

GUIDELINES TO GOOD PRACTICES:

CURRICULUM DESIGN AND DELIVERY

GARIS PANDUAN AMALAN BAIK:

REKA BENTUK DAN PENYAMPAIAN KURIKULUM

The layout of this document reflects the curriculum design and delivery process that incorporates all elements from the idea of a curriculum to post implementation; monitoring and review.

Susunan dokumen ini menggambarkan proses reka bentuk dan penyampaian kurikulum yang merangkumi kesemua elemen, daripada penjanaan idea hingga ke pasca pelaksanaan iaitu pemantauan dan semakan.

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WORD FROM THE CHAIRPERSON

The curriculum is the main service outcome of a Higher Education Provider (HEP). A HEP is responsible for the preparation of a good curriculum, and then serving it to the students through an appropriate learning and teaching process. Therefore the design and delivery of the curriculum is the core responsibility of a HEP.

A curriculum not only will form the guidelines for teachers in executing their duties but also acts as an effective promotional tool for the HEP.

A good curriculum will achieve its objectives and succeed in producing graduates who are needed in a field. A curriculum should explain programme goals through learning outcomes that have been delineated. A curriculum not only will form the guidelines for teachers in executing their duties but also acts as an effective promotional tool for the HEP. A good and recognised curriculum will be able to attract students to apply to study in the institution concerned. In fact the HEP that has a unique curriculum that is of high quality will raise the name of the HEP concerned in the industry.

The Code of Practice for Programme Accreditation (COPPA) and Code of Practice for Institutional Audit (COPIA) emphasise the need for the HEP to prepare a curriculum that meets the minimum standard. Guidelines to Good Practices: Curriculum Design and Delivery (GGP: CDD) is produced to help the HEP in the preparation of a curriculum, consistent with COPPA and COPIA, to be presented to and accepted by MQA before it qualifies to be offered to the public. In line with the requirements of COPPA and COPIA, GGP: CDD covers the two important aspects of good practice in preparing a curriculum, namely, curriculum content and structure, and process of curriculum management.

It is important that the HEP remembers that a curriculum is unique to its institution, consistent with the programme goals and intended learning outcomes. Therefore, the HEP should not copy entirely from the guidelines and use them as their curriculum document. The HEP should demonstrate its capacity and ability to prepare a good curriculum. This in itself will reflect its authority as an autonomous HEP.

Nevertheless, the process of preparing a curriculum as well as managing it has minimum standards, and this is emphasised in the GGP: CDD document. The aim of the GGP: CDD is to help make it easier for the HEP to fulfil this important responsibility. The GGP: CDD details the five main aspects found in COPPA and COPIA that are related to curriculum design, namely, academic autonomy, programme design and learning-teaching methods, curriculum content and structure, management of the programme, and lastly, linkages with external stakeholders. Where appropriate, we have included examples of good practice for consideration. We really hope that each HEP achieves a standard higher than the minimum requirements and the GGP: CDD achieves its objectives.

Therefore, the HEP should not copy entirely from the guidelines and use them as their curriculum document.

Professor Dato' Dr. Muhamad Muda

Chairperson

Panel for the Preparation of GGP: CDD

GUIDELINES TO GOOD PRACTICES: CURRICULUM DESIGN AND DELIVERY

1. Introduction

The Guidelines to Good Practices: Curriculum Design and Delivery (GGP: CDD) is a document developed to assist Higher Education Providers (HEPs) to meet the standards on the item, Curriculum Design and Delivery, marked as Area 2 of the Code of Practice for Programme Accreditation (COPPA) and the Code of Practice for Institutional Audit (COPIA). The document is part of a series of seven such guidelines that are similarly designed to assist HEPs implement the practices and standards listed in COPPA and COPIA (the Codes). COPPA is concerned with the practices applied by HEPs in curriculum design and delivery, whilst COPIA is primarily concerned with institutional processes that are applied in curriculum development and delivery. Both for programme accreditation and institutional audit, the assessors' concerns are primarily with the procedures and practices adopted by the institutions in the areas covered by the Codes, and whether these match the provisions of the Codes.

The GGP: CDD deals with all five elements listed under Area 2 (Curriculum Design and Delivery) of COPPA, viz:

- 2.1. Academic Autonomy
- 2.2. Programme Design and Learning-Teaching Materials
- 2.3. Curriculum Content and Structure
- 2.4. Management of the Programme
- 2.5. Linkages and External Stakeholders

The layout of this document however reflects the curriculum design and delivery process that incorporates all elements from the idea of a curriculum to post implementation; monitoring and review. HEPs are expected to not merely copy the guidelines and samples given in the Appendices but to develop their own curriculum design and delivery processes which best fit the needs, specialism and requirements of the HEP and its students. In doing so, HEPs are expected to keep abreast with latest developments in the disciplines they offer.

Curriculum design and delivery is applied in the design of programmes as well as the modules that make up the programme and reference to programmes in this document would include a reference to the courses therein.

Curriculum Design

2.1. Overview

- i. Both COPPA and COPIA are concerned with the design and development of the formal curriculum. The formal curriculum has been defined as a series of planned events that are intended to have educational consequences.
- ii. The formal curriculum, plans the sequence in which the content of a particular programme is delivered, whether through conventional or non-conventional modes and the books and materials that are to be used. It also lays down the objectives and learning outcomes of the programme.
- iii. Typically, a curriculum design cycle has four stages as illustrated in Figure 1 and each stage involves a list of specific activities as shown in Table 1.

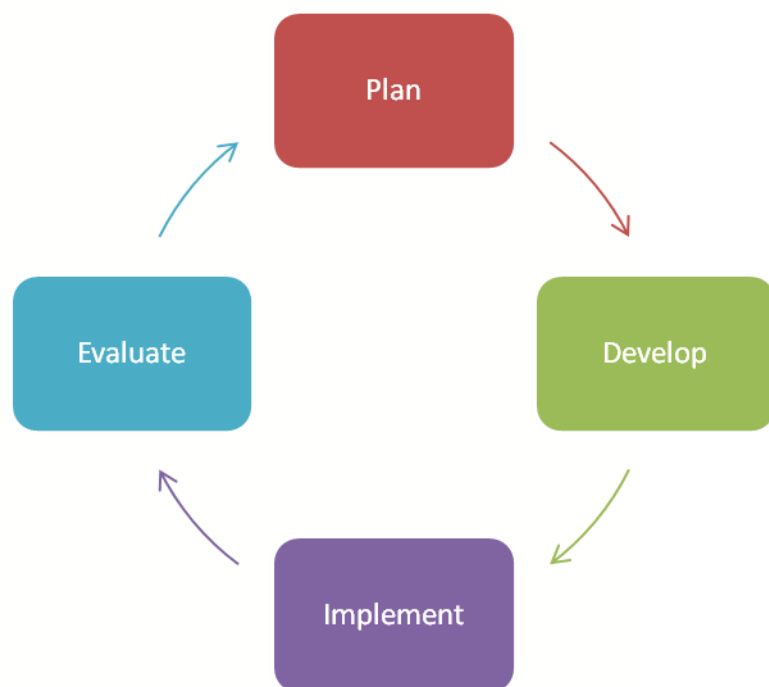


Figure 1: Curriculum Design Cycle

Table 1: Curriculum Design Activities for a Programme

Plan	• Convene a Curriculum Committee • Assess needs and issues • Identify key issues such as Malaysian Qualifications Framework (MQF) levels and level descriptors, and institutional vision/ mission • Identify trends in the field of study/profession
Develop	• Articulate programme philosophy • State programme goal(s) • Sequence programme objectives and outcomes • Develop courses/modules • Identify and develop programme staff and physical resources • Develop and identify learning-teaching activities, assessment tools and procedures
Implement	• Deliver the programme • Assess the achievement of learning outcomes
Evaluate	• Review the Programme • Determine the success of the programme • Update the Programme

Note: HEPs may identify the person/persons in charge for each of these activities.

- iv. A curriculum can be designed either for a whole programme or a particular unit of study (described as subject, module or course as the usage in individual cases dictates) in a programme.
- v. A formal process of curriculum design involves a Curriculum Committee consisting of representatives that may include the academic and administrative staff of the HEP, government agencies, professional bodies and industries and other stakeholders.
- vi. The primary role of the Committee is to design and prepare the curriculum and relevant programme documents.
- vii. The Committee must be familiar with MQA and MOHE regulations on programme structures and admission requirements connected with the discipline or the field of study.
- viii. Where a programme is being designed with a view to obtain professional recognition, the HEP is encouraged to have the representation of such body at the design stage.

- ix. HEPs that acquire programmes from external institutions or professional bodies may not have control over the design of the curriculum. However, HEPs must ensure that relevant areas in Table 1 are met.

2.2. Curriculum Structure

- i. COPPA 2.3 states that a learning-teaching environment can only be effective when the curriculum content and structure is kept abreast with current development in the field of study.
- ii. A well-designed curriculum is built on a clear vision to reflect the interests of students who are admitted in the programme as well as national and global trends in the discipline.
- iii. The curriculum should also address learners' needs as individuals and citizens. It identifies outcomes relating to knowledge, skills, personal attitudes and attributes. It is underpinned by clear values.
- iv. The curriculum structure is a dynamic interplay between content, pedagogy and assessment. It provides a coherent and relevant set of learning experiences, within and outside of classrooms.
- v. The curriculum must also conform to, among others:
 - (a) the regulations and laws, that deal with educational programmes at the tertiary level (e.g. inclusion of the compulsory subjects stipulated by Act 555);
 - (b) level of qualifications (MQF, Appendix 2), learning outcome domains (MQF, Paragraph 14) and Appendix 1 of this document: Eight MQF Learning Outcome Domains, student competencies (MQF, Appendix 1), and credit and academic load (MQF, Paragraphs 19-22);
 - (c) professional body/industry requirements; and
 - (d) internal / university policies and procedures.

Credit and Academic Load

MQF defines the following:

Credit is the quantitative measure that represents the volume of learning or academic load to attain the set learning outcomes (Paragraph 19).

Academic load is a quantitative measure of all learning activities required to achieve a defined set of learning outcomes. These activities include lecture, tutorial, seminar, practical, self-study, retrieval of information, research, fieldwork, as well as preparing for and sitting of an examination (Paragraph 20).

The use of the above definitions significantly influences the manner in which credit is calculated in Malaysia. Hence in Malaysia, a credit is the total student learning time (SLT) required to achieve the identified learning outcomes for a particular module at the micro level and for the programme at the macro level. MQF in Paragraph 20 states that one credit equals 40 notional hours of SLT.

In establishing the SLT, primarily, one should establish the amount of time available per week for learning and teaching activities. The recommended SLT per week varies according to student band and these ranges between 40-55 hours and the average being 48 hours which becomes the mean for purposes of time tabling.

SLT per semester determines the number of credits that is recommended for a student. Based on the student band which indicates the available learning-teaching hours per week, the total SLT per semester varies according to the number of weeks per semester. Therefore credit per semester is the available student learning time per week according to student band multiplied by the number of weeks per semester. The semester will comprise of contact weeks, study and semester breaks and final examination week.

This is further subjected to the best practice that the learning-teaching weeks per year are between 36 and 40 weeks (subject to 10% tolerance).

The workings are demonstrated in the two examples below; each for 2.5 semesters a year and 2 semesters a year.

SLT and Credit Calculation for:**I. 2 semesters – 36-week semester (18+18)**

No.	Items	Range
1.	Recommended SLT per week	40 – 55 hours
2.	Recommended total SLT per semester [recommended SLT per week x 18]	720 – 990 hours
3.	Recommended credit per semester [recommended total SLT per semester divide by 40 notional hours]	18 – 25 credits

Thus, credits range = 18 credits x 2 semesters to 25 credits x 2 semesters
= 36 to 50 credits per year

II. 2.5 semesters – 41-week semester (17+17+7)

No.	Items	Range
1.	Recommended SLT per week	40 – 55 hours
2.	Recommended total SLT per semester [recommended SLT per week x 17 weeks]	680 – 935 hours
3.	Recommended credit per semester [recommended total SLT per semester divide by 40 notional hours]	17 – 23 credits

AND

No.	Items	Range
1.	Recommended SLT per week	40 – 55 hours
2.	Recommended total SLT per semester [recommended SLT per week x 7 weeks]	280 – 385 hours
3.	Recommended credit per semester [recommended total SLT per semester divide by 40 notional hours]	7 – 10 credits

Thus, credits range = 17 credits x 2 semesters + 7 credits to 23 credits x 2 semesters + 10
credits
= 41 to 56 credits per year

- vi. There are many models that may be subscribed to in developing a curriculum. HEPs are encouraged to adopt one that best fits the needs of the field, profession and the strengths of the institution. Appendix 2 of this document: A Sample of Distribution of Credits for a Bachelor's Degree, provides an example of a model.
- vii. The curriculum structure should identify the objectives and learning outcomes of the programme and incorporate a schema that would map the curriculum to the stated objectives and learning outcomes.

- viii. *Programme objectives are specific statements on what a learner is expected to learn to achieve the programme aims (COPPA, 2008).*
- ix. *Learning outcomes are statements that explain what students should know, understand and can do upon the completion of a period of study (COPPA, 2008). It must be doable, measurable, observable and assessable.*
- x. Learning outcomes are built upon well tested and established taxonomies in the cognitive, affective and psychomotor domains and show the different levels of learning from the simple to the complex. A sample of this is provided in Appendix 3 of this document: Learning Outcomes Verbs from Simple to Complex.
- xi. Curricula also deal with assessment. Different types of assessment may be applied. Selection of assessment tasks reflects the level and field of study. This will be further elaborated in GGP: Assessment. However, in summary, the curriculum structure should consider:
 - (a) The most suitable type of assessment or a combination thereof;
 - (b) The weight age, duration, frequency and rubric of assessment;
 - (c) Mapping assessment to learning outcomes.

2.3. Planning

- i. COPPA 2.2.1 states that there must be a defined process by which the curriculum is established, reviewed and evaluated.
- ii. The procedures for curriculum design and delivery in an institution may be described in the constituent documents of the HEP or in its internal documents describing academic processes or academic regulations.
- iii. The two Codes define the expected level of each of the nine criteria. The HEPs may incorporate the levels of attainment (benchmarked and enhanced standards) as articulated in the Codes as part of their internal documents.
- iv. Planning, developing, implementing and evaluating of programmes may be carried out through the academic division of the HEP by whatever name the division is described.
- v. It would be useful to articulate the procedure for the development of programmes through a committee of the academic division constituted for that purpose.
- vi. The internal regulations of the HEP for the establishment of such a committee may also prescribe the membership of such a committee.

- vii. Depending on the nature of the programme designed, the following persons (COPPA 2.2.1 and 2.5) may be appointed on such a committee;
 - (a) Subject experts from within the HEP and other HEPs
 - (b) Representatives from the industry or profession that is likely to employ the graduates of the programme
 - (c) Representatives of local and foreign institutions who may be able to contribute to the development of the programme
 - (d) Representatives of the division in the HEP that is responsible for providing resources for the HEP
 - (e) Selected alumni who may be able to contribute to the curriculum development

2.4. Autonomy

- i. COPPA in 2.1 speaks of autonomy from three perspectives;
 - (a) that of the institution,
 - (b) the department which develops the programme and
 - (c) the staff involved in the design and delivery of the programme
- ii. The institution is expected to have sufficient autonomy over academic matters. Internal documents of the institution should spell out the way in which institutional autonomy is maintained.
- iii. Similarly the same documents may specify the role of the academic division in the design and delivery of programmes if the institution has such a division.
- iv. Individuals must be given sufficient autonomy in the design and delivery of the programme and to focus on areas of individual expertise.
- v. Individuals who deliver the courses must be given sufficient autonomy in grading and allocation of marks subject to the policy of the institution.

2.5. Needs Analysis

- i. COPPA 2.2.1 in specifying the Benchmarked standards for programme design and teaching stipulates that a programme is to be considered only after a needs analysis is carried out.
- ii. Curriculum designers should gather as much information as possible about all aspects of the proposed programme including issues and trends, nationally, regionally and internationally.

- iii. Information from stakeholders such as students, employers, professional bodies and alumni is useful for the purpose of needs analysis.
- iv. Other relevant sources of information may include:
 - (a) Alumni surveys
 - (b) Tracer studies
 - (c) Exit surveys
 - (d) Employer surveys
 - (e) Future trends
 - (f) External examiner/assessor reports
 - (g) National needs – Government blue prints
 - (h) International experts
 - (i) Student performance data
 - (j) Programme standards/guidelines
- v. HEPs must establish potential demand for the programme through a market demand and supply analysis.
- vi. Availability of staff, the institution's physical and financial resources to support the programme must be considered when planning for a programme. The institution must ensure sufficient resources are available in proportion to student population and needs of the programme.

2.6. Viability and Sustainability of the Programme

- i. The HEPs may develop their own criteria and procedures to assess the viability and sustainability of the programme.
- ii. The justification for the programme of its viability and sustainability may be established by:
 - (a) programmes offered by other HEPs locally and internationally in the same field;
 - (b) existing and future demands for manpower in the field; and
 - (c) for the development of knowledge
 - (d) any variations introduced in the field.
- iii. Availability of staff to support the programme has also to be considered when planning for delivery.
- iv. HEPs must disclose in the curriculum development documents the procedures for the use of staff from industry or other institutions where there is reliance on such staff.

