 - 47
iii	**Clinical Practices:**	20 - 23	21 - 24
	• Medical • Surgical • Community Health • Emergency Medicine • Pre-hospital Care • Orthopaedic • Paediatric • Psychiatric • Operation Theatre • Ophthalmology • Otorhinolaryngology • Labour Room		
iv	Elective (Optional)***	0 - 4	0 - 4
			100

Minimum graduating credit : 90

Note:
* *Compulsory courses refer to Mata Pelajaran Pengajian Umum (MPU) and other courses required by the HEP.*
** *Core courses also include faculty common courses.*
*** *Elective courses refer to courses where students have an option to select their field of interest.*

DEGREE PROGRAMME:			

Table 2.   Degree Programme : Component of the Programme and Credit Value.

	Course Classification	Range Credit Value	Percentage (%)
i	**Compulsory courses*** (General and HEP courses)	15 – 20	11 – 15
ii	**Core courses ** ** (Generic / Professional courses)	65 – 75	50 – 57
iii	Clinical Practices/ Industrial Training	20 – 30	15 – 23
iv	Elective (Optional)***	0 – 6	0 – 5
			100

Minimum graduating credit : 120

Note:
* Compulsory courses refer to Mata Pelajaran Pengajian Umum (MPU) and other courses required by the HEP.
** Core courses also include faculty common courses.
*** Elective courses refer to courses where students have an option to select their field of interest

Table 3. Degree Programme : Component of the Programme and Credit Value.

	Course Classification	Range Credit Value	Percentage (%)
i	**Compulsory courses*** (General and HEP courses)	12 – 18	9 – 13
ii	**Core courses ** ** (Generic / Professional courses)	63 – 80	48 – 61
	Basic Sciences and Fundamental Courses: • Human structure and function • Microbiology and Parasitology • Pathology • Health Sociology and Psychology • Basic Epidemiology • Law, Ethics and Professionalism in Health Care	10 – 15	7 – 11
	Professional Courses: i. Generic: • Medical Sciences • Surgical Sciences • Public Health • Obstetric & Gynaecology • Paediatric • Orthopaedic • Professional Practice and Patient Care • Clinical Pharmacology • Clinical Examination • Health System Research	35 – 40	26 – 30

Table 3. Degree Programme : Component of the Programme and Credit Value.			
	Course Classification	**Range Credit Value**	**Percentage (%)**
	ii. Sub-Specialty: · Emergency Medicine and Trauma Care · Pre-Hospital Care · Disaster Medicine · Community Medicine · Other relevant sub-specialty	20 - 23	15 - 26
iii	Industrial/Clinical Practice: · Medical · Surgical · Community · Paediatric · Orthopaedic · Emergency · Pre-Hospital Care · Labour Room · Psychiatric · Operation Theatre · Ophthalmology · Otorhinolaryngology · Other relevant sub-specialty	40 - 45	30 - 34
iv	Elective (Optional)***	0 - 6	0 - 4

Note:
* Compulsory courses refer to Mata Pelajaran Pengajian Umum (MPU) *and other courses required by the HEP.*
** *Core courses also include faculty common courses.*
*** *Elective courses refer to courses where students have an option to select their field of interest.*

MASTER'S DEGREE PROGRAMME:

Table 4. Master's Degree by Research : Component of the Programme and Credit Value.

Component	Credit	Percentage (%)
Dissertation	No credit value	100 %

Note:
i.   Students are required to undertake research in a related field in Medical and Health Sciences and submit a dissertation.
ii.   The programme must include appropriate training in research methodology.
iii.   The HEP must have a set of procedures and guidelines pertaining to:
-        Minimum and maximum periods of candidature.
-        Format of the dissertation. (Refer to the Standards: Master's and Doctoral Degree – MQA 2015)

MASTER'S DEGREE PROGRAMME:

Table 5. Master's Degree by Coursework: Component of the Programme and Credit Value.
Minimum Graduating Credits - 40

Component	Credit	Percentage (%)
Core	8 - 16	20 - 40
Specialization	14 - 18	25 - 45
Electives	4 - 6	10 - 15
Research Projects	6 - 14	15 - 35
Total	40	100

Note:
i.   Students are required to undertake research project in a related field in Medical and Health Sciences and submit a dissertation.
ii.   The programme must include appropriate training in research methodology.
iii.   The HEP must have a set of procedures and guidelines pertaining to:
-        Minimum and maximum periods of candidature.
-        Format of the dissertation.(Refer to the Standards: Master's and Doctoral Degree – MQA 2015)

MASTER'S DEGREE PROGRAMME:

Table 6. Master's Degree by MIXED MODE : Component of the Programme
Minimum Graduating Credits - 40

Component	Credit	Percentage (%)
Core	12 - 20	30 - 50
Electives	0 - 4	0 - 10
Dissertation	20 - 28	50 -70
Total	40	100

Note:
i.   Students are required to undertake research project in a related field in Medical and Health Sciences and submit a dissertation.
ii.   The programme must include appropriate training in research methodology.
iii.   The HEP must have a set of procedures and guidelines pertaining to:
-        Minimum and maximum periods of candidature.
-        Format of the dissertation. (Refer to the Standards: Master's and Doctoral Degree – MQA 2015)

DOCTORAL DEGREE PROGRAMME:

Table 7. Doctoral Degree by Research : Component of the Programme		
Components	**Credit**	**Percentage (%)**
Dissertation	No credit value	100 %

Note:

i. Students are required to undertake research project in a related field in Medical and Health Sciences and submit a dissertation.

ii. The programme must include appropriate training in research methodology.

iii. The HEP must have a set of procedures and guidelines pertaining to:
- Minimum and maximum periods of candidature.
- Format of the dissertation. (Refer to the Standards: Master's and Doctoral Degree – MQA 2015)

1.2.7 There must be appropriate teaching and learning methods relevant to the programme educational objectives and learning outcomes. The delivery methods are as below:

- Lectures
- Tutorials
- Case study
- Problem based learning
- Interactive learning
- Self-directed learning
- E-learning
- Blended learning
- Experiential learning
- Guest lecture series (prominent speakers from the industry and academic institutions)
- Supervision of thesis
- Research seminars/workshops/conferences
- Any other teaching methods deemed relevant

1.2.8 There **must** be co-curricular activities to enrich student experience, and to foster personal development and responsibility.

1.3 **Programme Delivery**

1.3.1 The department **must** take responsibility to ensure the effective delivery of programme learning outcomes.

1.3.2 Students **must** be provided with, and briefed on, current information about the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies.

1.3.3 The programme **must** have an appropriate full-time coordinator and a team of academic staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme.

1.3.4 The department **must** provide students with a conducive learning environment.

1.3.5 The department **must** encourage innovations in teaching, learning and assessment.

1.3.6 The department **must** obtain feedback from stakeholders to improve the delivery of the programme outcomes.

Student assessment is a crucial aspect of quality assurance because it drives student learning. Assessment is a process of making informed and valued judgment on the performance of a student to adjudge if he/she has achieved competence or require professional standards. It includes assessing core skills, competencies, capabilities, attributes, values, ethics and personal development. Assessment will also provide immediate feedback on student's performance and teacher's teaching.

The primary goal is to determine the extent of acquisition of learning, developing them to become a safe and competent practitioner. It is one of the most important measures to show the achievement of learning outcomes. The result of assessment is also the basis in awarding qualifications. Hence, methods of student assessment have to be clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes (COPPA, 2008 & 2017). Specific method of assessment will depend on the requirement of each subject. However, as a general guide, the following must be considered:

a) both continuous and summative assessments must be used;
b) all domains should be tested through written, oral or practical examinations;
c) a pass in practical examination is compulsory (a pass implies that the examiner is satisfied with the candidates competency to practice safely, meeting the expectations of the profession).

For assessment of Diploma Programme refer to (**Implementation Of Assessment In Medical Assistant Education Programme (Appendix 2).**)

For Degree programme, all examinations **must** be conducted in accordance to Examination Guidelines of the HEP.

The types of assessments indicated above are non-exhaustive. HEP is encouraged to use a variety of methods and tools appropriate for the learning outcomes and competencies.

CRITERIA AND STANDARDS

2.1 Relationship between Assessment and Learning Outcomes

2.1.1 Assessment principles, methods and practices must be aligned to the learning outcomes of the programme, consistent with the levels defined in the MQF.

2.1.2 The alignment between assessment and the learning outcomes in the programme **must** be systematically and regularly reviewed to ensure its effectiveness.

2.2   **Assessment Methods**

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

2.2.2   There **must** be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods.

2.2.3   The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - **must** be documented and communicated to students upon the commencement of the programme.

2.2.4   Changes to student assessment methods **must** follow established procedures and regulations and be communicated to students prior to their implementation.

2.3   **Management of Student Assessment**

2.3.1   The department and its academic staff **must** have adequate level of autonomy in the management of student assessment.

2.3.2   There **must** be mechanisms to ensure the security of assessment documents and records.

2.3.3   The assessment results **must** be communicated to students before the commencement of a new semester to facilitate progression decision.

2.3.4   The department **must** have appropriate guidelines and mechanisms for students to appeal their course results.

2.3.5   The department **must** periodically review the management of student assessment and act on the findings of the review.

Admission policies of the programme need to comply with the prevailing policies of the Ministry of Higher Education and MAB. The number of students to be admitted to the programme is determined by the capacity approved by the MAB. HEP's admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. All candidates must meet the minimum entry requirement as stipulated by the MAB.

ENTRY QUALIFICATION FOR SELECTION OF STUDENT IN MEDICAL ASSISTANT EDUCATION PROGRAMME

3.1 Entry requirement for Diploma Programme

3.1.1 For *Malaysian* Candidates
Sijil Pelajaran Malaysia(SPM) or its equivalent with a minimum of FIVE (5) credits in the following subjects:

3.1.1.1 BahasaMelayu / Bahasa Malaysia

3.1.1.2 Science Subjects:
i. Biology or Chemistry, OR
ii. Physics with a pass in Biology, OR
iii. Science/General Science/Applied Science (to be verified)

3.1.1.3 Mathematics:
i. Mathematics, OR
ii. Additional Mathematics

3.1.1.4 TWO (2) credits from any other subjects (Preference is given to candidates with credit in subjects from para 3.1.1.2 and 3.1.1.3), **AND**

3.1.1.5 Pass in English

3.1.2 For International Students
GCE O-Level or equivalent with FIVE (5)credits in the following subjects:

3.1.2.1 TWO (2) from Science or Mathematics subject (Biology/ Physics/ Chemistry/ General Science);

3.1.2.2 THREE (3) from any other subjects, **AND**

3.1.2.3 Pass in English **OR**

3.1.2.4 Candidates with other relevant qualifications are subject to approval by the MAB.

3.1.3 For candidates who possess certificate in health-related fields recognized and approved by the MAB:

3.1.3.1 Sijil Pelajaran Malaysia or its equivalent with a minimum of **THREE (3)** credits as in para 3.1.2 and 3.1.3, OR

3.1.3.2 Candidates with other relevant qualifications are subject to approval by the MAB.

Standards And Guidelines for Medical Assistant Education Programme

3.2   **Entry requirement for Bachelor's Degree Programme:**

3.2.1   For *Malaysian* Candidates

3.2.1.1 *Sijil Tinggi Persekolahan Malaysia* / Pre-university / Matriculation programmer equivalent with minimum GPA 2.33 in TWO (2) of the following subjects:
  - i.   Biology
  - ii.   Chemistry
  - iii.   Physics/Mathematics **OR**

3.2.1.2 GCE A-Level programme or equivalent qualification with minimum Grade D in **TWO (2)** of the following subjects:
  - i.   Biology
  - ii.   Chemistry
  - iii.   Physics/Mathematics **OR**

3.2.1.3 Recognized Diploma by the MAB with minimum CGPA 2.75 in related field **OR**

3.2.1.4 Recognized Diploma by the MAB with CGPA less than 2.75 in related field with a minimum of 3 years (36 months) working experience in related field. **OR**