2.7. Academic, Administrative and Physical Resources

- i. COPPA 2.4.1 states that there must be adequate resources to implement the learning-teaching activities. Prescriptions of the resources can be found in individual Programme Standards documents and subject to peer assessment. Adequate support in developing learning-teaching activities through various methods or strategies must be provided.
- ii. HEPs have to establish a means to recruit adequate number of academics with the necessary qualifications and experience to fulfil the learning-teaching needs of the programme in a timely manner.
- iii. HEPs should provide administrative support for the programme to manage resources, student attendance, counselling and the maintenance of academic records. The administrators of the programme should work in tandem with the academics in fulfilling the aims of the programme.
- iv. Utilisation of the part time academics has to be in accordance with the nature and the needs of the programme. In such situations, the institution must ensure that students' interests are always safeguarded.
- v. The HEP should be in a position to provide adequate academic resources to support the programme in the form of library resources, electronic databases and software that may be required according to the needs of the programme and these must be identified and listed clearly in the programme documents.
- vi. If the curriculum envisages any part of the delivery to be conducted outside HEP premises, e.g. training canters, hospitals, clinics, schools and industries, there should be a clear indication as to how these are to be carried out and the learning outcomes achieved.
- vii. HEPs would be required to show that sufficient and appropriate learning spaces are provided to facilitate the learning-teaching activities. These may include but are not limited to the list indicated:
 - (a) chat rooms (virtual and physical)
 - (b) lounges
 - (c) discussion rooms
 - (d) consultation rooms
 - (e) wireless access
 - (f) laboratories
 - (g) study/social space
 - (h) faculty resource centre

2.8. Approval Process

- i. The HEP must set out its own process to obtain the approval of programmes taking into consideration existing MQA and MoHE requirements.
- ii. Whilst it is not possible to capture the variations in the processes, Appendix 4 of this document: Two Samples of Curriculum Approval Process, indicates two examples that are widely practiced by HEPs.

2.9. Programme Information

- i. COPPA 2.4.1 states that students as well as potential students should have full access to the most current and accurate information about the objectives, outline, learning outcomes and methods of assessment of the programme.
- ii. Such information should be found on the official website of the institution, Student Handbook and Course Handbook.
- iii. The information required may include but are not necessarily limited to the following:
 - (a) fees;
 - (b) entry requirements;
 - (c) student conduct;
 - (d) graduation requirements;
 - (e) academic session/calendar;
 - (f) synopsis of the programme;
 - (g) programme structure (courses);
 - (h) unit requirements;
 - (i) electives;
 - (j) prerequisites;
 - (k) internship/practicum;
 - (l) assessment and appeal processes; and
 - (m) credit transfer.

2.10. Programme Management and Leadership

- i. COPPA 2.4.1 states that the respective programme must have appropriate coordinator and team of academic staff responsible for the planning, implementation, evaluation and improvement of the programme.
- ii. The respective Programme Standards developed by MQA would provide guidelines on programme leadership. Where such document is not already available, institutions should generally ensure that the programme leadership is made up of person/s who have the subject knowledge and experience to sufficiently deal with curriculum design and delivery.
- iii. For programmes in level 6 of MQF and above, the programme leader or coordinator must be supported by a programme committee, membership of which may include relevant external stakeholders including alumni and students.
- iv. The leader or coordinator (and the programme committee) must have the autonomy to ensure that the programme is delivered in a manner that meets its learning-teaching needs.
- v. The Senate or the academic board or any person given the authority by the senate or the academic board may appoint a programme committee.
- vi. The programme committee will advise, plan and implement the programme and evaluate its progress.
- vii. The programme committee will be supported by the HEP and provided with adequate resources and autonomy to carry out its functions. In providing for the programme committee, the HEP must allocate sufficient financial and other resources (reflective to the number of students and nature of programmes) to ensure all activities undertaken are met.
- viii. A programme committee must establish its terms of reference and the procedures involved in the management of the curriculum giving timelines and a flowchart of the activities.
- ix. In deciding this, the committee should normally consider the following:
 - (a) the commencement and termination of semesters
 - (b) assessment schedules (e.g. setting of questions, moderations, marking, external examiners' evaluation, appeals and publication of results)
 - (c) project and assignment deadlines
 - (d) dates for adding and dropping courses
 - (e) advanced standing, transfer of credits and exemptions
- x. The HEP should establish procedures to link the activities of the programme committee with the other divisions of the institution involved in the academic process.

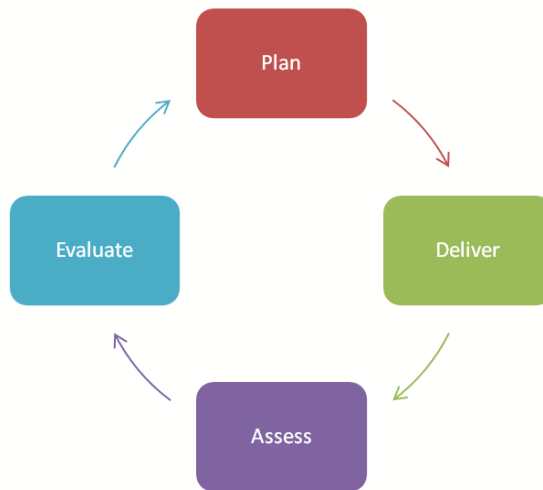
3. CURRICULUM DELIVERY

3.1. Overview

- i. COPPA 2.2.1 states that there must be a variety of learning-teaching methods in order to achieve the eight MQF learning outcome domains and to ensure that students take responsibility for their own learning, hence an outcome based learning-teaching and credits based on notional SLT.
- ii. Curriculum delivery is a process to achieve learning outcomes of the programme and should be supported by assessments.
- iii. Delivery is a process involving the planning for teaching, assessing, moderating, recording and reporting of the learning-teaching process.
- iv. Curriculum Delivery embraces the many ways in which learners are enabled to achieve the outcomes offered to them by a curriculum. Teaching, learning support, advice and guidance, coaching, mentoring, peer and collaborative learning, feedback and assessment, personal development planning and tutoring, skills development and practice, are among the many processes that might be involved.
- v. Delivery modes may include classroom delivery, independent and private study, online and blended learning.
- vi. The delivery modes should support the development of autonomous, lifelong learners who are skilled in reflecting on their learning (both formal and informal) and who are able to plan for their personal, educational and professional development.
- vii. Delivery at the course level must support the overall programme learning outcomes. To achieve this, mapping at various levels of the programme are required. Examples of these are provided below and in the corresponding appendices.
 - (a) Linking institutional mission to programme objectives, programme learning outcomes, module learning outcomes and assessment – Appendix 5 of this document: The Global Picture for An Outcome Based Learning-Teaching
 - (b) Mapping of eight MQF Learning Outcome Domains to programme themes, learning and employability skills – Appendix 6: A Sample of the Mapping of MQF Learning Outcome Domains to Programme Themes, Learning and Employability Skills.

- (c) HEP should also map Learning Outcome to individual modules in the programme. This can be done via a direct mapping of MQF Learning Outcome Domain to modules as given in Appendix 7: A Sample of Mapping of MQF Learning Outcome Domains to Modules or via mapping of the learning skills to modules as given in Appendix 8: A Sample of Mapping of UCTI Learning Skills to Modules.
 - (d) Mapping of programme learning outcomes to module learning outcomes and the level of its assessment – Appendix 9: A Sample of How Outcomes are Addressed, Demonstrated and Evaluated.
- viii. Effective curriculum delivery cycle involves the following stages and these will be elaborated further below:

- (a) Plan
- (b) Deliver
- (c) Assess and
- (d) Evaluate



3.2. Plan

- i. In planning for the introduction of a programme, adequate time should be allocated for preparing and familiarising teaching and support staff to the new curriculum, and to the delivery mode prescribed in the programme documents.
- ii. The programme coordinator and the programme committee (if any) shall be responsible for the delivery of the programme.
- iii. The institution is responsible for ensuring sufficient resources in proportion to student population ratio.

- iv. The institution must ensure that the needs of the programme and its specifications that may be found in any regulations concerning the delivery are met. Among others these are:
 - (a) Academic staff: - The programme should have adequate number of academics with the necessary qualifications and experience to fulfil the learning-teaching needs of the programme
 - (b) Content and pedagogical support: - Adequate support for improvement in relation to content and pedagogical knowledge through various methods or strategies must be provided, e.g. Pedagogical training, Staff Development Programmes and Teaching Portfolio, a sample of which is given in Appendix 10 of this document: Sample of a Teaching Portfolio.
 - (c) Administrative and support staff
 - (d) Academic resources
 - (e) Physical Resources
 - (f) Training centers (for industrial training/attachment and clinical practice)
- v. There should be procedures through which the Senate or the academic board or any person given the authority to affirm that the programmes are supported with adequate academic, administrative and physical resources. This relationship may be reflected in a diagrammatic format as given in Appendix 11 of this document: A Sample of Internal Academic Authority and Process.

3.3. Deliver

- i. The instructional design to support the achievement of the programme learning outcomes should be collegial involving heads and coordinators, lecturers, tutors and support staff.
- ii. A variety of techniques should be used in combination in delivery of the programme, subject to the overall programme structure. These may include but are not limited to the following:
 - (a) Face to face delivery, e.g. lecture, tutorial and laboratory.
 - (b) Action learning
 - (c) Collaborative Learning
 - (d) Self directed learning
 - (e) Cooperative learning, such as problem based learning and project based learning
 - (f) Technology-based delivery, such as online methods, Tele-conferences, Game-based methods and Mobile systems.
 - (g) Experiential method, such as Field work, project-based learning, and On-Site learning or visits
 - (h) Work-based learning (WBL) method such as Industrial training, Practicum, Work attachments

- iii. The appropriateness of these delivery modes should be demonstrated by mapping to MQF LO Domains on the specific courses and programme documents.
- iv. For example, the face-to-face delivery approach is appropriate to address the knowledge domain while technology based delivery and experiential learning approaches can address the social skills and responsibilities domain as shown in Table 2 below.

Table 2: Mapping of MQF Learning Outcome Domains to Delivery

MQF Learning Outcome Domains	Examples of Delivery Approaches
Knowledge	Lectures, tutorial, discussions, debates, forums, presentations, field trips, industrial attachment, seminars/consultations, demonstrative teaching – mini lab approaches, competency based approaches
Social skills and responsibilities	Group work, industrial attachment, community projects

- v. To address the domain of values, attitudes and professionalism, Work-based learning (WBL) methods may be useful.
- vi. Specific techniques such as problem-based learning can also be used to address different learning outcomes such as teamwork, problem solving and leadership skills that fall under the different domains.

3.4.Assess

- i. The preamble to COPPA Area 3 states that student assessment is a crucial aspect of quality assurance because it drives student learning. Assessment of individual modules cumulatively reflects the assessment of the programme and the achievement of the learning outcomes. Further elaboration will be provided in GGP: Assessment. However a brief outline is given here.
- ii. Assessment may be formative or summative, though many assessment tasks involve an element of both, e.g. an assignment that is marked and returned to the student with detailed comments.
- iii. Formative assessment is useful to monitor the achievement of the learning outcomes, whilst summative assessment is useful to gauge the level of achievement of the learning outcomes.

- iii. Formative assessment is useful to monitor the achievement of the learning outcomes, whilst summative assessment is useful to gauge the level of achievement of the learning outcomes.
- iv. There are many techniques of assessment appropriate to the exercise. For example;
 - (a) To ensure that effective delivery and learning has occurred in the classroom, Classroom Assessment Techniques (CAT) may be employed.
 - (b) For technology based delivery approaches, learning can be tracked through discussions in fora, chat room records and wikis.
 - (c) For the experiential learning approach, learning can be assessed through direct observation by the supervisor at the worksite, reports by supervisors or student log books.
- v. The results from these assessments will indicate the appropriateness of delivery approaches and the assessment mode adopted. There are three main forms:
 - (a) Self assessment, through which a student learns to monitor and evaluate their own learning. This should be a significant element in the curriculum as the aim is to produce graduates who are appropriately reflective and self-critical. This can be illustrated through for example portfolios and reflective journals or logs (including blogs).
 - (b) Peer assessment, is when students provide feedback on each other's learning. This can be viewed as an extension of self assessment and presupposes trust and mutual respect. Students can learn to judge each other's work as reliably as tutors.
 - (c) Tutor/Lecturer assessment, in which a member of staff or teaching assistant provides commentary, feedback on the student's work and evaluate the achievements of learning outcomes.
- vi. Learning occurs most effectively when a student receives feedback on what they have (and have not) already learned. Hence, assessments must be monitored closely to ensure feedback given to students is effective and timely. A brief explanation on effective feedback is given in box below.

Characteristics of Effective Feedback

The significance of feedback for learning and the potential of formative assessment to enhance pedagogy (Yorke 2003) emphasises that all assessment activities in HEPS should aim to produce effective feedback.

Characteristics of effective feedback are:

1. Timely feedback

Students benefit from a very prompt return marked work with useful comments preferably within one to two weeks from the submission date. Whenever there are more than one assessed works, students should receive feedback on the first work before subsequent work is given to allow students to take necessary steps for improvement. There are several ways to speed up provision of giving feedback that may be found in various literatures.

2. Feed forward

The key principle of feedback is that it will usefully inform the student of ways to improve their performance or 'feed forward' (Torrance 1993; Hounsell 2006). Feedback needs to provide specific and sufficient comment and suggestions on strengths, areas for development and strategies for improvement (Bloxham and Boyd 2007).

3. No overloading

Not to overload or overcorrect, three to four comments targeting on those that would be most helpful to the student in understanding the grade awarded and in improving their future work. Detailed corrections such as spelling, formatting, style and grammar should be limited to only first paragraph.

4. Encourage positive motivation

Feedback impact on the self-efficacy beliefs of the student, and this may be major influence on how they approach their studies; student will be more likely to perform better if they believe they are capable of improving (Bloxham and Boyd 2007).

5. Feedback style

Coaching approach may encourage students to self assess themselves.

6. Feedback language

Language of feedback must be aligned with mark given. Avoid mismatches for example "65%, excellent."

7. Structure of feedback

Ideally, comments given in the feedback should be linked to for example module learning outcome, marking or grading descriptor or assessment criteria to help student to focus on its objectives.

Sources:

1. Malaysian Qualification Agency (2010), Guidelines to Good Practices: Curriculum Design and Delivery, Panel of Experts, Malaysia, Kuala Lumpur.
2. Bloxham, S. and Boyd, P. (2007). Developing Effective Assessment in Higher Education. Berkshire: Open University Press.
3. Hounsell, D. (2006) *Towards more sustainable feedback to students*. Paper presented to the Northumbria EARLI SIG Assessment Conference, Darlington, 29th August - 1st September.
4. Torrance, H. (1993) Formative assessment: some theoretical problems and empirical questions, *Cambridge Journal of Education*, 23 (3):333-343.
5. Yorke, M. (2003) Formative assessment in higher education: moves towards theory and the enhancement of pedagogic practice. *Higher Education* 43 (4), pp.477-501.

- vii. Students usually learn more by understanding the strengths and weaknesses of their work, than by knowing the mark or grade given to it. For this reason feedback mechanisms such as comments and rubrics should be put in place. Continuous summative assessment tasks (including unseen examinations) should include an element of formative feedback.
- vii. HEPs are required to map the learning outcomes to the methods of assessments and how these are measured and this will be discussed in greater detail in GGP: Assessment.
- ix. Provision must be made for the recording and the maintenance of the assessment data.