3.2.1.5 Candidates with other relevant qualifications are subject to approval by the MAB. **AND**

3.2.1.6 Obtained minimum score of MUET (Band 2) or IELTS (Band 4) or TOEFL (440) paper-based or equivalent.

3.2.2   For International Candidates

3.2.2.1 GCE A-Level programme or equivalent qualification with minimum Grade D in **TWO (2)** of the following subjects:
  - i.   Biology
  - ii.   Chemistry
  - iii.   Physics/Mathematics

3.2.2.2 Minimum score of IELTS (Band 4) or TOEFL (440) paper-based or equivalent.

3.3   **Entry requirement for Master's Degree Programme:**

     3.3.1   A Bachelor's Degree with minimum CGPA of 2.75 or equivalent, as accepted by HEP Senate; or

     3.3.2   A Bachelor's Degree or equivalent with minimum CGPA of 2.50 and not meeting CGPA of 2.75 can be accepted subject to rigorous internal assessment; or

     3.3.3   A Bachelor's Degree or equivalent not meeting CGPA of 2.50, can be accepted subject to minimum of five(5) years working experience in relevant field.

3.4   **Entry requirement for Doctoral Degree Programme:**

     3.4.1   A Master's Degree accepted by HEP Senate; or

     3.4.2   Other qualification equivalent to a Master's Degree that is accepted by HEP Senate.

3.5   Students must be certified medically fit by a registered medical practitioner recognized by the recruiting HEPs. Student must be free from:

     3.5.1   Mental illness

     3.5.2   Physical and sensory disability

     3.5.3   HIV-AIDS

     3.5.4   Hepatitis B and C

     3.5.5   Epilepsy

     3.5.6   Drug addiction and substance abuse

     3.5.7   Any other medical conditions certified unfit for the programme by a registered medical practitioner

CRITERIA AND STANDARDS:

3.6   **Admission And Selection**

     3.6.1   The programme **must** have clear criteria and processes for student selection (including that of transfer students) and these must be consistent with applicable requirements.

     3.6.2   The criteria and processes of student selection **must** be transparent and objective.

     3.6.3   Student enrolment **must** be related to the capacity of the department to effectively deliver the programme.

     3.6.4   There **must** be a clear policy, and if applicable, appropriate mechanisms, for appeal on student selection.

     3.6.5   The department **must** offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.

3.7 Articulation and Transfer

3.7.1 The department must have well-defined policies and mechanisms to facilitate student mobility, which may include student transfer within and between institutions as well as cross-border.

3.7.2 The department must ensure that the incoming transfer students have the capacity to successfully follow the programme.

3.8 Student Support Services

Student support services facilitate learning and holistic development of the students. It includes physical amenities and services such as recreation, arts, culture, accommodation, transport, safety, food, health, finance, academic advice and counselling.

Students with special needs and those facing personal, relationship or identity problems can be helped through special-purpose facilities and professional counselling.

Career counselling can help students make more informed programme and career-choices by examining students' approach to career planning and suggesting appropriate resources to guide them

3.8.1 Students **must** have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.

3.8.2 There **must** be a designated administrative unit, with a prominent organisational status in the HEP, responsible for planning and implementing student support services staffed by individuals who have appropriate experience.

3.8.3 An effective induction to the programme **must** be available to new students with special attention given to out of state and international students as well as students with special needs.

3.8.4 Academic, non-academic and career counselling **must** be provided by adequate and qualified staff.

3.8.5 There **must** be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support.

3.8.6 The HEP **must** have clearly defined and documented processes and procedures in handling student disciplinary cases.

3.8.7 There **must** be an effective mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.

3.8.8 Student support services **must** be evaluated regularly to ensure their adequacy, effectiveness and safety.

3.9   Student Representation and Participation

The participation of students in various HEP activities inculcates self-confidence for leadership and provides experience in education and related matters. By involving students, it will also be easier for the HEP to obtain their feedback. Student publications can also contribute to an atmosphere of responsible intellectual discourse.

3.9.1   There **must** be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare.

3.9.2   There **must** be adequate student representation and organisation at the institutional and departmental levels.

3.9.3   Students **must** be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial and leadership skills in preparation for the workplace.

3.9.4   Student activities and organizations **must** be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.

3.10   Alumni

3.10.1   The department **must** foster active linkages with alumni to develop, review and continuously improve the programme.

AREA 4	ACADEMIC STAFF

The quality of the academic staff is one of the most important components in assuring the quality of higher education and thus every effort must be made to establish proper and effective recruitment, service, development and appraisal policies that are conducive to staff productivity. It is important that every programme has appropriately qualified and sufficient number of academic staff, in an environment that is conducive to encourage recruitment and retention.

Teaching, research, consultancy services and community engagement are the interrelated academic activities. Nevertheless, it must be acknowledged that the degree of involvement in these areas varies between academic staff and institutions.

Work and its equitable distribution is one of the ways the HEP recognizes meritorious contribution for the purpose of promotion, salary determination or other incentives. It is crucial for the HEP to provide continuous training for its academic staff. The equitable distribution of work helps to ensure that such training can be done systematically and fairly (COPPA, 2008 & 2017).

CRITERIA AND STANDARDS

4.1 Recruitment and Management

4.1.1 HEP **must** have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.

4.1.2 HEP **must** have a clear and documented academic staff recruitment policy where the criteria for selection are based primarily on academic merit and/or relevant experience.

4.1.3 It is a requirement of this Programme Standards that all academic staffs are required to undergo Continuous Professional Development (CPD) from time to time. Medical Assistant lecturer **must** accumulate a minimum of 40 CPD points in a year to renew their **((Annual Renewal Certificate (ARC).)**

All teaching staff appointed by the HEP must fulfill the criteria as below:

4.1.3.1 Diploma Programme:

4.1.3.1 Programme Director/ Head of Programme/ Programme Coordinator

- Registered with the MAB and possessed valid ARC.
- Possess a Bachelor's Degree in related field recognised by the MAB.
- Possess certificate in Teaching Methodology or equivalent recognised by the MAB.
- Possess a valid teaching permit as required by the Ministry of Education.
- Possess minimum of FIVE (5) years working experience as a Lecturer in Medical Assistant Programme.
- (Exemption of the above conditions may be granted subject to approval by the MAB).