3.5. Evaluate

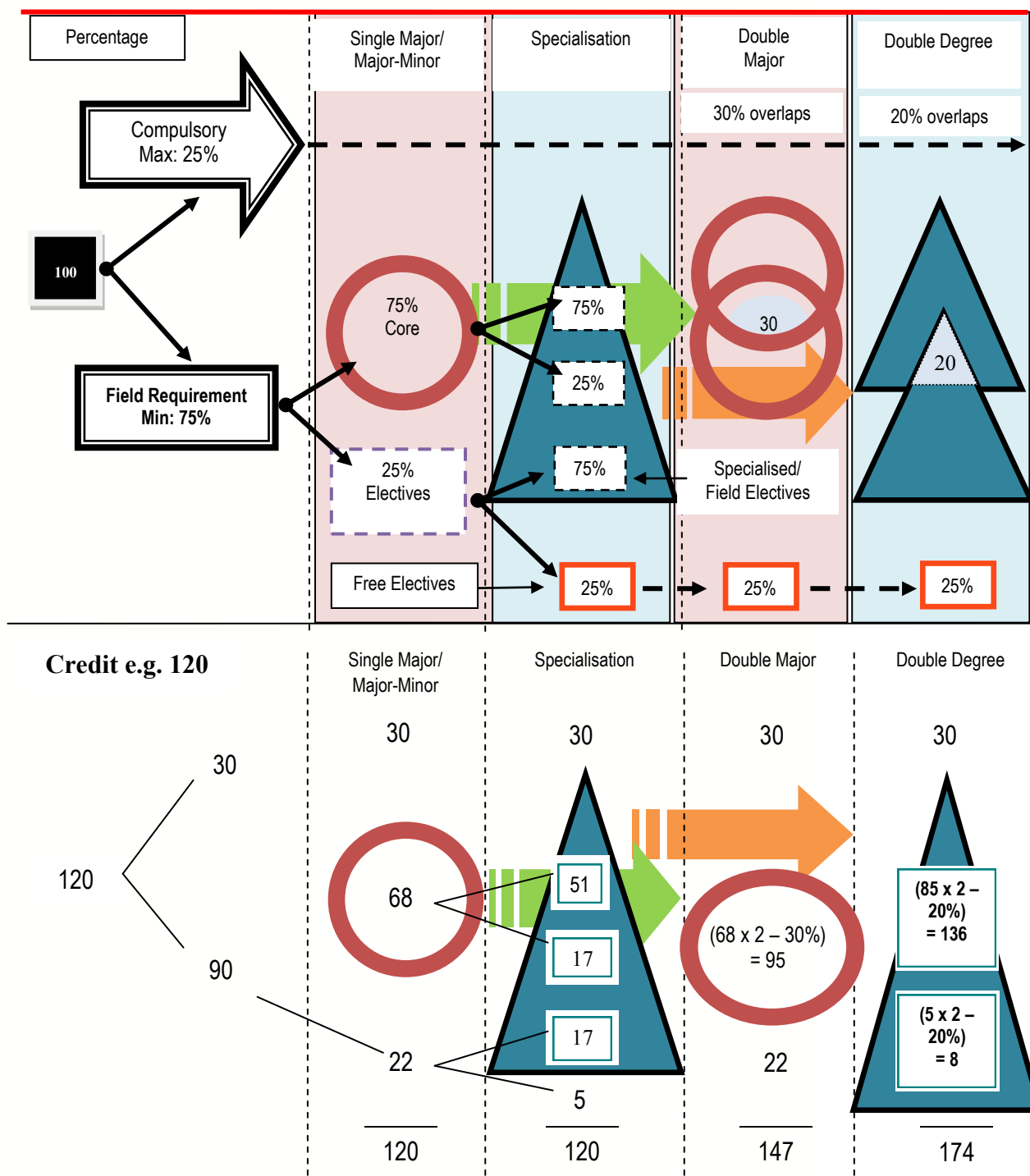
- i. The preamble to COPPA Area 7 states that quality enhancement calls for programmes to be regularly monitored and reviewed.
- ii. Monitoring and review is the continuous appraisal and the evaluation of the past learning-teaching activities of the design and assessment of the programme respectively. It is normally carried out for future improvement and development.
- iii. Programme monitoring involves all levels and sections of the learning-teaching process. Mainly it involves the periodic monitoring of teaching for example via management and peer observations, a sample of an observation schedule is given in Appendix 12 of this document: Sample of An Observation Schedule.
- iv. There are two types of review:
 - (a) A sectional/thematic review gauges the effectiveness of the curriculum and delivery. This may be conducted annually or as required, usually in tandem with the Examination Board findings.
 - (b) A full review of the programme is required at the end of every cycle using feedback from internal and external stakeholders such as industry, alumni, professional body and external examiners.

- iv. There are two types of review:
 - (a) A sectional/thematic review gauges the effectiveness of the curriculum and delivery. This may be conducted annually or as required, usually in tandem with the Examination Board findings.
 - (b) A full review of the programme is required at the end of every cycle using feedback from internal and external stakeholders such as industry, alumni, professional body and external examiners.
- v. Programme monitoring and review should also be the responsibility of the programme committee. When using stakeholders in curriculum review, the HEP should provide the Term of Reference (TOR) and processes involved in such stakeholder participation.
- vi. Both monitoring and review processes must be documented and the feedback and the actions taken as a result, and where appropriate should be communicated to the staff, students and made available to relevant stakeholders to encourage further participation and rapport.
- vii. Monitoring and review involve all levels and sections of the learning-teaching process. Mainly it involves
 - (a) schedule, outlines and lesson plan
 - (b) class cancellation, postponement and additional teaching and teaching load.
 - (c) student attendance, maintain and coordinate time table,
 - (d) students' performance
 - (e) management and student evaluations of lecturers, peer observation (Appendix 13 of this document: Sample of A Peer Observation Form).
- viii. These will be further detailed in GGP: Programme Monitoring and Review.

Appendix 1: Eight MQF Learning Outcome Domains

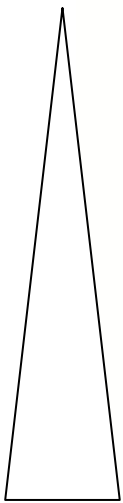
No.	MQF Learning Outcome Domains	Demonstrated by
1	Knowledge of Discipline Areas	• The knowing of major ideas • Mastery of the subject matter • Observing and recalling information • Recognising concepts
2	Practical Skills	• Carrying out a professional task e.g. running, dancing, and diagnosis • Reading and understanding instructions • Perceiving and responding effectively
3	Social Skills & Responsibilities	• Meeting people and networking • Showing an interest in and concern of others • Being comfortable in talking with and accepting guidance and directions • Responding sympathetically and emphatically to others.
4	Values, Attitudes & Professionalism	• Having feelings, perceptions, opinions and attitudes about oneself, towards others and the organisation • Having the capacity to show sympathy • Having empathy and the capacity for tolerance
5	Communication, Leadership & Team Skills	• Being able to write, speak and listen • Being responsible and dignified • Being a Team player • Having multicultural and multiracial competencies
6	Problem Solving & Scientific Skills	• Projecting critical and lateral thinking and logical reasoning • Being creative and explorative • Being inspired • Producing new ideas and technologies based on existing skills
7	Managerial & Entrepreneurial Skills	• Planning and implementing effectively • Knowing what to do and how to do at the right time and place • Making judgments and decisions
8	Information Management & Lifelong Learning Skills	• Using ICT in the location and evaluation of information • Using information management systems • Learning how to learn • Adopting a continuous professional development approach

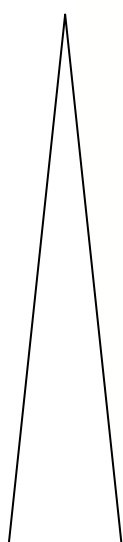
Appendix 2: A Sample of Distribution of Credits for a Bachelor's Degree

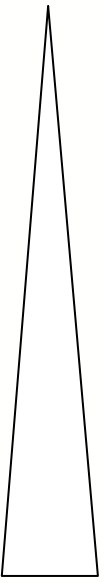


Source: Fernandez-Chung, R.M (1998), "A Model for Curriculum Credit Distribution", Deakin University, Australia, Geelong

Appendix 3: Learning Outcomes Verbs from Simple to Complex

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

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

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

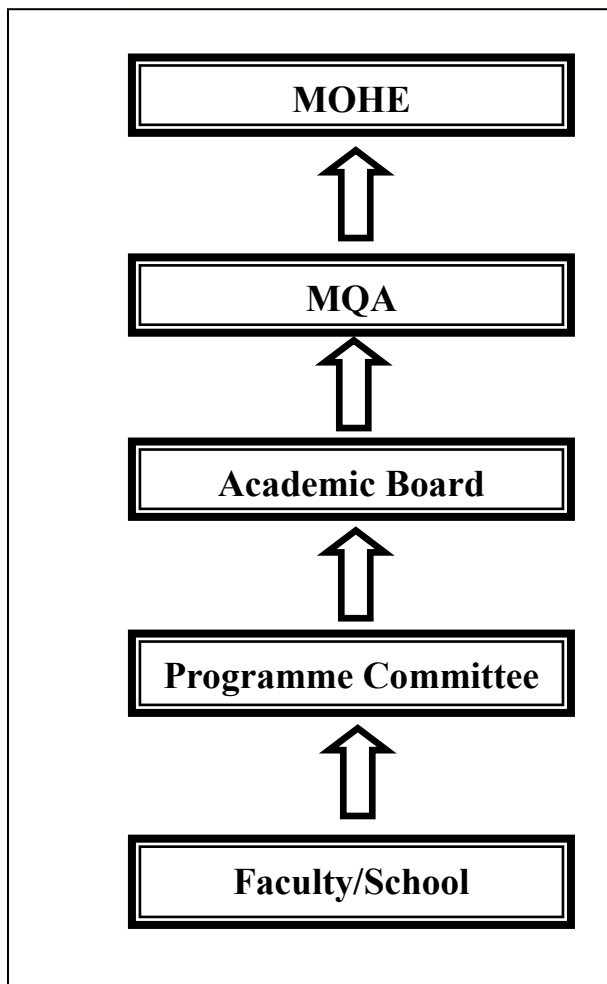
Note:

Verbs for Learning Outcomes according to complexity

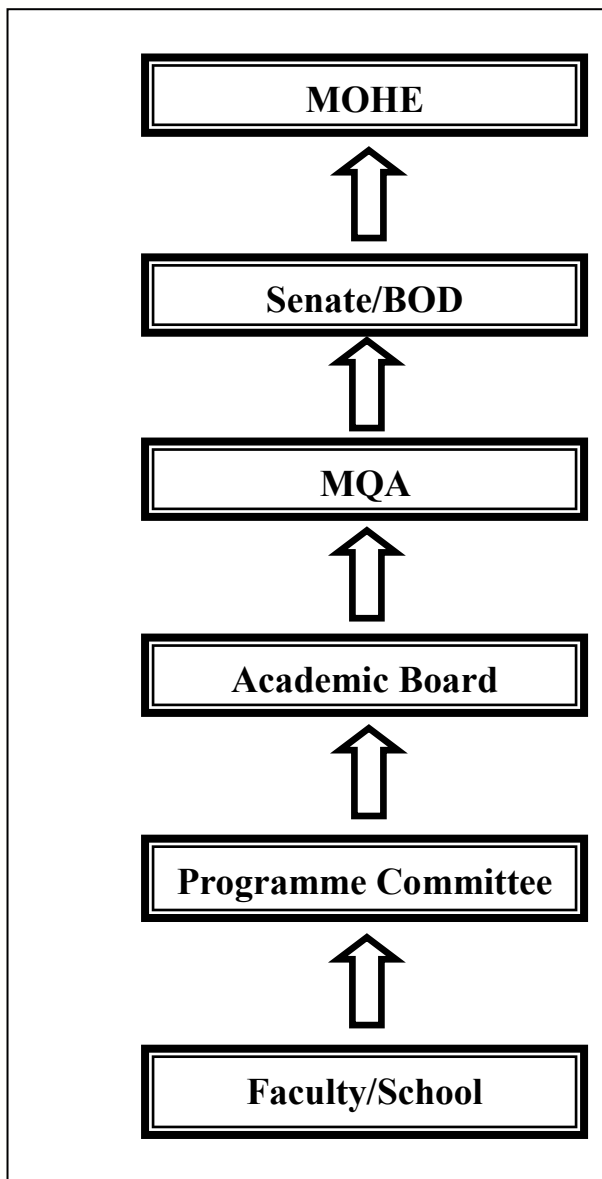
Source: Fernandez-Chung, R.M (2008) "Writing Learning Outcomes", Malaysian Qualification Agency (MQA), Malaysia, Kuala Lumpur

Appendix 4: Two Samples of Curriculum Approval Process

HEP 1



HEP 2



Note:

HEP = Higher Education Provider

MOHE = The Ministry of Higher Education

MQA = Malaysian Qualification Agency

BOD = Board of Director

THE GLOBAL PICTURE – the 'where'



Appendix 6: A Sample of Mapping of MQF Learning Outcomes Domains to Program Themes, Learning and Employability Skills

Learning Outcomes Domains		Programme Themes	Learning Skills	Employability Skills
Malaysian Qualifications Framework (MQF)	Asia Pacific University College of Technology and Innovation (UCTI)			
1. Knowledge	Knowledge and understanding	Integration	Critical thinking & analysis	• Knowledge • Subject defined skills
2. Practical skills	Application			• Techniques • Job market/company • Research • Writing job applications • And CVs • Taking job interviews
3. Social skills and responsibilities		Interactivity	Self & cultural awareness	• Enthusiasm • Self and cultural
4. Values, attitudes and professionalism				• Reflection • Ethical • Personal manner and appearance • Timeliness and punctuality • Integrity • Trustworthy
5. Communications, leadership and team skills	Communication		Communication Team working	• Verbal • Writing • English language • Presentational • Team working • Motivating others • Empathy • Assertiveness
6. Problem solving skills	• Enquiry • Analysis • Problem solving	• Intelligence • Imagination • Innovation	• Effective problem solving • Creative & innovation	• Enquiry • Analytical • Problem solving • Creativity • Innovation • Ingenuity

Learning Outcomes Domains		Programme Themes	Learning Skills	Employability Skills
Malaysian Qualifications Framework (MQF)	Asia Pacific University College of Technology and Innovation (UCTI)			
7. Information management and lifelong learning skills	Learning	Information Independence	- ICT skills - Learning - Numeracy & quantitative skills	- ICT - Numeracy - Learning - Independent work and autonomy - Career development planning
8. Managerial and entrepreneurial skills	Reflection	- Ingenuity - Inventiveness	Self management	- Adaptability - Managerial and supervisory - Client focus - Self management - Drive to achieve - Energy

Source: Asia Pacific University College of Technology and Innovation (UCTI) (2009)

Appendix 7: A Sample of Mapping of MQF Learning Outcome Domains to Modules

TAMHIDI PENGAJIAN ISLAM DAN BAHASA ARAB

NO	SEM	COURSE CODE	COURSE	CREDIT	Knowledge	Practical Skills	Problem Solving and Scientific Skills	Communication, Leadership and Team Skills	Social Skills and Responsibilities	Values, Attitudes and Professionalism	Information Management and Lifelong Learning Skills	Managerial and Entrepreneurial Skills
1	I	TLA0622	Al-Lughah al-Arabiyyah I	4	√	√	√	√	√			
2	I	TPA0063	Sirah and Islamic History	3	√			√				
3	I	TPA0044	Dirasat Nahwiyyah wa Sarfiyyah	4	√	√	√	√	√			
4	I	TPA 0013	Tafsir wa Ulum al-Quran	4	√	√	√	√		√	√	
5	I	TPA0032	Tajwid wa Tilawah	4	√	√	√	√				
6	I	TLE0014	English Language I	4	√	√	√	√	√		√	
7	I	TCL0822	ICT Skill	2	√	√	√	√			√	√
8	II	TLA0632	Al-Lughah al-Arabiyyah II	4	√	√	√	√	√			
9	II	TPA0023	Tauhid wa Akhlak	3	√	√	√	√		√		
10	II	TPA0093	Balaghah	3	√	√	√	√	√			
11	II	TPA0053	Al Madkhal ila Dirassat al Adab Arabi	3	√	√	√	√	√			
12	II	TPA0084	I'jaz Al-Quran	4	√	√	√	√		√	√	
13	II	TPA0074	Hadith wa Ulum Hadith	4	√	√	√	√		√	√	
14	II	TLE0024	English Language II	4	√	√	√	√	√		√	

Source: Universiti Sains Islam Malaysia (USIM) (2009), "Tamhidi Pengajian Islam Dan Bahasa Arab."

Appendix 9: A Sample of How Outcomes are Addressed, Demonstrated and Evaluated

PROGRAM LEARNING OUTCOMES Students will be able to:	<i>[HOW OUTCOMES ARE ADDRESSED, DEMONSTRATED AND EVALUATED]</i>	Module LO1	Module LO2	Module LO3	→
OUTCOME A	<i>LEVEL</i> <i>EVALUATED DEMONSTRATION</i>	Introduced Exam		Emphasised Papers	
OUTCOME B	<i>LEVEL</i> <i>EVALUATED DEMONSTRATION</i>		Introduced No evaluated demonstration	Advanced/Applied Group Project	
OUTCOME C	<i>LEVEL</i> <i>EVALUATED DEMONSTRATION</i>	Introduced Presentation	Reinforced Small group work – not formally evaluated		
↓					

Source: Malaysian Qualification Agency (2010), Guidelines to Good Practices: Curriculum Design and Delivery, Panel of Experts, Malaysia, Kuala Lumpur

Name of Institution:

Name :

Department :

Programme :

Year :

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1. Personal Teaching Philosophy and Goals

2. Teaching Responsibilities

- 2.1 On-going
 - 2.1.1 Courses Taught
 - 2.1.2 Grading and Feedback
- 2.2 Past
 - 2.2.1 Courses Taught
 - 2.2.2 Grading and Feedback

3. Teaching Methods

- 3.1 Lessons
 - 3.1.1 Lesson Planning and Schedules
 - 3.1.2 Group or Individual Discussion
 - 3.1.3 Group or Individual Written Analysis
- 3.2 Formative and Summative Assessments
- 3.3 Uses of Technology

4. Programme Information

- 4.1 Teaching Plan
- 4.2 Timetable
- 4.3 Curriculum

5. Teaching Evaluation

- 5.1 Students
- 5.2 Management
- 5.3 Peers

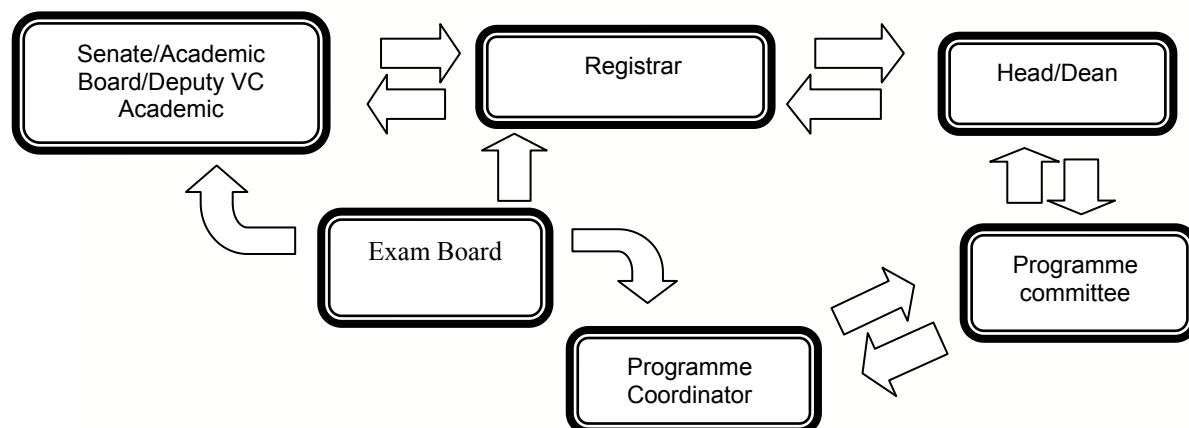
6. Teaching Improvement and Future Plans

- 6.1 CPD Requirements
- 6.2 Future Modules

7. Aspirations

- 7.1 Self
- 7.2 Students
- 7.3 Institutions

Appendix 11: A Sample of Internal Academic Authority and Process



Note:

Normally, the department/faculty/school board passes the list of programmes before sending it to the senate for approval. The terminologies and positions may vary between HEPs.