4.1.3.1.2 Lecturer/Assistant Lecturer (Core/Professional Subjects)

- Registered with the MAB and possessed valid ARC.
- Possess minimum qualification with a Bachelor's Degree in related field recognised by the MAB.
- Minimum of **THREE (3)** years working experience as Medical Assistant.
- Possess a valid teaching permit as required by the Ministry of Education.
- Possess certificate in Teaching Methodology or equivalent recognised by the MAB.
- Preferably possess Advance Diploma or Certificate in related field.
- (Exemption of the above conditions may be granted subject to approval by the MAB).

4.1.3.1.3 Lecturer/Assistant Lecturer (Non-Core/ Non-Professional Subjects)

- Possess a Bachelor's Degree in related field recognised by the MAB.
- Possess a valid teaching permit as required by the Ministry of Education.
- Possess certificate in Teaching Methodology or equivalent recognised by the MAB.
- Minimum of **THREE (3)** years working experience in related field.
- (Exemption of the above conditions may be granted subject to approval by the MAB).

4.1.3.1.4 Clinical Instructor (CI)/ Local Preceptor (LP)

- Possess Diploma in Medical Assistant **OR** other qualifications recognized by the MAB.
- Preference shall be given to candidates who possess an Advanced Diploma **OR** Post Basic Certificate in related fields.
- Minimum of **THREE (3)** years clinical experience in related field.
- (Exemption of the above conditions may be granted subject to approval by the MAB).
- Possess valid ARC/APC.

4.1.3.2 Bachelor's Degree Programme:

4.1.3.2.1 Programme Director/Head of Programme/Programme Coordinator

- Registered with the MAB and possessed valid ARC.
- Possess minimum qualification with a Master Degree.
- Possess Bachelor's Degree in related field recognised by the MAB.
- Possess certificate in Teaching Methodology or equivalent recognised by the MAB.
- Possess a valid teaching permit as required by the Ministry of Education.
- Possess minimum of **FIVE (5)** years working experience as a Lecturer in Medical Assistant Programme.
- (Exemption of the above conditions may be granted subject to approval by the MAB).

4.1.3.2.2 Lecturer (Core/Professional Subjects)

Lecturer/Assistant Lecturer (Core/Professional Subjects)

- Registered with the MAB and possessed valid ARC.
- Possess minimum qualification with a Bachelor's Degree in related field recognised by the MAB.
- Minimum of THREE (3) years working experience as Medical Assistant.
- Possess a valid teaching permit as required by the Ministry of Education.
- Possess certificate in Teaching Methodology or equivalent recognised by the MAB.
- Preferably possess Advance Diploma or Certificate in related field.
  (Exemption of the above conditions may be granted subject to approval by the MAB).

4.1.3.2.3 Lecturer (Non-Core/Non-Professional Subjects)

- Possess minimum qualification with a Master Degree.
- Possess a Bachelor's Degree in related to the subjects.
- Possess a valid teaching permit as required by the Ministry of Education.
- Possess certificate in Teaching Methodology or equivalent recognised by the MAB.
- Minimum of **THREE (3)** years working experience in related field.
  (Exemption of the above conditions may be granted subject to approval by the MAB).

4.1.3.2.4 Clinical Instructor (CI) / Local Preceptor (LP)

- Possess a Bachelor's Degree in related field with minimum **THREE (3)** years clinical experience **OR**
- Possess Diploma in Medical Assistant **OR** other qualifications recognized by the MAB with a minimum of **THREE (3)** years clinical experience in related field.
- Preference shall be given to candidates who possess an Advanced Diploma **OR** Post Basic Certificate in related fields.
- (Exemption of the above conditions may be granted subject to approval by the MAB).
  Possess valid ARC/APC.

4.1.3.3   Master's Degree Programme:

-    A supervisor **must** have a minimum qualification of one level higher than the degree level enrolled in by the candidate.

-    Where a supervisor is without the required qualification, a supervisor **must** have at least five (5) years experience:

      -    in teaching and research, or
      -    as a co-supervisor

-    The additional criteria are subjected to the approval of the HEP Senat**e.**

4.1.3.4   Doctoral Degree Programme:

-    A supervisor **must** have a minimum qualification of the equivalent degree level enrolled by the candidate and at least **two (2)** years experience:

      -    in teaching and research, or
      -    as a co-supervisor

-    Where a supervisor is without the required qualification, extensive experience in research and supervision are additional criteria and are subjected to the approval of the HP Senate.

-    For candidates who conduct research in critical and specific field, the HEP shall appoint co-supervisor from other HEPs with relevant expertise in that particular field of study.

4.1.4   The staff-student ratio for the programme must be appropriate to the teaching-learning methods and comply with the programme standards for the discipline.

Academic Staff-Student Ratio:

4.1.4.1   Diploma Programme:

-    Lecturer (Full time) and Student ratio is 1:25.
-    Full time and part-time Lecturer ratio is 3:2
-    Lecturers for Professional and Non-Professional subjects ratio is 3:1
-    Full-time Clinical Instructor to student ratio for practical/clinical teaching is not more than 1:15
-    Clinical Instructor/Local Preceptorand Student ratio is 1:15*.

*In each location of clinical practice at any one time.

4.1.4.2   Degree Programme:

- Lecturer (Full time) and Student ratio is 1:20.
- Full time and part-time Lecturer ratio is 3:2
- Lecturers for Professional and Non-Professional subjects ratio is 3:1
- Full-time Clinical Instructor to student ratio for practical/clinical teaching is not more than 1:15
- Clinical Instructor/ Local Preceptor and Student ratio is 1:15*.

*In each location of clinical practice at any one time.

4.1.4.3   Master's/Doctoral Programme:

HEPs **must** have adequate qualified academic staff responsible for implementing the programme.

4.1.5   HEPs **must** ensure the recruitment policy for a programme **must** seek diversity among the academic staff in terms of experience, approaches and backgrounds.

4.1.6   Recognition and reward through promotion, salary increment or other remuneration **must** be clear, transparent and based on merit.

4.1.7   HEPs **must** have national and international linkages to provide for the involvement of experienced academics, professionals and practitioners to enhance teaching and learning in the programme.