Appendix 12: Sample of An Observation Schedule

A. General Information					
1. Name of Presenter : _____					
2. Name of Observer : _____					
3. Title of Presentation : _____					
4. Venue / Date / Time : _____					
B. Aspects Evaluated (Please circle the number for each aspect)					
Description	Level of Perception				
	Excellent	Good	Satisfactory	Fair	Room for Improvement
1. Introduction					
a. Clarity of Learning Outcomes	5	4	3	2	1
b. Relevance to topic	5	4	3	2	1
c. Appropriateness of introduction	5	4	3	2	1
2. Content					
a. Knowledge	5	4	3	2	1
b. Appropriateness of coverage	5	4	3	2	1
c. Level of interest generated	5	4	3	2	1
d. Logical flow of presentation	5	4	3	2	1
e. Correctness of language used	5	4	3	2	1
f. Clear and relevant use of analogies/examples	5	4	3	2	1
3. Presentation					
a. Appropriate pacing	5	4	3	2	1
b. Confidence	5	4	3	2	1
c. Enthusiasm	5	4	3	2	1
d. Provoking students to think	5	4	3	2	1
e. Clarity of presentation	5	4	3	2	1
f. Interaction with students	5	4	3	2	1
g. Effective use of teaching/learning aids	5	4	3	2	1
h. Effective class management	5	4	3	2	1
4. Closure					
a. Appropriateness of closure	5	4	3	2	1
b. Use of effective questions to gain feedback	5	4	3	2	1
c. Appropriate links to the next lesson	5	4	3	2	1
Total Score					

C. Observer's Overall Comments and Suggestions for Improvement

D. Presenter's Comments/Remarks

E. Signatures

1) Observer/Date : _____

2) Presenter/Date : _____

F. Interpretation

Appendix 13: Sample of A Peer Observation Form

Dear Colleague,

Thank you for agreeing to observe me for this session. I appreciate your frank views on some aspects of my ability in delivering this session.

Class:	
Date/Time/Venue:	
Peer Observer:	
Mode of Delivery Observed (please circle one)	Discussion/Lecture/Practical/Seminar/Student Presentation/Study Tour/Tutorial/others: _____

Answer the following questions and add further comments for improvement where necessary.

1	Were the objectives of the session clearly given?
2	Was the session clearly structured?
3	Was the session clearly audible?
4	Was the session coherent?
5	Was there appropriate use of audio visual?
6	Was I enthusiastic?
7	Did I demonstrate sufficient knowledge in the subject matter?
8	Did the students respond well to the approach used?
9	Did I encourage classroom interaction?
10	Did I encourage active participation?
11	Was the delivery method adopted suitable to the achievement of the learning outcomes?
12	Were the handouts provided useful?
13	How was the pacing and timing of the session?
14	To what extent were the intended objectives achieved.
15	Have you any suggestions that might improve the presentation?

16	Are there any specific points that you would like to discuss with me?
General Observations/Further Comments	
<i>(signature)</i> NAME OF THE LECTURER BEING OBSERVED DATE:	<i>(signature)</i> NAME OF THE PEER DATE:

Note:
You may want to replace the word 'I' with the 'observed lecturer'.

Source: Fernandez-Chung, R.M (2006), "The Effective Peer Observation", University of Leicester, United Kingdom, Leicester.

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Agensi Kelayakan Malaysia

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PENGHARGAAN

Dokumen **Garis Panduan Amalan Baik: Reka Bentuk dan Penyampaian Kurikulum** disempurnakan berbekalkan sokongan padu individu dari pelbagai Institusi Pengajian Tinggi, Industri dan Agensi Kerajaan. Berlatarbelakangkan kepakaran yang pelbagai, kumpulan panel pakar ini telah mencurahkan sepenuh usaha dan tumpuan mereka selama lebih kurang sembilan bulan untuk menghasilkan dokumen ini.

Agensi Kelayakan Malaysia mengucapkan terima kasih kepada kumpulan panel pakar yang terlibat atas sokongan dan bantuan mereka terhadap pembangunan Garis Panduan Amalan Baik ini.

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Proses kreatif penghasilan dokumen ini turut dibantu oleh pegawai Agensi Kelayakan Malaysia, Cik Mahfiza Mohd. Nasir. Beliau boleh dihubungi melalui emel mahfiza@mqa.gov.my untuk sebarang pertanyaan atau penjelasan lanjut.

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Dato' Dr. Syed Ahmad Hussein

Ketua Pegawai Eksekutif

Agensi Kelayakan Malaysia (MQA)

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PENGANTAR PENERUSI PANEL PENGUBAL

Kurikulum merupakan hasil khidmat utama sesebuah Pemberi Pendidikan Tinggi (PPT). Sesebuah PPT bertanggungjawab untuk menyediakan kurikulum yang baik, kemudian menyajikannya kepada pelajar melalui proses pembelajaran dan pengajaran yang sesuai. Oleh itu, reka bentuk dan penyampaian kurikulum merupakan tugas teras bagi sesebuah PPT.

Kurikulum yang baik akan mencapai matlamatnya dan berjaya melahirkan siswazah yang diperlukan bagi sesuatu bidang. Sebuah kurikulum harus memberi penjelasan kepada matlamat program melalui hasil pembelajaran yang digariskan. Kurikulum bukan sahaja akan menjadi garis panduan kepada para pengajar dalam menjalankan tugasnya akan tetapi juga bertindak sebagai alat promosi berkesan kepada PPT. Kurikulum yang baik dan diiktiraf akan mampu menarik pelajar untuk memohon mengikut pengajian di institusi berkenaan. Malah PPT yang mempunyai kurikulum yang unik dan tinggi mutunya akan dapat menaikkan nama PPT berkenaan dalam industri.

Kod Amalan Akreditasi Program (*Code of Practice for Programme Accreditation, COPPA*) dan Kod Amalan Audit Institusi (*Code of Practice for Institutional Audit, COPIA*) menekankan tentang keperluan bagi PPT menyediakan satu kurikulum yang mencapai standard minimum. Garis Panduan Amalan Baik: Reka Bentuk dan Penyampaian Kurikulum (*Guidelines to Good Practices: Curriculum Design and Delivery, GGP: CDD*) ini dihasilkan untuk membantu PPT dalam menyediakan sesuatu kurikulum, selari dengan COPPA dan COPIA, untuk dikemukakan dan diterima oleh MQA sebelum layak ditawarkan kepada umum. Selari dengan kehendak COPPA dan COPIA, GGP: CDD ini meliputi kedua-dua aspek penting amalan baik dalam penyediaan kurikulum iaitu kandungan dan struktur kurikulum, dan proses pengurusan kurikulum.

Kurikulum bukan sahaja akan menjadi garis panduan kepada para pengajar dalam menjalankan tugasnya akan tetapi juga bertindak sebagai alat promosi berkesan kepada PPT.

Adalah penting kepada PPT untuk mengambil ingatan bahawa sesuatu kurikulum itu adalah unik kepada institusinya sejajar dengan matlamat program dan hasil pembelajaran yang diinginkan. Oleh itu, pihak PPT tidak sewajarnya meniru bulat-bulat daripada garis panduan ini sebagai dokumen kurikulum mereka. PPT harus menunjukkan kemampuan dan keupayaannya dalam menyediakan kurikulum dengan baik. Ini dengan sendirinya akan mencerminkan kewibawaannya sebagai sebuah PPT yang berwibawa.

Namun begitu, proses penyediaan kurikulum dan juga proses pengurusannya mempunyai standard minimum, dan inilah yang ditekankan oleh dokumen GGP: CDD. Tujuan GGP: CDD ini adalah untuk membantu memudahkan PPT dalam melaksanakan tanggungjawab penting ini. GGP: CDD ini memperincikan lima aspek utama yang terdapat dalam COPPA dan COPIA berkaitan dengan reka bentuk kurikulum iaitu autonomi akademik, reka bentuk program dan kaedah pembelajaran dan pengajaran, kandungan dan struktur kurikulum, pengurusan program, dan akhir sekali jalinan dengan pihak berkepentingan luar. Di mana sesuai, kami telah memasukkan contoh amalan baik untuk diteliti. Kami benar-benar berharap setiap PPT mencapai tahap yang lebih baik daripada standard minimum ini dan GGP: CDD ini mencapai matlamatnya.

Profesor Dato' Dr. Muhamad Muda

Pengerusi

Panel Penyediaan GGP: CDD

Oleh itu, pihak PPT tidak sewajarnya meniru bulat-bulat daripada garis panduan ini sebagai dokumen kurikulum mereka.



GARIS PANDUAN AMALAN BAIK: REKA BENTUK DAN PENYAMPAIAN

KURIKULUM

1. Pengenalan

Garis Panduan Amalan Baik: Reka Bentuk dan Penyampaian Kurikulum (Guidelines to Good Practices: Curriculum Design and Delivery, GGP: CDD) ialah satu dokumen yang dibina untuk membantu Pemberi Pendidikan Tinggi (PPT) mencapai standard berkenaan Reka bentuk dan Penyampaian Kurikulum, Bahagian 2 Kod Amalan Akreditasi Program (Code of Practice for Programme Accreditation, COPPA) dan Kod Amalan Audit Institusi (Code of Practice for Institutional Audit, COPIA). Dokumen ini merupakan sebahagian daripada tujuh siri garis panduan serupa yang direka bentuk untuk membantu PPT menerima pakai amalan dan standard seperti tersenarai dalam COPPA dan COPIA (Kod Amalan). COPPA memfokus kepada amalan yang diterima pakai oleh PPT dalam reka bentuk dan penyampaian kurikulum, manakala COPIA pula pada dasarnya memfokuskan kepada proses institusi yang diaplikasikan dalam reka bentuk dan penyampaian kurikulum. Dalam akreditasi program dan audit institusi, tumpuan utama para penilai adalah terhadap kaedah dan amalan yang diterima pakai oleh institusi, dan sama ada amalan ini menepati kehendak Kod Amalan.

GGP: CDD meliputi lima elemen yang tersenarai di Bahagian 2 Reka bentuk dan Penyampaian Kurikulum (COPPA) iaitu:

- 2.1 Autonomi Akademik
- 2.2 Reka bentuk Program dan Kaedah Pembelajaran dan Pengajaran.
- 2.3 Kandungan dan Struktur Kurikulum
- 2.4 Pengurusan Program
- 2.5 Jalinan dan Pihak Berkepentingan Luar

Susunan dokumen ini menggambarkan proses reka bentuk dan penyampaian kurikulum yang merangkumi kesemua elemen daripada penjaan idea, pelaksanaan, pemantauan dan semakan. PPT seharusnya tidak semata-mata menyalin garis panduan dan contoh yang diberi dalam Lampiran, sebaliknya perlu membangunkan sendiri proses reka bentuk dan penyampaian kurikulum yang memenuhi keperluan, bidang pengkhususan serta kehendak PPT dan pelajarnya. Dalam melaksanakannya, PPT dikehendaki mengambil kira perkembangan terkini disiplin yang ditawarkan.

Dalam dokumen ini, reka bentuk dan penyampaian kurikulum boleh digunakan dalam reka bentuk program dan juga modul / kursus. Maksud program dalam dokumen ini juga merujuk kepada modul / kursus di dalam sesuatu program.

2. Reka bentuk Kurikulum

2.1. Gambaran Keseluruhan

- i. Kedua-dua COPPA dan COPIA memberi perhatian kepada reka bentuk dan pembangunan kurikulum formal. Kurikulum formal boleh didefinisikan sebagai kegiatan terancang yang bertujuan mendapatkan kesan pendidikan.
- ii. Kurikulum formal merancang turutan penyampaian kandungan sesuatu program sama ada melalui kaedah konvensional atau bukan konvensional, serta buku dan bahan yang akan digunakan. Ia juga menggariskan objektif dan hasil pembelajaran sesuatu program.
- iii. Lazimnya, kitaran reka bentuk kurikulum terdiri daripada empat peringkat seperti dalam Rajah 1. Setiap peringkat melibatkan satu senarai aktiviti khusus seperti yang ditunjukkan dalam Jadual 1.



Rajah 1: Kitaran Reka bentuk Kurikulum

Jadual 1: Aktiviti reka bentuk kurikulum bagi sesuatu program

Merancang	• Wujudkan Jawatankuasa Kurikulum • Taksirkan keperluan dan isu • Kenal pasti isu utama seperti tahap kelayakan dan huraian tahap kelayakan MQF, dan visi / misi institusi. • Kenal pasti trend sesuatu bidang / profesion
Membangunkan	• Terangkan falsafah program • Nyatakan matlamat program • Susun mengikut urutan objektif dan hasil pembelajaran program • Bangunkan kursus / modul • Kenal pasti dan bangunkan staf serta sumber fizikal bagi program • Bangunkan dan tentukan aktiviti pembelajaran dan pengajaran, alat dan tatacara pentaksiran.
Melaksana	• Laksanakan program • Taksir pencapaian hasil pembelajaran
Menilai	• Kaji semula Program • Tentukan kejayaan program • Kemas kini Program

Nota: PPT boleh mengenal pasti staf yang bertanggungjawab menjaga setiap aktiviti tersebut.

- iv. Sesuatu kurikulum boleh direka bentuk sama ada bagi keseluruhan program atau bagi satu subjek, modul atau kursus yang tertentu mengikut keperluan program.
- v. Proses formal dalam mereka bentuk kurikulum melibatkan Jawatankuasa Kurikulum yang boleh dianggotai oleh individu mewakili staf akademik dan pentadbiran PPT, agensi kerajaan, badan profesional dan pihak berkepentingan yang lain.
- vi. Peranan utama Jawatankuasa ini ialah mereka bentuk dan menyediakan kurikulum serta dokumen yang berkenaan dengan program.
- vii. Jawatankuasa ini hendaklah fasih dan arif dengan peraturan Agensi Kelayakan Malaysia (Malaysian Qualifications Agency, MQA) dan Kementerian Pengajian Tinggi Malaysia (KPTM) tentang struktur program dan keperluan kemasukan yang berkaitan dengan sesuatu disiplin atau bidang pengajian.
- viii. Sekiranya program itu direka bentuk dengan tujuan mendapatkan pengiktirafan profesional, PPT digalakkan untuk menjemput wakil dari badan profesional sebagai ahli jawatankuasa.
- ix. PPT yang mengendalikan program milik institusi luar atau badan profesional mungkin tidak mempunyai kuasa untuk mengawal reka bentuk kurikulum. Walau bagaimanapun, PPT hendaklah memastikan aktiviti berkaitan dalam Jadual 1 tercapai.

2.2. Struktur Kurikulum

- i. COPPA 2.3 menyatakan bahawa persekitaran pembelajaran dan pengajaran hanya berkesan sekiranya kandungan dan struktur kurikulum sentiasa dikemaskini dengan perkembangan bidang pengajian.
- ii. Kurikulum yang direka bentuk dengan baik hendaklah berasaskan visi yang jelas yang mencerminkan minat pelajar serta mengambil kira perkembangan disiplin berkenaan pada peringkat nasional dan global.
- iii. Kurikulum juga seharusnya mengambil kira keperluan pelajar sebagai seorang individu dan warganegara. Ia mengenal pasti hasil pembelajaran yang berkait dengan pengetahuan, kemahiran, sikap peribadi dan atribut. Ia didasari oleh nilai yang jelas.
- iv. Struktur kurikulum merupakan satu hubungan dinamik antara kandungan, pedagogi dan pentaksiran. Ia memberi pengalaman pembelajaran yang bersepadu dan bersesuaian di dalam dan di luar bilik kuliah.
- v. Kurikulum juga hendaklah memenuhi antara lain perkara berikut:
 - (a) peraturan dan undang-undang yang berkait dengan program pendidikan pada peringkat pengajian tinggi (misalnya, memasukkan mata pelajaran wajib seperti yang dinyatakan oleh Akta 555);
 - (b) tahap kelayakan (MQF, Lampiran 2), domain hasil pembelajaran (MQF, Para 14) dan Lampiran 1 dokumen ini: Lapan Domain Hasil Pembelajaran MQF, kecekapan pelajar (MQF, Lampiran 1), dan kredit dan beban akademik (MQF, Para 19-22);
 - (c) keperluan badan profesional / industri; dan
 - (d) dasar dan prosedur dalaman / universiti

Kredit dan Beban Akademik

MQF mendefinisikan berikut:

Kredit ialah ukuran kuantitatif yang melambangkan volum pembelajaran atau beban pembelajaran untuk mencapai hasil pembelajaran tertentu (Para 19).

Beban pembelajaran ialah ukuran kuantitatif bagi semua aktiviti pembelajaran yang diperlukan untuk mencapai satu set hasil pembelajaran. Aktiviti ini termasuklah kuliah, tutorial, seminar, praktikal, pembelajaran sendiri, pencarian maklumat, kajian, kerja lapangan serta persediaan dan menduduki peperiksaan (Para 20).

Penggunaan definisi di atas sangat mempengaruhi cara kredit dikira di Malaysia. Di Malaysia, satu kredit adalah jumlah jam pembelajaran pelajar (student learning time, SLT) yang diperlukan untuk mencapai hasil pembelajaran yang dikenal pasti untuk sesuatu modul pada peringkat mikro dan untuk sesuatu program pada peringkat makro. Para 20 MQF menyatakan bahawa satu kredit bersamaan dengan 40 jam nosional SLT.

Jumlah masa yang ada dalam seminggu untuk aktiviti pembelajaran dan pengajaran hendaklah ditentukan terlebih dahulu bagi menentukan SLT. Jumlah SLT yang dicadangkan dalam seminggu berbeza mengikut pelajar dan biasanya antara 40-55 jam. Walau bagaimanapun, masa purata iaitu 48 jam seminggu digunakan bagi tujuan penjadualan waktu.

SLT setiap semester menentukan bilangan kredit untuk setiap pelajar. Jumlah SLT setiap semester berubah mengikut bilangan minggu setiap semester dan kelompok pelajar. Oleh itu, kredit bagi setiap semester ialah masa pembelajaran pelajar yang ada untuk setiap minggu mengikut kelompok pelajar didarab dengan bilangan minggu bagi setiap semester. Setiap semester hendaklah mengandungi minggu belajar bersemuka, minggu ulang kaji, cuti semester serta minggu peperiksaan akhir.

Pengiraan ini bergantung kepada amalan terbaik yang mana minggu pembelajaran dan pengajaran setiap tahun adalah antara 36 dan 40 minggu (tertakluk kepada kelonggaran 10%).

Kaedah pengiraan ditunjukkan dalam dua contoh berikut; setiap contoh dengan 2.5 semester setahun dan 2 semester setahun.

SLT dan Pengiraan Kredit bagi:

I. 2 semester – 36-minggu (18+18)

No	Item	Julat
1	SLT yang dicadangkan seminggu	40 – 55 jam
2	jumlah SLT yang dicadangkan setiap semester [SLT yang dicadangkan setiap minggu x 18 minggu]	720 – 990 jam
3	kredit sesemester yang dicadangkan [Jumlah SLT yang dicadangkan setiap semester dibahagi dengan 40 jam nosional]	18 – 25 kredit

Oleh itu, julat kredit = 18 kredit x 2 semester ke 25 kredit x 2 semester
= 36 ke 50 kredit setahun

II. 2.5 semester – 41-minggu (17+17+7)

No.	Item	Julat
1.	SLT yang dicadangkan seminggu	40 – 55 jam
2.	jumlah SLT yang dicadangkan setiap semester [SLT yang dicadangkan setiap minggu x 17 minggu]	680 – 935 jam
3.	kredit sesemester yang dicadangkan [Jumlah SLT yang dicadangkan setiap semester dibahagi dengan 40 jam nosional]	17 – 23 kredit

DAN

No.	Item	Julat
1.	SLT yang dicadangkan seminggu	40 – 55 jam
2.	jumlah SLT yang dicadangkan setiap semester [SLT yang dicadangkan setiap minggu x 7 minggu]	280 – 385 jam
3.	kredit sesemester yang dicadangkan [Jumlah SLT yang dicadangkan setiap semester dibahagi dengan 40 jam nosional]	7 – 10 kredit

Oleh itu, julat kredit = 17 kredit x 2 semester + 7 kredit ke
 23 kredit x 2 semester + 10 kredit
 = 41 ke 56 kredit setahun

- vi. Banyak model boleh digunakan untuk menggubal sesuatu kurikulum. PPT disarankan menerima pakai satu model yang terbaik bagi memenuhi keperluan bidang, profesion dan kekuatan institusi. Lampiran 2 menunjukkan contoh model yang boleh digunakan.
- vii. Struktur kurikulum seharusnya mengenal pasti objektif dan hasil pembelajaran program dan mengemukakan skema yang memetakan kurikulum dengan objektif dan hasil pembelajaran yang dinyatakan.
- viii. Objektif program merupakan pernyataan khusus tentang apa yang seseorang pelajar akan pelajari untuk mencapai matlamat program (COPPA, 2008)

- ix. Hasil pembelajaran ialah pernyataan yang menjelaskan tentang perkara yang seseorang pelajar perlu ketahui, fahami dan lakukan sebaik sahaja beliau menyempurnakan tempoh pengajian (COPP, 2008). Hasil pembelajaran hendaklah boleh dicapai, diukur, diperhati dan ditafsir.
- x. Hasil pembelajaran digubal berasaskan taksonomi kognitif, afektif dan psikomotor yang telah diuji dan mantap. Ia menunjukkan pelbagai aras pembelajaran daripada mudah hingga rumit. Satu sampel hasil pembelajaran ditunjukkan dalam Lampiran 3.
- xi. Kurikulum berkait rapat dengan pentaksiran. Pelbagai jenis pentaksiran boleh digunakan. Pilihan jenis tugas untuk pentaksiran mencerminkan tahap dan bidang pengajian. Hal ini akan dijelaskan dalam *GGP: Assessment*. Walau bagaimanapun, struktur kurikulum perlu mengambil kira:
 - (a) Jenis pentaksiran yang paling sesuai atau gabungan antaranya;
 - (b) Pemberatan, tempoh, kekerapan dan rubrik pentaksiran;
 - (c) Pemetaan pentaksiran kepada hasil pembelajaran.

2.3 Perancangan

- i. COPPA 2.2.1 menyatakan proses untuk menggubal, menyemak dan menilai kurikulum perlulah jelas.
- ii. Prosedur untuk mereka bentuk dan menyampaikan kurikulum dalam setiap institusi boleh diterangkan dalam dokumen rasmi atau dalam dokumen dalaman PPT yang menerangkan proses atau peraturan akademik.
- iii. Kedua-dua Kod Amalan menjelaskan tahap yang disasarkan bagi setiap satu daripada sembilan kriteria. PPT boleh menggabungkan tahap pencapaian (standard asas dan standard tinggi) sebagai sebahagian daripada dokumen dalaman, sebagaimana dinyatakan dalam Kod Amalan.
- iv. Perancangan, penggubalan, pelaksanaan dan penilaian program boleh dilakukan melalui mana-mana bahagian akademik yang sesuai.
- v. Jawatankuasa bahagian akademik yang ditubuhkan bagi menggubal program perlu menjelaskan prosedur penggubalan program.
- vi. Jawatankuasa berkenaan juga boleh menerangkan keanggotaannya melalui peraturan dalaman PPT.
- vii. Individu berikut boleh dilantik menganggotai jawatankuasa berkenaan (COPPA 2.2.1 dan 2.5);
 - (a) Pakar bidang dari dalam dan luar PPT
 - (b) Wakil industri atau profesion yang berpotensi menawarkan pekerjaan kepada graduan program
 - (c) Wakil institusi dalam atau luar negara yang boleh menyumbang kepada perkembangan program
 - (d) Wakil mana-mana bahagian dalam PPT yang bertanggungjawab untuk menyediakan sumber
 - (e) Alumni terpilih yang boleh menyumbang kepada penggubalan kurikulum

2.4. Autonomi

- i. Bahagian 2.1 COPPA menyentuh tentang autonomi dari tiga perspektif:
 - (a) institusi,
 - (b) jabatan yang membangunkan program dan
 - (c) staf yang terlibat dalam reka bentuk dan penyampaian program
- ii. Institusi hendaklah memiliki autonomi yang mencukupi dalam hal ehwal akademik. Dokumen dalaman institusi seharusnya menjelaskan cara autonomi institusi dipelihara.

- iii. Dokumen yang sama juga hendaklah menjelaskan peranan bahagian akademik dalam reka bentuk dan penyampaian program.
- iv. Individu hendaklah diberikan autonomi yang secukupnya dalam mereka bentuk dan menyampaikan program serta memberikan tumpuan kepada bidang kepakaran masing-masing.
- v. Individu yang menyampaikan kursus hendaklah diberikan autonomi yang secukupnya dalam penggredan dan pemarkahan tertakluk kepada dasar institusi.

2.5. Analisis Keperluan

- i. COPPA 2.2.1 mensyaratkan bahawa sesuatu program hanya akan dipertimbangkan setelah analisis keperluan dijalankan.
- ii. Pereka bentuk kurikulum hendaklah mengumpul maklumat berkenaan semua aspek program yang dicadangkan termasuklah isu dan trend, pada peringkat nasional, serantau dan antarabangsa.
- iii. Maklumat daripada pihak berkepentingan seperti pelajar, majikan, badan profesional dan alumni berguna bagi tujuan analisis keperluan.
- iv. Sumber lain yang relevan bagi mendapatkan maklumat termasuklah:
 - (a) Kaji selidik alumni
 - (b) Kajian pengesanan graduan
 - (c) Kaji selidik exit
 - (d) Kaji selidik majikan
 - (e) Trend masa depan
 - (f) Laporan pemeriksa / penilai luar
 - (g) Keperluan negara – Rangka tindakan kerajaan
 - (h) Pakar antarabangsa
 - (i) Data prestasi pelajar
 - (j) Standard / Garis panduan program
- v. PPT hendaklah mengenal pasti potensi permintaan terhadap program melalui analisis permintaan dan penawaran pasaran.
- vi. Apabila merancang sesuatu program, institusi hendaklah mempertimbangkan kesediaan staf, sumber fizikal dan kewangan untuk menyokong program. Institusi hendaklah memastikan sumber yang mencukupi disediakan untuk menampung populasi pelajar dan keperluan program.

2.6. Daya Maju dan Kemapanan Program

- i. PPT boleh membangunkan kriteria dan prosedur sendiri bagi mentaksir daya maju dan kemapanan program.
- ii. Daya maju dan kemapanan program boleh dibuktikan melalui:
 - (a) program yang ditawarkan oleh PPT lain di peringkat nasional dan antarabangsa dalam bidang yang sama;
 - (b) permintaan tenaga kerja bagi bidang pada masa kini dan akan datang;
 - (c) perkembangan pengetahuan; dan
 - (d) sebarang perubahan dalam bidang yang diperkenalkan.
- iii. Ketersediaan staf untuk menyokong penyampaian program juga perlu dipertimbangkan ketika merancang.
- iv. PPT yang menggunakan khidmat staf daripada industri atau daripada institusi lain hendaklah menyatakan prosedur penggunaan mereka dengan jelas dalam dokumen pembangunan kurikulum.

2.7. Sumber Akademik, Pentadbiran dan Fizikal

- i. COPPA 2.4.1 menyatakan bahawa perlu ada sumber yang mencukupi untuk menjalankan aktiviti pembelajaran dan pengajaran. Penerangan mengenai sumber berkaitan boleh diperolehi dalam dokumen Standard Program Pengajian tersebut dan ianya tertakluk kepada penilaian serakanan. Sokongan yang mencukupi dalam membangunkan aktiviti pembelajaran dan pengajaran hendaklah disediakan melalui pelbagai kaedah dan strategi.
- ii. PPT hendaklah mewujudkan satu kaedah pengambilan tenaga pengajar yang mencukupi, berkecukupan dan berpengalaman bagi memenuhi keperluan pembelajaran dan pengajaran secara terancang.
- iii. PPT hendaklah menyediakan sokongan pentadbiran untuk menguruskan sumber, kedatangan pelajar, perkhidmatan kaunseling dan rekod akademik. Pentadbir program perlu bekerja seiring dengan staf akademik dalam memenuhi matlamat program.
- iv. Penggunaan khidmat tenaga pengajar separuh masa hendaklah bertepatan dengan keadaan dan keperluan program. Dalam keadaan tertentu, institusi hendaklah memastikan kepentingan pelajar sentiasa terpelihara.

- v. PPT hendaklah menyediakan sumber akademik yang mencukupi dalam bentuk sumber perpustakaan, pangkalan data elektronik dan perisian yang mungkin diperlukan untuk menyokong pelaksanaan program. Kesemua sumber yang dinyatakan perlu dikenal pasti dan dinyatakan dengan jelas di dalam dokumen program.
- vi. Jika kurikulum tersebut memerlukan sebarang bentuk kaedah pengajaran yang dilakukan di luar premis sesebuah PPT, sebagai contohnya di pusat latihan, hospital, klinik, sekolah dan industri, semestinya perlu ada satu penerangan yang jelas bagaimana pengajaran tersebut dilaksanakan dan hasil pembelajaran dapat dicapai.
- vii. PPT perlu menunjukkan ruang pembelajaran yang mencukupi dan sesuai disediakan untuk kemudahan aktiviti pembelajaran dan pengajaran. Antaranya termasuklah:
 - (a) Bilik sembang (maya dan fizikal)
 - (b) Ruang rehat
 - (c) Bilik perbincangan
 - (d) Bilik runding cara
 - (e) Akses tanpa wayar
 - (f) Makmal
 - (g) Ruang belajar / sosial
 - (h) Pusat sumber fakulti

2.8. Proses Kelulusan

- i. PPT hendaklah menentukan sendiri proses untuk mendapatkan kelulusan program dengan mengambil kira keperluan semasa MQA dan KPTM.
- ii. Terdapat banyak variasi dalam proses kelulusan program. Lampiran 4 menerangkan dua contoh yang diterima pakai secara meluas oleh PPT.

2.9. Maklumat Program

- i. COPPA 2.4.1 menyatakan bahawa pelajar dan juga bakal pelajar hendaklah mempunyai akses terhadap maklumat terkini dan tepat mengenai sesuatu program merangkumi objektif, rangka, hasil pembelajaran dan kaedah pentaksiran.
- ii. Maklumat tersebut perlu dimuatkan ke dalam laman web rasmi institusi, Panduan Pelajar dan Panduan Kursus.

iii. Maklumat yang diperlukan merangkumi perkara berikut:

- (a) yuran;
- (b) kelayakan masuk;
- (c) peraturan pelajar;
- (d) keperluan bergraduasi;
- (e) sesi / kalendar akademik;
- (f) sinopsis program;
- (g) struktur program (kursus);
- (h) keperluan unit;
- (i) subjek elektif;
- (j) pra-syarat;
- (k) latihan industri / praktikum;
- (l) pentaksiran dan proses rayuan; dan
- (m) pindahan kredit.

2.10. Pengurusan Program dan Kepimpinan

- i. COPPA 2.4.1 menyatakan bahawa sesuatu program hendaklah mempunyai seorang penyelaras dan pasukan tenaga pengajar yang bertanggungjawab terhadap perancangan, pelaksanaan, penilaian dan penambahbaikan program.
- ii. Standard Program berkaitan yang telah dibangunkan oleh MQA menyediakan garis panduan tentang kepimpinan program. Jika dokumen belum tersedia, maka institusi perlu memastikan kepimpinan program dianggotai oleh individu atau mereka yang berpengetahuan dan berpengalaman yang mencukupi untuk mengendalikan reka bentuk dan penyampaian kurikulum tersebut.
- iii. Bagi program pada tahap 6 dan ke atas mengikut MQF, ketua program atau penyelaras program hendaklah disokong oleh jawatankuasa program, yang mana keahliannya mungkin terdiri daripada pihak berkepentingan luar yang berkaitan termasuk ahli alumni dan pelajar.
- iv. Ketua atau penyelaras (dan jawatankuasa program) hendaklah mempunyai autonomi untuk memastikan program disampaikan dalam bentuk yang memenuhi keperluan pembelajaran dan pengajaran.
- v. Senat atau lembaga akademik atau individu lain yang diberi kuasa oleh senat atau lembaga akademik boleh melantik jawatankuasa program.
- vi. Jawatankuasa program akan menasihati, merancang dan melaksanakan program dan menilai kemajuan program tersebut.