4.2   Service and Development

4.2.1   HEPs **must** have clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among academic staff.

4.2.2   HEPs **must** have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.

4.2.3   HEPs **must** have a development programme for new academic staff and continuous professional enhancement for existing staff.

4.2.4   HEPs **must** provide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance teaching-learning experience.

4.2.5   HEPs **must** encourage and facilitate its academic staff to play an active role in community and industry engagement activities.

Adequate educational resources are necessary to support the teaching-learning activities of the programme. These resources include finance, expertise, physical infrastructure, research facilities, information and communication technology. The physical facilities of a programme are largely guided by the needs of the specific field of study. These facilities include equipment, facilities for administration and provisions for large and small group learning, clinical laboratory and clinical placements. Refer to **Physical Facilities** and **Educational Resources (Appendix 3).**

Where appropriate, research facilities are included as part of educational resources because a research-active environment improves the quality of higher education. A research culture attracts high caliber academics that engender critical thinking and enquiring mind, contributing further to knowledge advancement. Active researchers are best suited to interpret and apply current knowledge for the benefit of academic programmes and the community.

Other facilities essential for supporting teaching-learning activities include dormitories, transport, security, recreation and counselling. A balanced and proportional increase in the direct and indirect educational resources supports effective teaching-learning. Adequate quantity of physical and financial resources and services are crucial. These considerations must be taken into account in evaluating the effectiveness of educational resources. (COPPA,2008& 2017).

CRITERIA AND STANDARDS

5.1   Physical Facilities

5.1.1   The programmes **must** have sufficient and appropriate physical facilities and educational resources to ensure its effective delivery, including facilities for practical-based programmes and for those with special needs.

5.1.2   The physical facilities **must** comply with the relevant laws and regulations.

5.1.3   The library or resource centres **must** have adequate and up-to-date reference materials and qualified staff that meet the needs of the programme and research amongst academic staff and students.

5.1.4   The educational resources, services and facilities **must** be maintained and periodically reviewed to improve the quality and appropriateness.

5.2 Research and Development

5.2.1 The HEPs **must** have a research policy with adequate facilities and resources to sustain them.

5.2.2 The interaction between research and learning **must** be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship and development.

5.2.3 The HEPs **must** periodically review its research resources and facilities and take appropriate action to enhance its research capabilities and to promote a conducive research environment.

5.3 Financial Resources

5.3.1 The HEPs **must** demonstrate financial viability and sustainability for the programme.

5.3.2 The HEPs **must** have clear procedures to ensure that its financial resources are sufficient and managed efficiently.

5.3.3 The HEP **must** have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the HEPs.

There are many ways of administering an educational institution and the methods of management differ between HEPs. Nevertheless, governance that reflects the leadership of an academic organization must emphasize excellence. At the HEPs level, it is crucial that the leadership provides clear guidelines and direction, builds relationship amongst the different HEPs based on collegiality and transparency and manages resources with accountability while forging partnership with significant stakeholders in educational delivery, research and consultancy. Whilst formalized arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication (COPPA, 2008 & 2017).

CRITERIA AND STANDARDS

6.1 Programme Management

6.1.1 The HEPs **must** clarify its management structure and function, and the relationships between them, and these must be communicated to all parties involved based on the principles of responsibility, accountability and transparency.

6.1.2 The HEPs **must** provide accurate, relevant and timely information about the programme which are easily and publicly accessible, especially to prospective students.

6.1.3 The HEPs **must** have policies, procedures and mechanisms for regular review and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.

6.1.4 The academic board of the HEPs **must** be an effective decision-making body with an adequate degree of autonomy.

6.1.5 Mechanisms to ensure functional integration and comparability of educational quality **must** be established for programmes conducted in different campuses or partner institutions.

6.1.6 The HEPs **must** conduct internal and external consultations, and market needs and graduate employability analyses.

6.1.7 HEPs **must** submit report on the progress of programme implementation to MAB every six (6) months.

6.1.8 In the event of failure to continue with the implementation of the programme, HEPs **must** inform the MAB in writing not less than **three (3)** months prior to discontinuation of the programme.

6.2 Programme Leadership

6.2.1 The criteria for the appointment and the responsibilities of the programme leader must be clearly stated.

6.2.2 The programme leader **must** have appropriate qualification, knowledge and experiences related to the programme.

6.2.3 There **must** be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

6.3 Administrative Staff

6.3.1 The HEPs **must** have sufficient number of qualified administrative staff to support the implementation of the programme and related activities.

6.3.2 The HEPs **must** have full or part-time registered counsellor OR academic staff with counselling experiences.

6.3.3 The HEPs **must** have an appropriate training scheme for the advancement of the administrative staff as well as to fulfill the specific needs of the programme.

6.3.4 The HEPs **must** conduct regular performance review of the administrative staff of the programme.

6.4 Academic Records

6.4.1 The HEPs **must** have appropriate policies and practices concerning the nature, content and security of student, academic staff and other academic records.

6.4.2 The HEPs **must** maintain student records relating to their admission, performance, completion and graduation in such form as is practical and preserves these records for future reference.

6.4.3 The HEPs **must** implement policies on the rights of individual privacy and the confidentiality of records.

6.4.4 The HEPs **must** continually review policies on the security of records, including the increased use of electronic technologies and safety systems.

Quality enhancement calls for programme to be regularly monitored, reviewed and evaluated. This includes the monitoring, reviewing and evaluating of institutional structures and processes (administrative structure, leadership and governance, planning and review mechanisms), curriculum components (syllabi, teaching methodologies, learning outcomes) as well as student progress, employability and performance. There should be continuous feedback from multiple sources to assist in enhancing the quality and continual improvement of the programme. The programme committee needs to measure and monitor student performance to evaluate objectively the effectiveness of the programme(COPPA, 2008 & 2017).

Present society demands greater accountability from the HEPs. Moreover, societal needs are constantly changing due to rapid advancements in science and technology and the explosive growth in global knowledge. In facing these challenges, HEPs have little choice but to become dynamic learning organizations that need to continually and systematically review and monitor the various issues so as to meet the demands of the constantly changing environment (COPPA, 2008 & 2017).

CONTINUAL QUALITY ASSURANCE

HEPs are expected to provide evidence of ability to keep pace with changes in the field and requirements of stakeholders. These may be demonstrated by, but not limited to:

(i) Curriculum need to be continually and systematically monitored and reviewed at least once in every five (5) years;

(ii) Appointment of external reviewer for quality assessment processes;

(iii) Linkages with relevant and related industry;

(iv) Continuous review of clinical placement practices and records;

(v) Dialogue sessions with stake holders at least once in every two (2) years;

(vi) Active participation of academic staff at relevant conferences, seminars, workshops and short courses;

(vii) Organizing conferences, seminars and workshops with presentations by both local and international speakers.

CRITERIA AND STANDARDS

7.1   **Mechanisms for Programme Monitoring, Review and Continual Quality Improvement**

7.1.1   The department **must** have clear policies and appropriate mechanisms for regular monitoring and review of the programme.

7.1.2   The department **must** have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.

7.1.3   The department **must** have an internal programme monitoring and review committee with a designated head responsible for continual review of the programme to ensure its currency and relevancy.

7.1.4   The department's review system **must** constructively engage stakeholders, including the alumni and employers as well as the external experts, whose views are taken into consideration.

7.1.5   The department **must** make the programme review report accessible to stakeholders.

7.1.6   Various aspects of student performance, progression, attrition, graduation and employment **must** be analysed for the purpose of continual quality improvement.

7.1.7   In collaborative arrangements, the partners involved **must** share the responsibilities of programme monitoring and review.

7.1.8   The findings of a programme review **must** be presented to the HEPs for their attention and further action.

7.1.9   There **must** be an integral link between the departmental quality assurance

PROGRAMME EDUCATIONAL OBJECTIVE AND PROGRAMME LEARNING OUTCOME

DIPLOMA PROGRAMME:

PROGRAMME EDUCATIONAL OBJECTIVES (PEO):	
PEO 1	Utilize knowledge and skills in the promotion of health, prevention of diseases, and the management of a range of illness at the primary care level.
PEO 2	Inculcate values, ethics and professionalism across the span of healthcare deliveryto a diverse population.
PEO 3	Practice effective communication and teamwork skills in executing information exchange towards the provision of quality healthcare.
PEO 4	Utilize problem solving and scientific skills to facilitate clinical decisions based on evidence and best practices.
PEO 5	Engage in information management and lifelong learning skills for professional and organizational development.
PEO 6	Incorporate managerial and entrepreneurial skills to optimize resources for sustainable services.

PROGRAMME LEARNING OUTCOMES (PLO):	
PLO 1	Apply knowledge of bio-psychosocial, clinical,and health sciences in promotion of health, prevention of diseases and the management of illness.
PLO2	Demonstrate competence in assessing, interpreting, therapeutic intervention, monitoring and evaluation of client outcome.
PLO3	Demonstrate social skills and professional responsibilities in the provision of quality health care services.
PLO4	Incorporate values, attitudes and professionalism based on ethical principles and legal bindings to a diverse population.
PLO5	Demonstrate effective communication, leadership and team skills in collaborating with healthcare professionals, clients, family and the community.
PLO6	Apply scientific skills to support patient care decision through evidence based and best practices.
PLO7	Engage in information management and lifelong learning initiatives to enhance personal and professional development.
PLO8	Apply managerial and entrepreneurial skills in the effective management of resources for sustainable healthcare delivery.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO):	
PEO 1	Produce graduates with knowledge, skills and attitudes to contribute to the field of Medical and Health Sciences in the country;
PEO 2	Develop graduates with effective in leadership and decision-making based on professional practices and be able to communicate with various agencies and communities;
PEO 3	Produce knowledgeable and skilled graduates to carry out scientific analysis and medical research; and
PEO 4	Produce graduates with understanding and skill to practice lifelong learning in the field of Medical and Health Sciences.

PROGRAMME LEARNING OUTCOMES (PLO):	
PLO 1	Demonstrate fundamental knowledge in Medical and Health Sciences;
PLO2	Demonstrate the understanding and competency skills in performing the assessment and treatment procedures;
PLO3	Demonstrate the sense of responsibility and accountability with social skills in dealing with the clients;
PLO4	Develop the professional attitude of a paramedic health professionals adhering to legal and ethical principles;
PLO5	Demonstrate the ability in team working characterized by exemplary leadership and good communication skills;
PLO6	Possess intellectual skills and competent in reasoning, reflecting and forming a judgment in clinical decision using scientific evidences;
PLO7	Demonstrate lifelong learning skill through systemic approach and information management for career development; and
PLO8	Demonstrate effective managerial and entrepreneurial skills in the planning and organisation of health facilities.

MASTER'S DEGREE PROGRAMME:

PROGRAMME EDUCATIONAL OBJECTIVES (PEO):

PEO 1	Produce competent graduates with advance knowledge and skills in medical and health sciences.
PEO 2	Produce knowledgeable and skilful graduates to carry scientific analysis and medical research.
PEO 3	Produce graduates with high professional and ethical attitudes.

PROGRAMME LEARNING OUTCOMES (PLO):

PLO 1	Demonstrate mastery knowledge in the field of medical and health sciences.
PLO2	Apply practical skills that lead to innovative and creative ideas in the field of medical and health sciences.
PLO3	Relate research ideas with community issues in the field of medical and health sciences.
PLO4	Conduct research independently and adhere to legal, ethical and professional practice.
PLO5	Demonstrate quality leadership through effective communication and collaboration among researchers and stake holders.
PLO6	Demonstrate scientific and problem solving skills in dealing with health problems.
PLO7	Demonstrate lifelong learning skills through systematic approach and information management for career advancement.

DOCTORALS DEGREE PROGRAMME:

PROGRAMME EDUCATIONAL OBJECTIVES (PEO):	
PEO 1	Produce highly competent graduates with current knowledge and skills in medical and health sciences.
PEO 2	Produce knowledgeable and skilful graduates to carry out scientific analysis and research in various fields with high professional ethics.
PEO 3	Develop creative and innovative ideas in planning health care initiatives and managing health issues.