- vii. Jawatankuasa program akan disokong oleh PPT dan akan diberikan sumber dan autonomi yang mencukupi untuk melaksanakan fungsinya. PPT hendaklah menyediakan peruntukan kewangan dan sumber lain yang mencukupi (berdasarkan kepada jumlah pelajar dan keadaan program) bagi memastikan semua aktiviti terlibat dapat dilaksanakan.
- viii. Jawatankuasa program hendaklah mewujudkan terma rujukan dan prosedur yang berkaitan dalam pengurusan kurikulum seperti garis waktu dan carta alir aktiviti.
- xi. Dalam menentukan hal ini, pada kebiasaannya jawatankuasa perlu mempertimbangkan perkara berikut:
 - (a) permulaan dan pengakhiran semester
 - (b) jadual peperiksaan (contoh: penyediaan soalan, penyeliaan, pemarkahan, penilaian penilai luar, rayuan dan penghebahan keputusan peperiksaan)
 - (c) tarikh akhir penghantaran projek dan tugas
 - (d) tarikh untuk menambah dan menggugur kursus
 - (e) *advanced standing*, pindahan dan pengecualian kredit
- x. PPT perlu mewujudkan prosedur untuk menghubungkan aktiviti jawatankuasa program dengan bahagian lain yang terlibat dalam proses akademik.

3. PENYAMPAIAN KURIKULUM

3.1. Gambaran Keseluruhan

- i. COPPA 2.2.1 menyatakan perlunya ada kepelbagaian kaedah pembelajaran dan pengajaran untuk mencapai lapan domain hasil pembelajaran MQF. Ini juga memastikan pelajar bertanggungjawab ke atas pembelajaran mereka, iaitu pembelajaran dan pengajaran berasaskan hasil dan kredit yang berasaskan kepada SLT nosional.
- ii. Penyampaian kurikulum ialah proses untuk mencapai hasil pembelajaran program dan hendaklah disokong oleh pentaksiran.
- iii. Penyampaian ialah proses yang melibatkan perancangan mengajar, mentaksir, menjadi moderator, mencatat dan melaporkan proses pembelajaran dan pengajaran.
- iv. Penyampaian kurikulum merangkumi pelbagai cara untuk membolehkan pelajar mencapai hasil pembelajaran yang ditetapkan. Pengajaran, sokongan pembelajaran, penasihat dan bimbingan, *coaching*, *mentoring* dan pembelajaran kolaboratif, maklum balas dan pentaksiran, perancangan pembangunan personal dan *tutoran*, pembangunan kemahiran dan latihan, adalah antara pelbagai proses yang terlibat.
- v. Antara mod penyampaian termasuklah penyampaian dalam bilik kuliah, pembelajaran sendiri, pembelajaran atas talian dan gabungan mod tersebut.
- vi. Mod penyampaian hendaklah menyokong pembangunan individu untuk menjadi seorang pelajar sepanjang hayat yang berautonomi dan mampu membuat refleksi ke atas pembelajarannya (secara formal dan tidak formal) serta mampu merancang pembangunan diri, pendidikan dan professional
- vii. Penyampaian di peringkat kursus hendaklah dapat menyokong keseluruhan hasil pembelajaran program. Bagi mencapainya, pemetaan kurikulum perlu dibuat di beberapa tahap program. Sila lihat contoh di bawah dan dalam lampiran berkenaan.

(a) Mengaitkan misi institusi kepada objektif program, hasil pembelajaran program, hasil pembelajaran modul serta pentaksiran - Lampiran 5.

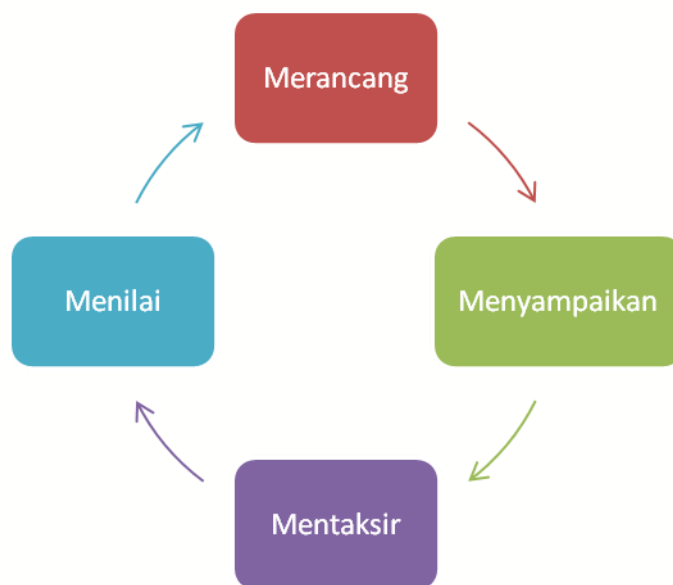
(b) Pemetaan lapan domain hasil pembelajaran MQF kepada tema program, kemahiran pembelajaran dan kebolehpasaran – Lampiran 6.

(c) PPT hendaklah juga membuat pemetaan hasil pembelajaran bagi setiap modul dalam program. Ini boleh dibuat melalui pemetaan secara terus domain hasil pembelajaran MQF kepada modul seperti dalam Lampiran 7 dan Lampiran 8

(d) Pemetaan hasil pembelajaran program kepada hasil pembelajaran modul dan tahap pentaksiran ditunjukkan dalam Lampiran 9.

viii. Kitaran penyampaian kurikulum yang berkesan melibatkan tahap berikut yang akan dijelaskan di bawah:

- (a) Merancang
- (b) Menyampaikan
- (c) Mentaksir dan
- (d) Menilai



Rajah 2: Kitaran Penyampaian Kurikulum

3.2. Rancang

- i. Semasa merancang untuk memperkenalkan sesuatu program, masa yang mencukupi perlu diberi untuk membuat persediaan dan memperkenalkan tenaga pengajar dan tenaga sokongan kepada kurikulum baru dan mod penyampaian yang telah ditetapkan dalam dokumen program.
- ii. Penyelaras dan jawatankuasa program hendaklah bertanggungjawab atas penyampaian program.
- iii. Institusi bertanggungjawab memastikan sumber mencukupi selaras dengan nisbah populasi pelajar.
- iv. Institusi hendaklah memastikan keperluan program dan sebarang spesifikasi yang terdapat dalam peraturan berkaitan penyampaian dipenuhi. Antaranya:
 - (a) Kakitangan akademik: - Program hendaklah mempunyai kakitangan akademik bertauliah dan berkemahiran untuk memenuhi keperluan pembelajaran dan pengajaran.
 - (b) Isi kandungan dan sokongan pedagogi:- Sokongan yang mencukupi untuk menambahkan isi kandungan dan pengetahuan pedagogi melalui pelbagai kaedah dan strategi hendaklah disediakan, seperti latihan pedagogi, program pembangunan staf dan portfolio pengajaran. Satu contoh portfolio pengajaran diberikan dalam lampiran 10.
 - (c) Staf pentadbiran dan sokongan
 - (d) Sumber akademik
 - (e) Sumber fizikal
 - (f) Pusat latihan (untuk latihan industri / sangkutan dan latihan klinikal)
- v. Senat atau badan akademik atau individu yang diberikan autoriti perlu mempunyai prosedur bagi memperakukan yang program disokong dengan sumber akademik, pentadbiran dan fizikal yang mencukupi. Hubungan ini boleh dilihat dalam gambar rajah di Lampiran 11.

3.3. Menyampaikan

- i. Reka bentuk pengajaran untuk menyokong pencapaian hasil pembelajaran program hendaklah secara sepakat melibatkan ketua, penyelar, pensyarah, tutor dan staf sokongan.
- ii. Pelbagai teknik hendaklah digunakan dalam penyampaian program, tertakluk kepada struktur program secara keseluruhan. Ini termasuklah dan tidak terhad kepada perkara berikut:
 - (a) Penyampaian secara bersemuka, contohnya, syarahan, tutorial dan makmal.
 - (b) Pembelajaran tindakan.
 - (c) Pembelajaran kolaboratif.
 - (d) Pembelajaran sendiri.
 - (e) Pembelajaran koperatif, seperti pembelajaran berasaskan masalah dan pembelajaran berasaskan projek
 - (f) Penyampaian berasaskan teknologi, seperti kaedah atas talian, telesidang, berasaskan permainan dan sistem mudah alih.
 - (g) Kaedah berasaskan pengalaman, seperti kerja lapangan, pembelajaran berasaskan projek, dan pembelajaran di tapak dan lawatan.
 - (h) Kaedah pembelajaran berasaskan kerja seperti latihan industri, praktikum dan sangkutan kerja.
- iii. Kesesuaian mod penyampaian ini hendaklah ditunjukkan melalui pemetaan domain hasil pembelajaran MQF dalam dokumen kursus dan program yang spesifik.
- iv. Sebagai contoh, penyampaian secara bersemuka bersesuaian dengan domain pengetahuan manakala penyampaian berasaskan teknologi dan pendekatan pembelajaran berasaskan pengalaman boleh digunakan untuk domain kemahiran dan tanggungjawab sosial seperti dalam Jadual 2 di bawah.

Jadual 2: Pemetaan Domain Hasil Pembelajaran MQF Kepada Penyampaian

Domain Hasil Pembelajaran MQF	Contoh Pendekatan Penyampaian
Pengetahuan	Syarahan, tutorial, perbincangan, debat, forum, pembentangan, lawatan lapangan, sangkutan industri, seminar / perundingan, pengajaran demonstratif – pendekatan makmal mini, pendekatan berasaskan kompetensi.
Kemahiran dan tanggungjawab sosial	Kerja kumpulan, sangkutan industri, projek komuniti

- v. Kaedah pembelajaran berasaskan kerja sesuai digunakan untuk domain nilai, sikap dan profesionalisme.
- vi. Teknik spesifik seperti pembelajaran berasaskan masalah juga boleh digunakan untuk pelbagai hasil pembelajaran seperti kerja kumpulan, penyelesaian masalah dan kemahiran kepimpinan yang berada dalam domain yang berbeza.

3.4. Mentaksir

- i. Pengenalan kepada COPPA Bahagian 3 menyatakan bahawa pentaksiran pelajar merupakan aspek penting bagi jaminan kualiti kerana ia mendorong pembelajaran pelajar. Pentaksiran setiap modul secara keseluruhannya menggambarkan pentaksiran program dan pencapaian hasil pembelajaran. Penerangan lanjut boleh didapati dalam *GGP: Assessment*. Walau bagaimanapun, panduan ringkas diberikan di sini.
- ii. Pentaksiran boleh berbentuk formatif atau sumatif. Walaupun kebanyakan tugas pentaksiran melibatkan elemen formatif dan sumatif seperti tugas yang disemak dan dipulangkan semula kepada pelajar dengan ulasan.
- iii. Pentaksiran formatif berguna untuk memantau pencapaian hasil pembelajaran, sementara pentaksiran sumatif berguna untuk mengukur tahap pencapaian hasil pembelajaran.
- iv. Terdapat pelbagai teknik pentaksiran yang sesuai untuk digunakan. Contohnya:
 - (a) Untuk memastikan pengajaran dan pembelajaran efektif berlaku di dalam bilik kuliah, Teknik Pentaksiran Bilik Kuliah (CAT) boleh digunakan
 - (b) Bagi pendekatan pengajaran berasaskan teknologi, pembelajaran boleh dikesan melalui perbincangan seperti rekod forum, bilik sembang dan 'wikis'.
 - (c) Bagi pendekatan pembelajaran berasaskan pengalaman, pembelajaran boleh ditaksir melalui pemerhatian secara langsung oleh penyelia di lapangan, laporan penyelia atau buku log pelajar.
- v. Hasil pentaksiran akan menunjukkan kesesuaian pendekatan pengajaran dan mod pentaksiran yang diterima pakai.
 - (a) Pentaksiran sendiri berlaku apabila pelajar perlu memantau sendiri pembelajaran mereka. Ia merupakan elemen yang signifikan dalam kurikulum kerana ia mensasarkan untuk menghasilkan pelajar yang reflektif dan kritis. Perkara ini boleh ditunjukkan melalui contoh portfolio dan jurnal refleksi atau buku log.

- (b) Pentaksiran rakan sebaya berlaku apabila pelajar saling memberikan maklum balas terhadap pembelajaran mereka. Pentaksiran ini boleh dilihat sebagai tambahan kepada pentaksiran sendiri dan bersandarkan kepercayaan dan saling menghormati. Pelajar juga boleh belajar untuk mengadili hasil kerja individu lain seolah-olah sebagai tutor.
 - (c) Pentaksiran oleh tutor / pensyarah berlaku apabila staf atau pembantu pengajar memberikan ulasan dan maklum balas terhadap hasil kerja pelajar serta menilai pencapaian hasil pembelajaran.
- vi. Pembelajaran berlaku secara berkesan apabila pelajar menerima maklum balas terhadap apa yang telah (dan belum) mereka pelajari. Maka, pentaksiran perlu dipantau secara dekat untuk memastikan maklum balas yang diberikan kepada pelajar adalah efektif dan tepat pada waktunya.

Ciri Maklum Balas Berkesan

Kepentingan maklum balas bagi pembelajaran dan keupayaan pentaksiran formatif untuk meningkatkan pedagogi (Yorke 2003) menekankan bahawa semua aktiviti pentaksiran di setiap PPT seharusnya disasarkan kepada menghasilkan maklum balas berkesan.

Ciri maklum balas yang berkesan ialah:

1. Ketepatan masa maklum balas

Pelajar mendapat manfaat daripada kerja yang ditanda dan dipulangkan tepat pada masa dengan komen yang berguna sebaik-baiknya dalam masa satu hingga dua minggu dari tarikh penyerahan. Apabila terdapat lebih daripada satu kerja untuk dinilai, pelajar sepatutnya menerima maklum balas kerja yang pertama sebelum kerja berikutnya bagi membolehkan pelajar mengambil langkah penambahbaikan yang sewajarnya. Terdapat beberapa cara untuk mempercepat proses maklum balas yang boleh didapati daripada pelbagai sumber.

2. Respons kepada maklum balas (*Feed forward*)

Prinsip maklum balas yang utama ialah maklum balas tersebut akan membantu memaklumkan pelajar cara untuk menambah baik prestasi mereka atau respons kepada maklum balas (*Feed forward*) (Torrance 1993; Hounsell 2006). Maklum balas menyediakan komen dan cadangan yang khusus dan mencukupi berkenaan kekuatan, bahagian untuk perkembangan dan strategi penambahbaikan (Bloxham and Boyd 2007).

3. Tiada lebih beban

Jangan membeban atau membetulkan secara berlebihan. Sasarkan tiga hingga empat komen pada bahagian yang paling diperlukan untuk membantu pelajar memahami gred yang dianugerahkan dan menambah baik kerja mereka pada masa depan. Pembetulan yang terperinci seperti ejaan, format, gaya dan tatabahasa seharusnya dihadkan kepada perenggan pertama sahaja.

4. Menggalakkan dorongan positif

Maklum balas memberi kesan kepada kepercayaan diri pelajar (*self-efficacy*), dan ini boleh menjadi pengaruh utama dalam cara mereka menangani pembelajaran mereka; pelajar akan lebih cenderung untuk menghasilkan kerja yang baik sekiranya mereka percaya dengan kemampuan mereka untuk meningkat (Bloxham and Boyd 2007).

5. Gaya maklum balas

Pendekatan *coaching* boleh menggalakkan pelajar untuk menilai diri mereka sendiri.

6. Bahasa maklum balas

Bahasa maklum balas hendaklah sejajar dengan markah yang diberi. Padanan yang salah seperti “65%, cemerlang” hendaklah dielakkan.

7. Struktur maklum balas

Untuk membantu pelajar menumpukan pada matlamatnya, komen yang diberikan dalam maklum balas seharusnya dikaitkan dengan hasil pembelajaran, perihai pemarkahan dan penggredan atau kriteria pentaksiran.

Sumber:

1. Malaysian Qualification Agency (2010), *Guidelines to Good Practices: Curriculum Design and Delivery*, Panel of Experts, Malaysia, Kuala Lumpur.
2. Bloxham, S. and Boyd, P. (2007). *Developing Effective Assessment in Higher Education*. Berkshire: Open University Press.
3. Hounsell, D. (2006) *Towards more sustainable feedback to students*. Paper presented to the Northumbria EARLI SIG Assessment Conference, Darlington, 29th August - 1st September.
4. Torrance, H. (1993) Formative assessment: some theoretical problems and empirical questions, *Cambridge Journal of Education*, 23 (3):333-343.
5. Yorke, M. (2003) Formative assessment in higher education: moves towards theory and the enhancement of pedagogic practice. *Higher Education* 43 (4), pp.477-501.

- vii. Pelajar biasanya belajar melalui pemahaman terhadap kekuatan dan kelemahan hasil kerja mereka berbanding mengetahui markah atau gred pencapaian yang diberikan. Oleh sebab itu, mekanisme maklum balas seperti pendapat dan rubrik perlu disediakan. Penaksiran sumatif berterusan seharusnya memasukkan elemen maklum balas formatif.
- viii. PPT perlu memetakan hasil pembelajaran dengan kaedah pentaksiran dan bagaimana ia diukur. Perkara ini akan dibincangkan dengan lebih lanjut dalam GGP: Pentaksiran.
- ix. Data pentaksiran perlu direkod dan diselenggara.