PROGRAMME LEARNING OUTCOMES (PLO):	
PLO 1	Synthesize knowledge and contribute to original research that broadens the frontier of knowledge in the relevant field;
PLO2	Adapt practical skills leading to creative and innovative ideas in the relevant field;
PLO3	Provide expert advice to society in the relevant field;
PLO4	Conduct research independently and adhere to legal, ethical and professional codes of practice;
PLO5	Display leadership qualities through communicating and working effectively with peers and stakeholders;
PLO6	Appraise problems in the relevant field critically using scientific skills; and
PLO7	Integrate information for lifelong learning.

IMPLEMENTATION OF ASSESSMENT IN MEDICAL ASSISTANT EDUCATION PROGRAMME

DIPLOMA PROGRAMME

1. **Guidelines for Assessment**

    1.1   Assessments consist of both continuous and summative assessments.

    1.2   Summative Assessment **must** be conducted at the end of each semester.

    1.3   Knowledge and understanding (the cognitive domain) tested through written, oral or any suitable means.

    1.4   Psychomotor skills tested by practical/clinical examinations.

    1.5   Practical/clinical examination is compulsory (A **pass** implies that the examiner is satisfied with the candidate's competency to practise safely, meeting the standards of the AMO profession).

    1.6   HEP **must** submit the results of examination to MAB within **two (2)** weeks after the release of the results.

The following assessment descriptions of different qualification levels:

Level of Degree	Types of Assessment		Methods of Assessment
	Continuous Assessment (Formative)(%)	Final Assessment (Summative) (%)	
Diploma Minimum passing CGPA is 2.00	30 – 40%	60-70% (All core courses)	Theory: • Multiple Choice Questions (MCQ) • Short Essay Questions (SEQ) • Modified Essay Questions (MEQ) • Project Reports Competencies: • Practical examination, case study presentations • Objective Structured Clinical Examination (OSCE) • Objective Structured Practical Examination (OSPE) • Clinical Examination

Level of Degree	Types of Assessment		Methods of Assessment
	Continuous Assessment (Formative)(%)	Final Assessment (Summative) (%)	
Bachelor's Degree Minimum passing CGPA is 2.00	40 – 60%	40-60% (All core courses)	• Multiple Choice Questions (MCQ) • Short Essay Questions (SEQ) • Modified Essay Questions (MEQ) • Project Reports Competencies: • Practical examination, case study presentations • Objective Structured Clinical Examination (OSCE) • Objective Structured Practical Examination (OSPE) • Clinical Examination/Viva voce
Master's Degree by Research			• Thesis of 40,000 - 50,000 words
Master's Degree by Coursework Minimum passing CGPA is 3.00			• Projects/dissertation of 20,000 – 30,000 words
Master's Degree by Mixed Mode Minimum passing CGPA is 3.00			• Projects/dissertation of 30,000 – 40,000 words
Doctoral Degree by Research			• Thesis of 60,000 – 80,000 words • Two (2) articles accepted for publication in peer-reviewed journal

1.7 Passing Criteria.

1.7.1 Candidates **must** obtain a minimum score of 50% in Summative Assessment.

1.7.2 Minimum **cumulative marks** of both assessments must not be less than 50%.

1.7.3 The passing mark for Elective Module is 50%.

1.7.4 The candidates must obtain GPA of ≥ 2.00 in each end semester examination in order to proceed to the next semester.

1.7.5 To qualify for the award of the Diploma, candidate must obtain CGPA of ≥ 2.00 in the final year.

1.8 Methods and tools **must** be used appropriately to assess the learning outcomes and competencies.

1.9 Preparation and selection of questions **must** strictly adhere to Test Specification Schedule (TSS) / Questions Specification Schedule (QSS).

1.10 The HEP **must** ensure validity, reliability, consistency and fairness of the assessment according to Guidelines For Student Assessment/Examination.

2. **Qualification For End Semester / Final Examination**

2.1 There **must** be a mechanism to qualify the student to sit for the examination and **must** be consistent with requirement determined by the Senate/Examination Committee of the HEP.

2.2 Eligibility Requirements:

2.2.1 Complete all continuous assessment as specified by the discipline except permitted otherwise by Head of Programme.

2.2.2 For theoretical input candidate **must** achieve not less than 85% attendance during the period of study for each course code.

2.2.3 For clinical posting candidate **must** achieve 100% attendance for each posting and must complete 100% of clinical practice record.

2.2.4 Free from disciplinary action as determined by HEP.

2.2.5 Free from any offences under the Universities and University Colleges Act.

2.2.3 Approved by the HEP Examination Committee or other relevant authorities.

2.3 Failure to meet Eligibility Requirements:

2.3.1 Candidates who fail to meet the requirements will be disallowed to sit for end semester examination.

2.3.2 Appropriate action **must** be taken in accordance to standard operating procedure/examination guidelines of the respective HEP.

2.4 Deferment Of Examinations:
Consideration for the deferment of the examination is permissible under conditions determined by the HEP.

2.5 Awarded of Certificate :
Candidate who have completed the programme and passed the final examination with CGPA 2.00 and above will be awarded Diploma/Degree in Medical and Health Sciences acknowledge by MAB.

3. Appointment Of Examiners for Diploma and Bachelor's Degree Programmes:

3.1 Final examination **must** be conducted by examiners proposed by HEP and endorsed by MAB.
All final examinations **must** be monitored by MAB.

3.2 Chief Examiner:

3.2.1 HEP **must** propose name of suitable lecturer and endorsed by MAB.

3.2.2 Chief Examiner is responsible to lead and coordinate in all marking of examination scripts (written examinations/OSCE/OSPE/VIVA or any other examinations as stipulated in the curriculum).

3.2.3 Chief Examiner **must** conduct moderation of examination scripts.

3.2.4 Chief Examiner **must** ensure the validity of the examinations carried out and arbitrate any dispute in the marking of examination scripts.

3.2.5 Chief Examiner **must** review examination scripts of candidates who fail the paper and candidates who score full marks.

3.3 Internal and External Examiners:

3.3.1 HEP must appoint qualified academician or clinical staff as Examiners and submit list of names to MAB for endorsement.

3.3.2 Qualifications of Examiners (OSCE/OSPE/VIVA):

3.3.2.1 Bachelor's degree with at least **three (3)** years of clinical experience in related field/s, **OR**

3.3.2.2 Diploma with a post basic certificate / advanced diploma with at least **five (5)** years of experience in related field/s, **OR**

3.3.2.3 Diploma with at least **five (5)** years of clinical experience in related field/s.

3.3.3 Qualifications of Examiners(Written Examinations) :

3.3.3.1 Minimum of Bachelor's degree with at least **three (3)** years of teaching experience in related fields.

3.3.4 Examiners **must** be responsible for carrying out the OSCE/OSPE/VIVA or any other examinations as stipulated in the curriculum.

3.3.5 Examiners **must** be responsible for markingexamination scripts.

3.3.6 Examiners **must** work together with the Chief Examiner during the marking of examination scripts.

4. **Final Examination (Medical Assistant Board Examination)**

    4.1   All students who have completed their respective programme **must** pass the Final Examination for the purpose of registration with the MAB.

    4.2   HEPs **must** assist candidates in the application for Final Examination.

    4.3   HEPs **must** collect entrance fee for Final Examination.

    4.4   Candidate who has failed the Final Examination is allowed to re-sit the examination **not** more than **TWO (2)** times.

5. **Appointment Of Examiners for Master's and Doctoral Degree Programmes:**

    5.1   Master's Degree by Research/ Mixed Mode:
        The dissertation is to be examined by at least two (2) examiners, one of whom is an external examiner determined by the HEP.

    5.2   Master's Degree by Coursework:
        The dissertation is to be examined by at least two (2) examiners (Internal/External) determined by the HEP.

    5.3   Doctoral Degree by Research:
        The dissertation is to be examined by at least three (3) examiners, one of whom is an external examiner determined by the HEP.

PHYSICAL FACILITIES AND EDUCATIONAL RESOURCES

1.1   **Lecture Room/Hall**

Lecture room/hall should be conducive for teaching and learning activities. Facilities for Lecture Room/Hall:

1.1.1   Appropriate furniture

1.1.2   IT facilities (Notebooks/PCs, Projector and screen)

1.1.3   Audio-visual facilities

1.1.4   White board and Notice board

1.1.5   Appropriate ventilation with air-condition/fan/exhaust fan

1.1.6   Well-lit for learning activities

1.2   **Tutorial Room**

Tutorial room should be conducive for teaching and learning activities.
Facilities for Tutorial Room:

1.2.1   Appropriate furniture

1.2.2   White board and Notice board

1.2.3   Appropriate ventilation with air-condition/fan/exhaust fan

1.2.4   Well-lit for learning activities

1.3   **Skills/Clinical Laboratory**
Sufficient equipment and facilities for training must be adequately provided for clinical-based programmes.
Facilities of Clinical Laboratory:

1.3.1   IT facilities

1.3.2   Audio-visual facilities

1.3.3   Models and Teaching Aids

1.3.4   White board and Notice board

1.3.5   Flip Chart Board and Stand

1.3.6   Appropriate ventilation with air-condition/fan/exhaust fan

1.3.7   Well-lit for learning activities

1.4   **Examination Unit Room**

Room must be suitable, secured and equipped with essential facilities as below:

1.4.1	Question Bank Room (well-secured)
1.4.2	Photocopy Machine and Collator
1.4.3	Paper Shredder
1.4.4	IT Facilities
1.4.5	Printer & Scanner
1.4.6	Locked Metal Filing Cabinets
1.4.7	Optical Mark Reader Machine
1.4.8	White board and Notice board
1.4.9	Appropriate ventilation with air-condition/fan/exhaust fan
1.4.10	Appropriate furniture

1.5 **Examination Hall**

HEP **should** have suitable size examination hall to accommodate the number of candidates in compliance with examination standard and regulations as stipulated in the Examination Guidelines of the HEP.

1.6 **Counselling Room**

1.6.1	Counselling room at suitable location
1.6.2	Equipped with appropriate furniture
1.6.3	Conducive environment with privacy

1.7 **Computer Laboratory / Linguistic Laboratory**

HEP must have a policy regarding the selection and effective use of electronic devices, internal and external networks, and other effective means of using ICT in the programme.

1.7.1	Room capacity: 30-40 students
1.7.2	Computer-Student ratio 1:10-15
1.7.3	Computer table and chair
1.7.4	Monitor should be ergonomically positioned
1.7.5	Scanner
1.7.6	Headphone
1.7.7	Linguistic Computer Software
1.7.8	LAN & WAN Computer line/WIFI
1.7.9	Compliant to OSHA requirement
1.7.10	Appropriate ventilation with air-condition/fan/exhaust fan

1.8 Library/Resource Centre

The library or resource centre **must** have adequate and up-to-date reference materials and manned by qualified staff. This would include provisions for appropriate computer and ICT-mediated reference materials.

1.8.1   Be able to accommodate suitable number of student at one time

1.8.2   Appropriate text / reference books (Physical and e-books)

1.8.3   Multimedia room

1.8.4   Sufficient computer with internet facilities

1.8.5   Photocopy machine

1.8.6   Cubicle reading room

1.8.7   Open Cubicle Racks

1.8.8   Appropriate ventilation with air-condition/fan/exhaust fan

1.8.9   Well-lit for learning activities

1.9 Clinical Placement Areas

1.9.1   Placement areas **must** be audited to ensure suitability for clinical attachment.

1.9.2   Students **must** be provided with comprehensive and coordinated programme information for placements.

1.9.3   HEP **must** ensure adequate number of patients and sufficient placements are available to meet the learning outcomes.

1.9.4   HEP **must** determine appropriate clinical placement areas as per *Garis Panduan Penggunaan Fasiliti Kementerian Kesihatan Malaysia Bagl Tujuan Latih Amal Pelajar Institusi Pengajian Tinggi (IPT) (2015).*

1.10 Transportation

The HEP **should** provide sufficient transportation to meet the training needs of the students.

1.11 Accommodation

The HEP **should** provide appropriate accommodation to students.

1.12 Prayer Room for Muslim students

The HEP **should** provide prayer room for Muslim students.

1.13 Recreational facilities

The HEP **should** provide suitable facilities to meet students' needs.

Acknowledgement

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