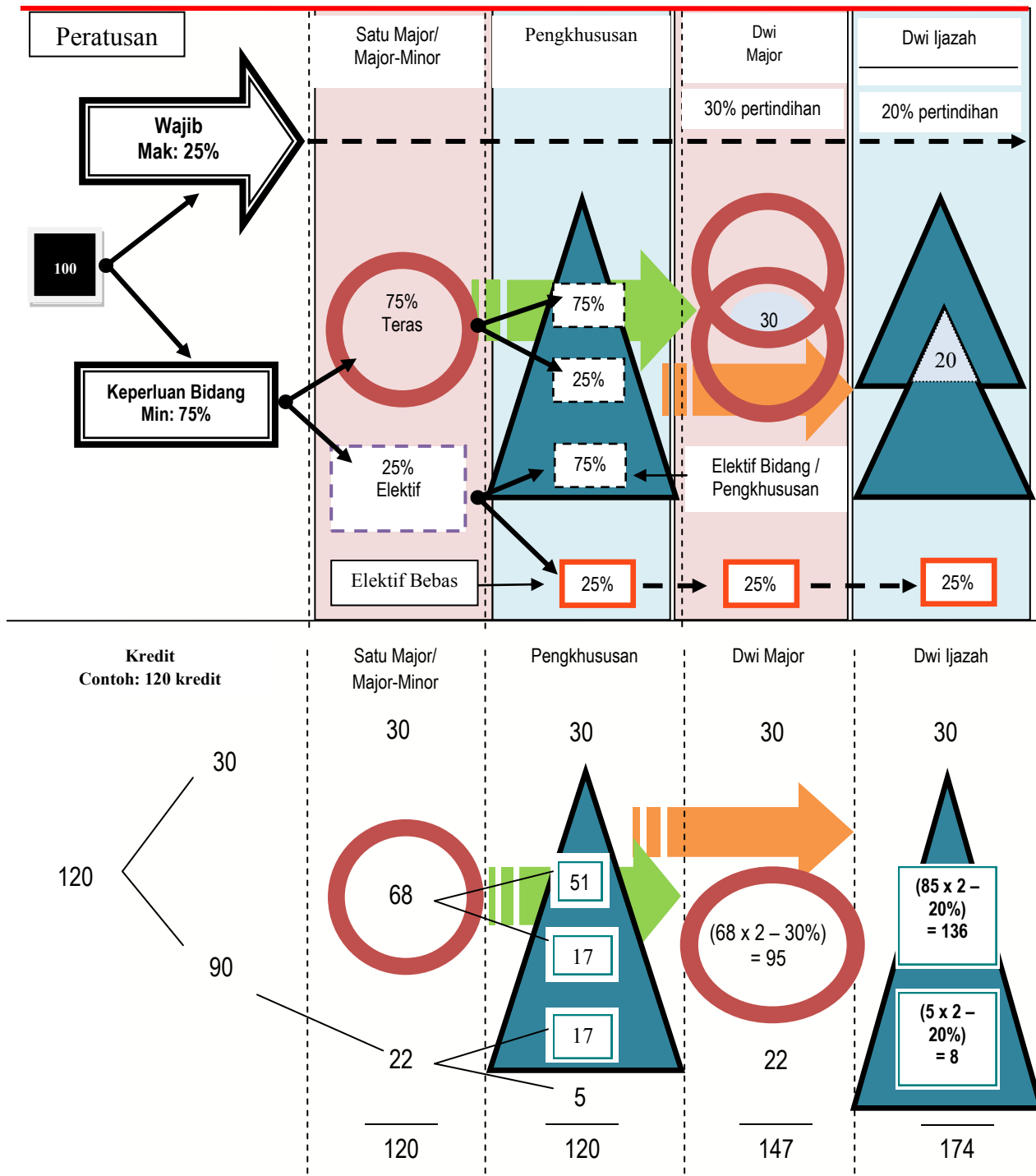
3.5. Menilai

- i. Peningkatan kualiti hendaklah sentiasa dipantau dan disemak seperti yang dinyatakan dalam pengenalan kepada COPPA Bahagian 7.
- ii. Pemantauan dan semakan program ialah kaedah penilaian berterusan bagi aktiviti pembelajaran dan pengajaran yang telah dilaksanakan. Aktiviti ini dijalankan dengan tujuan penambahbaikan dan pembangunan masa hadapan.
- iii. Pemantauan program melibatkan semua tahap dan bahagian dalam proses pembelajaran dan pengajaran. Paling utama, ia melibatkan pemantauan pengajaran yang berkala, contohnya melalui pemerhatian oleh rakan sekerja atau pihak pengurusan. Contoh jadual pemerhatian diberikan di Lampiran 12.
- iv. Terdapat dua jenis semakan:
 - (a) Semakan bahagian / tema untuk mengukur keberkesanan kurikulum dan penyampaian pengajaran. Semakan boleh dilakukan secara tahunan atau mengikut keperluan seiring dengan dapatan daripada Lembaga Peperiksaan.
 - (b) Semakan keseluruhan program diperlukan di akhir setiap kitaran menggunakan maklum balas daripada pihak berkepentingan dalaman dan luaran seperti industri, alumni, badan profesional dan pemeriksa luar.
- v. Jawatankuasa program bertanggungjawab terhadap pemantauan dan semakan program. Apabila pihak berkepentingan dilibatkan dalam semakan kurikulum, PPT seharusnya menyediakan Terma Rujukan dan proses yang terlibat.
- vi. Kedua-dua proses pemantauan dan semakan hendaklah didokumenkan. Maklum balas dan tindakan yang diambil perlu dimaklumkan kepada staf, pelajar dan pihak berkepentingan untuk menggalakkan penglibatan dan hubungan baik.
- vii. Pemantauan dan semakan melibatkan semua tahap dan bahagian dalam proses pembelajaran dan pengajaran. Perkara ini melibatkan:
 - (a) jadual, panduan dan rancangan pengajaran
 - (b) pembatalan kelas, penangguhan dan penambahan masa dan tugas mengajar.
 - (c) kehadiran pelajar, pengekalan dan koordinasi jadual
 - (d) prestasi pelajar
 - (e) pengurusan dan penilaian pelajar terhadap pengajaran, pemerhatian oleh rakan sebayaLampiran 13.
- viii. Perkara ini akan dinyatakan dengan lebih lanjut dalam *GGP: Programme Monitoring and Review*.

Lampiran 1: Lapan Domain Hasil Pembelajaran MQF

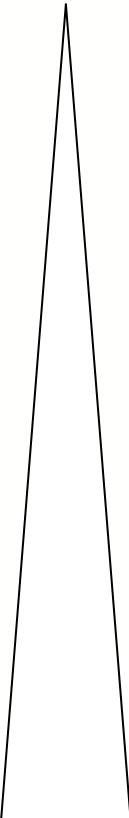
No.	Domain Hasil Pembelajaran MQF	Ditunjukkan melalui
1	Pengetahuan bidang	- Mengetahui idea utama - Penguasaan perkara subjek - Memerhati dan mengingat maklumat
2	Kemahiran Praktikal	- Melakukan tugas profesional - Membaca dan memahami arahan - Menganggap dan bertindak balas dengan berkesan - Mengaplikasi kemahiran yang dipelajari dalam persekitaran yang selamat
3	Kemahiran dan Tanggungjawab Sosial	- Berjumpa dan bertukar-tukar maklumat untuk kepentingan bersama - Menunjukkan minat dan mengambil berat tentang orang lain - Selesa berbual serta menerima tunjuk ajar dan arahan - Bertindak balas dengan menunjukkan simpati dan empati kepada yang lain
4	Nilai, Sikap dan Profesionalisme	- Mempunyai perasaan, persepsi, pendapat dan sikap terhadap diri sendiri, orang lain dan organisasi - Mempunyai keupayaan menunjukkan simpati - Mempunyai empati dan keupayaan bertoleransi - Mengurus masa dengan baik
5	Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan	- Berkebolehan menulis, bertutur dan mendengar - Bertanggungjawab dan terhormat - Bekerja dalam pasukan
6	Kemahiran Menyelesaikan Masalah dan Saintifik	- Menonjolkan pemikiran kritikal dan lateral serta alasan logikal - Berdaya cipta dan gemar meneroka - Mewujudkan inspirasi - Menghasilkan idea dan teknologi baru berasaskan kemahiran sedia ada
7	Kemahiran Mengurus Maklumat dan Pembelajaran Sepanjang Hayat	- Menggunakan ICT dalam pencarian dan penilaian maklumat - Menggunakan sistem pengurusan maklumat - Mempelajari cara belajar - Menerima pakai pembangunan profesionalisme berterusan
8	Kemahiran Mengurus dan Keusahawanan	- Merancang dan melaksana secara berkesan - Mengetahui apa yang akan dibuat dan caranya pada waktu dan tempat yang sesuai - Membuat pertimbangan dan keputusan - Mempunyai pengurusan masa yang baik

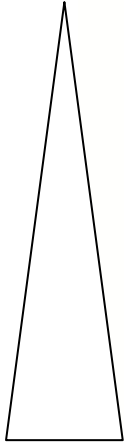
Lampiran 2: Sampel Taburan Kredit bagi Tahap Ijazah Sarjana Muda

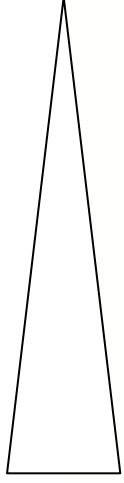


Sumber: Fernandez-Chung, R.M (1998), "A Model for Curriculum Credit Distribution", Deakin University, Australia, Geelong

Lampiran 3: Kata Kerja Hasil Pembelajaran Daripada yang Mudah Kepada yang Kompleks

Kognitif		Perkembangan Kemahiran Intelek
Mudah  Kompleks	Pengetahuan	Menakrif, memerihal, mengenal pasti, menyenarai, menyatakan kembali, memadan, menghasilkan semula, melabel, menyatakan, menggaris, memilih, mengenal, mengetahui
	Pemahaman	Memahami, menukar, mempertahankan, membeza, menganggar, memperjelas, mentafsir, meringkas, membuat kesimpulan umum, memparafrasakan, menulis semula
	Aplikasi	Aplikasi, mengubah, mengira, membina, menghasil, mengendalikan, mengguna, menjumpai, menunjuk cara, memanipulasi, menyedia, mengubahsuai, menyelesaikan
	Analisis	Menganalisis, menghurai, membanding, membeza, mencerakin, menghubungkan, membeza, mendiskriminasi, mengenal pasti, mengilustrasi, membeza
	Sintesis	Mengkategori, menggabung, menghimpun, mengolah, mencipta, mereka, merancang, mereka bentuk, memperjelas, menjana, mengubahsuai, menyusun, memyemak semula, memaklum
	Penilaian	Menilai, membanding, menyimpul, membeza, mengkritik, mempertahankan, memerihal, mendiskriminasi, menilai, menjelas, menghubungkan

Afektif		Perkembangan Perasaan atau Emosi
Mudah  Kompleks	Menerima Fenomena	Bertanya, memilih, memerihai, mengikut, memberi, memegang, mengenal pasti, mencari, menama, menunjuk, memilih, meletak, membina, membalas, mengguna
	Gerak balas Terhadap Fenomena	Menjawab, menolong, membantu, mematuhi, menurut, membincang, merai, menolong, melabel, melaksana, mengamal, membentang, mengucapkan, melapor, memilih, menulis
	Menilai	Menyempurna, menunjuk cara, membeza, menjelas, mengikut, membentuk, memula, mempelawa, menyertai, mewajar, mencadang, membaca, melapor, memilih, berkongsi, mengkaji, membuat
	Mengorganisasi Nilai	Mematuhi, menyusun, menggabung, membanding, menyempurna, mempertahankan, menjelas, membentuk, membuat kesimpulan umum, mengenal pasti, menggabung jalin, mengubah suai, menyusun, menyedia, menghubungkan, mensintesis
	Menghayati Nilai	Bertindak, membeza, mempamer, mempengaruhi, mendengar, mengubah suai, melaksana, mengamal, mencadang, memenuhi syarat, mempersoal, menyemak semula, berkhidmat, menyelesaikan, mengesah

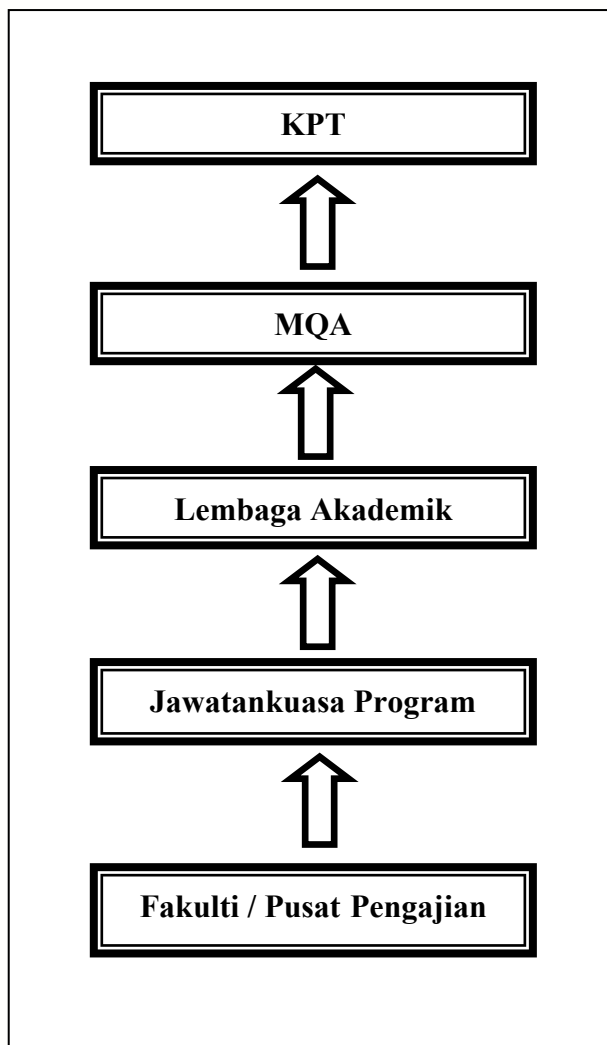
Psikomotor		Kemahiran Fizikal atau Kerja
Mudah  Kompleks	Persepsi	Memilih, memerihai, mengesan, membeza, mengenal pasti, menyisih, menghubungkan, memilih
	Set	Memula, mempamer, menjelas, menggerak, menerus, bertindak balas, menunjuk, nyata, bersukarela
	Respons Berpandu	Menyalin, menjejak, mengikut, bertindak balas, menghasil semula, mengajuk, membalas
	Mekanisme	Mencantum, menentukur, membina, merungkai, mempamer, mengetat, memasang, menyambung, mengisar, memanaskan, memanipulasi, mengukur, menyusun, melakar
	Respons Ketara Kompleks	Mencantum, membangun, menentukur, membina, merungkai, mempamer, mengetat, mengena, mengukur, membaiki, mencampuri, menyusun, melakar
	Penyesuaian	Menyesuai, mengubahsuai, mengubah, menyusun semula, mengorganisasi semula, menyemak semula, mempelbagai
	Pengasalan	Menyusun, membangun, menggabung, mengarang, membina, mencipta, mereka bentuk, memula, membuat, memula

Nota:

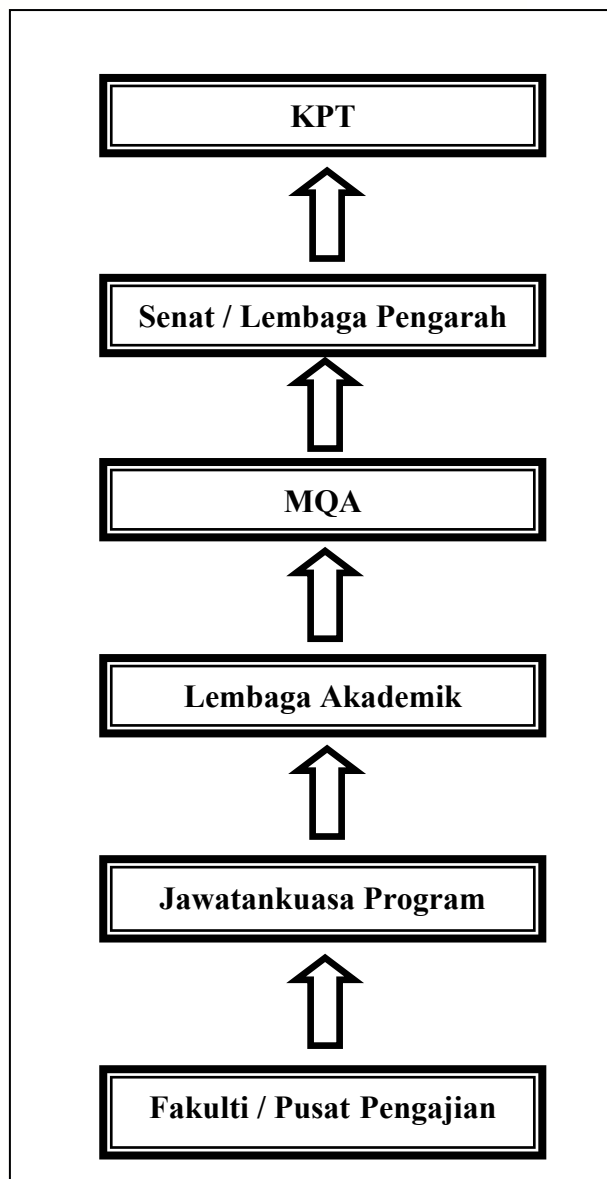
Kata kerja bagi Hasil Pembelajaran berdasarkan kerumitan

Sumber: Fernandez-Chung, R.M (2008) "Writing Learning Outcomes", Malaysian Qualification Agency (MQA), Malaysia, Kuala Lumpur

PPT 1



PPT 2



Nota:

PPT = Pemberi Pengajian Tinggi

KPT = Kementerian Pengajian Tinggi

MQA = Malaysian Qualifications Agency / Agensi Kelayakan Malaysia

GAMBARAN GLOBAL



Sumber: Felder, R. M and Brent, R (2005), "A Half Day Workshop on Designing Courses for Outcome-Based Education", presentation material, 5 Dec, Malaysia, Kuala Lumpur

**Lampiran 6: Sampel Pemetaan Domain Hasil Pembelajaran kepada Tema Program,
Kemahiran Pembelajaran dan Kemahiran Pekerjaan**

Domain Hasil Pembelajaran		Tema Program	Kemahiran Pembelajaran	Kemahiran Pekerjaan
Kerangka Kelayakan Malaysia (MQF)	Asia Pacific University College of Technology and Innovation (UCTI)			
1. Pengetahuan	Pengetahuan dan pemahaman	Integrasi	Pemikiran kritikal dan analisis	• Pengetahuan • Kemahiran yang ditetapkan subjek
2. Kemahiran praktikal	Aplikasi			• Teknik • Pasaran kerja / syarikat • Penyelidikan • Menulis permohonan kerja dan CV • Menghadapi temu duga kerja • Mengambil ujian
3. Kemahiran dan tanggungjawab sosial		Interaktiviti	Kesedaran sendiri dan budaya	• Keghairahan • Kesedaran sendiri dan budaya
4. Nilai, sikap dan profesionalisme				• Refleksi • Beretika • Adab dan penampilan peribadi • Ketepatan masa • Integriti • Kepercayaan
5. Kemahiran komunikasi, kepimpinan dan berkumpulan	Komunikasi		• Komunikasi • Kerja berkumpulan	• Lisan • Tulisan • Bahasa Inggeris • Pembentangan • Bekerja dalam kumpulan • Memotivasi orang lain • Empati • Ketegasan • Kepimpinan
6. Kemahiran menyelesaikan masalah	• Pertanyaan • Analisis • Penyelesaian masalah	• Kebijaksanaan • Imaginasi • Inovasi	• Penyelesaian masalah berkesan • Kreatif dan inovasi	• Pertanyaan • Analitis • Penyelesaian masalah • Kreativiti • Inovasi • Kepintaran • Imaginasi

Domain Hasil Pembelajaran		Tema Program	Kemahiran Pembelajaran	Kemahiran Pekerjaan
Kerangka Kelayakan Malaysia (MQF)	Asia Pacific University College of Technology and Innovation (UCTI)			
7. Kemahiran pengurusan maklumat dan pembelajaran sepanjang hayat	Pembelajaran	• Maklumat • Kebebasan	• Kemahiran ICT • Pembelajaran • Pemahaman asas Matematik dan kemahiran kuantitatif	• ICT • Celik angka • Pembelajaran • Kerja sendiri dan autonomi • Perancangan pembangunan kerjaya
8. Kemahiran pengurusan dan keusahawanan	Renungan	• Kepintaran • Daya cipta	Pengurusan sendiri	• Kebolehsesuaian • Pengurusan dan penyeliaan • Berfokuskan klien • Pengurusan sendiri • Dorongan untuk berjaya

Sumber: Asia Pacific University College of Technology and Innovation (UCTI) (2009)

Lampiran 7: Contoh Pemetaan Domain Hasil Pembelajaran MQF dengan Modul

TAMHIDI PENGAJIAN ISLAM DAN BAHASA ARAB

NO	S E M	KOD KURSUS	KURSUS	KREDIT	Pengetahuan	Kemahiran Praktikal	Penyelesaian masalah dan kemahiran saintifik	Kemahiran komunikasi, keimpinan dan berpasukan	Kemahiran dan tanggungjawab sosial	Nilai, sikap dan profesionalisme	Pengurusan maklumat dan pembelajaran sepanjang hayat	Kemahiran pengurusan dan keusahawanan
1	I	TLA0622	Al-Lughah al-Arabiyyah I	4	√	√	√	√	√			
2	I	TPA0063	Sirah and Islamic History	3	√			√				
3	I	TPA0044	Dirasat Nahwiyyah wa Sarfiyyah	4	√	√	√	√	√			
4	I	TPA 0013	Tafsir wa Ulum al-Quran	4	√	√	√	√		√	√	
5	I	TPA0032	Tajwid wa Tilawah	4	√	√	√	√				
6	I	TLE0014	English Language I	4	√	√	√	√	√		√	
7	I	TCL0822	ICT Skill	2	√	√	√	√			√	√
8	II	TLA0632	Al-Lughah al-Arabiyyah II	4	√	√	√	√	√			
9	II	TPA0023	Tauhid wa Akhlak	3	√	√	√	√		√		
10	II	TPA0093	Balaghah	3	√	√	√	√	√			
11	II	TPA0053	Al Madkhal ila Dirasat al Adab Arabi	3	√	√	√	√	√			
12	II	TPA0084	I'jaz Al-Quran	4	√	√	√	√		√	√	
13	II	TPA0074	Hadith wa Ulum Hadith	4	√	√	√	√		√	√	
14	II	TLE0024	English Language II	4	√	√	√	√	√		√	

Sumber: Universiti Sains Islam Malaysia (USIM) (2009), "Tamhidi Pengajian Islam Dan Bahasa Arab."

Lampiran 8: Contoh Pemetaan Kemahiran Belajar UCTI dengan Modul

Pemetaan Kemahiran bagi BSc. (Hons) in Computer Games Development	Modul																																	
	Tahap 1										Tahap 2										Tahap 3													
	Computer Games Design: Documentation	Computer Games Level Design	Computing & IT in the Workplace	Fundamental of Software Development	Games Engines	Games Physics	Introduction to C Programming	Introduction to management	Mathematics for Technology	Professional and Enterprise Development	Basic 3D Computer Character Modelling	Believable Models for Games & Virtual Reality	Computer Games Design: High Concept & Pre-production	Computer Games Design: Production & Testing	Computer Graphics	Creativity & Innovation	Programming Concepts in C++	Imaging & Special Effects	Managing Business	Mathematics for Technology II	Research Methods	Web Applications	3D Computer Graphics	Advanced 3D Character Modelling & Animation	Audio for Computer Games	HCI & Usability	Innovation Mgmt. & New product Development	Mobile Multimedia and Gaming	Multimedia Techniques for Animation, Games & Film Effects	Programming Techniques for Animation & Computer Games	Computer Games Development Project	Project Management	Investigations in Computer Games Development	
1.Critical Thinking Analysis & Synthesis	/	/		/	/		/	/	/		/			/	/	/				/	/		/		/	/	/			/	/	/		
2.Effective Problem Solving				/		/	/		/				/		/	/				/				/			/	/		/		/		
3.Creativity & Innovtion	/	/								/	/				/	/	/	/				/	/	/	/				/			/		
4.Commucation						/	/		/		/		/			/	/	/	/	/		/					/	/				/	/	/
5.Numeracy & Quantitative Skills					/		/		/					/		/	/			/			/		/		/	/			/			
6.Communication & Information Technology						/	/				/		/				/	/	/				/			/	/	/	/	/	/		/	
7.Self Management	/	/	/	/									/	/				/	/		/					/	/			/	/	/	/	/
8.Learning			/					/		/									/	/	/	/				/				/		/		
9.Self Awareness & Cultural Awareness		/	/						/	/		/	/						/			/		/	/	/	/			/			/	/
10.Team Working	/	/	/	/	/	/	/	/	/	/								/				/		/	/	/		/	/	/				

Nota: Lampiran ini perlu dibaca bersama-sama dengan Lampiran 6.

Sumber: Asia Pacific University College of Technology and Innovation (UCTI) (2009), B.Sc (Hons) in Computer Games Development.

Lampiran 9: Contoh Menangani, Mendemonstrasi dan Menilai Hasil Pembelajaran

HASIL PEMBELAJARAN PROGRAM Pelajar akan dapat:	<i>[CARA MENANGANI, MENDEMONSTRASI DAN MENILAI HASIL]</i>	Modul LO1	Modul LO2	Modul LO3	→
HASIL A	TAHAP _____ DEMONSTRASI DINILAI	Diperkenalkan _____ Peperiksaan		Penekanan _____ Kertas kerja	
HASIL B	TAHAP _____ DEMONSTRASI DINILAI		Diperkenalkan _____ Tiada penilaian demonstrasi	Lanjutan/Diaplikasi _____ Projek Kumpulan	
HASIL C	TAHAP _____ DEMONSTRASI DINILAI	Diperkenalkan _____ Pembentangan	Diperkukuh _____ Kerja kumpulan – tidak dinilai secara formal		
↓					

Nama Institusi :

Nama :
Jabatan :
Program :
Tahun :

Isi Kandungan

1. Falsafah Pengajaran dan Matlamat Peribadi

2. Tanggungjawab Pengajaran

- 2.1 Berterusan
 - 2.1.1 Kursus yang diajar
 - 2.1.2 Penggredan dan Maklum balas
- 2.2 Yang lepas
 - 2.2.1 Kursus yang diajar
 - 2.2.2 Penggredan dan Maklum balas

3. Kaedah Pengajaran

- 3.1 Tajuk pengajaran
 - 3.1.1 Rancangan Pengajaran dan Jadual
 - 3.1.2 Perbincangan Kumpulan dan Individu
 - 3.1.3 Analisis Bertulis secara Kumpulan dan Individu
- 3.2 Penilaian Formatif dan Sumatif
- 3.3 Penggunaan Teknologi

4. Maklumat Program

- 4.1 Rancangan Mengajar
- 4.2 Jadual
- 4.3 Kurikulum

5. Penilaian Pengajaran

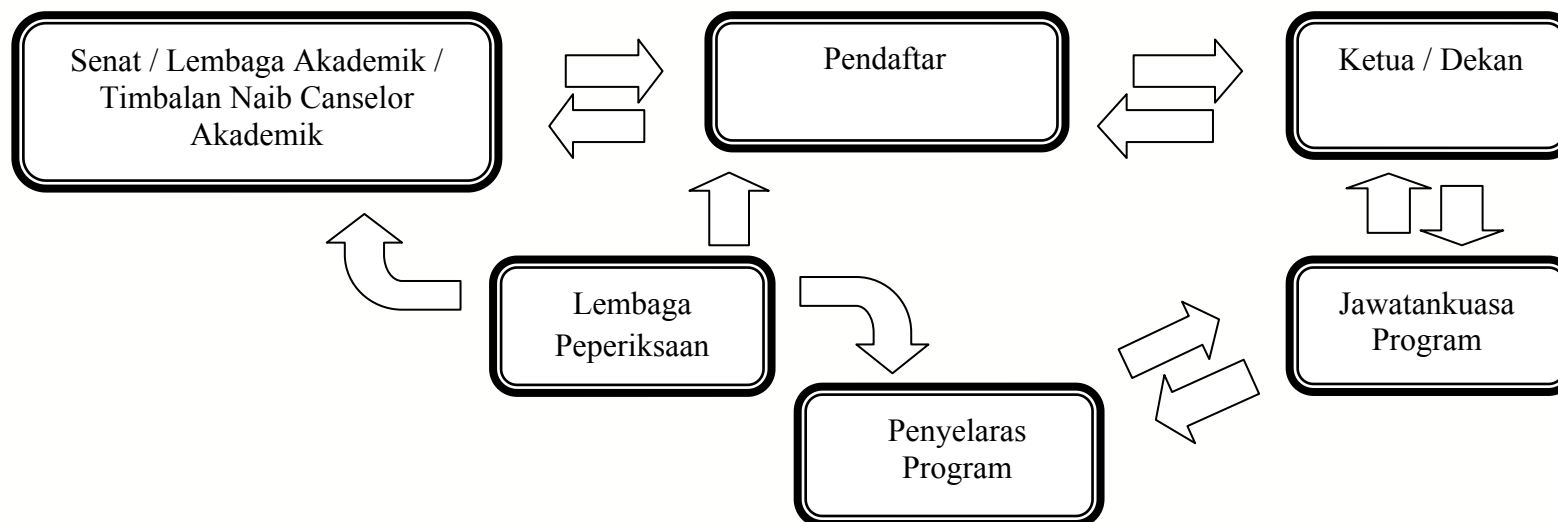
- 5.1 Pelajar
- 5.2 Pengurusan
- 5.3 Rakan sekerja

6. Penambahbaikan Pengajaran dan Rancangan Masa Depan

- 6.1 Keperluan Pembangunan Profesional Berterusan
- 6.2 Modul Akan Datang

7. Aspirasi

- 7.1 Kendiri
- 7.2 Pelajar
- 7.3 Institusi

Lampiran 11: Contoh Proses dan Autoriti Akademik Dalaman

Nota:
Kebiasaannya, lembaga di peringkat jabatan / fakulti / pusat pengajian meluluskan senarai program sebelum menghantarnya kepada senat untuk mendapat kelulusan. Istilah dan jawatan mungkin berbeza mengikut PPT.

Lampiran 12: Contoh Jadual Pemerhatian

A. Maklumat Umum					
1. Nama Pembentang:					
2. Nama Pemerhati:					
3. Tajuk Pembentangan:					
4. Tempat / Tarikh / Masa:					
B. Aspek Penilaian					
(Sila bulatkan nombor bagi setiap aspek)					
Huraian	Tahap Tanggapan				
	Sangat Baik	Baik	Memuaskan	Sederhana	Boleh Ditambahbaik
1. Pendahuluan					
a. Kejelasan Hasil Pembelajaran	5	4	3	2	1
b. Kaitan dengan topik	5	4	3	2	1
c. Kesesuaian pendahuluan	5	4	3	2	1
2. Kandungan					
a. Pengetahuan	5	4	3	2	1
b. Kesesuaian liputan	5	4	3	2	1
c. Tahap minat yang ditimbulkan	5	4	3	2	1
d. Kewajaran aliran pembentangan	5	4	3	2	1
e. Ketepatan bahasa yang digunakan	5	4	3	2	1
f. Penggunaan perbandingan dan contoh yang jelas dan berkaitan	5	4	3	2	1
3. Pembentangan					
a. Kelajuan yang bersesuaian	5	4	3	2	1
b. Keyakinan	5	4	3	2	1
c. Keghairahan	5	4	3	2	1
d. Memberangsang pelajar untuk berfikir	5	4	3	2	1
e. Kejelasan pembentangan	5	4	3	2	1
f. Interaksi dengan pelajar	5	4	3	2	1
g. Penggunaan bantuan pengajaran / pelajaran yang berkesan	5	4	3	2	1
h. Pengurusan kelas yang berkesan	5	4	3	2	1
4. Penutup					
a. Kewajaran penutup	5	4	3	2	1
b. Penggunaan soalan yang berkesan untuk mendapatkan maklum balas	5	4	3	2	1
c. Penghubung yang bersesuaian untuk mengaitkan pelajaran yang seterusnya	5	4	3	2	1
Jumlah Skor					

C. Ulasan dan Cadangan Keseluruhan Pemerhati bagi Penambahbaikan**D. Ulasan / Komen Pembentang****E. Tandatangan**

1) Pemerhati / Tarikh : _____

2) Pembentang / Tarikh : _____

F. Tafsiran

Lampiran 13: Contoh Borang Pemerhatian Rakan Sekerja

Tuan / Puan,

Terima kasih kerana bersetuju untuk membuat pemerhatian atas saya bagi sesi ini. Saya amat menghargai pandangan ikhlas pihak tuan / puan dalam beberapa aspek kebolehan saya dalam menyampaikan sesi pengajaran ini.

Kelas:	
Tarikh / Masa / Tempat:	
Rakan Pemerhati:	
Mod Penyampaian yang Diperhatikan (sila bulatkan salah satu)	Perbincangan/Kuliah/Praktikal/Seminar/Pembentangan Pelajar/ Lawatan Belajar/Tutorial/lain-lain: _____

Sila jawab soalan berikut dan komen sekiranya perlu bagi tujuan penambahbaikan.

1	Adakah objektif sesi diberikan dengan jelas?
2	Adakah sesi diatur dengan jelas?
3	Adakah sesi boleh didengar dengan jelas?
4	Adakah sesi saling berhubung kait?
5	Adakah terdapat penggunaan audio visual yang bersesuaian?
6	Adakah saya bersemangat?
7	Adakah saya memperlihatkan pengetahuan yang secukupnya dalam isi yang disentuh?
8	Adakah pelajar bertindak balas dengan baik kepada pendekatan yang digunakan?
9	Adakah saya menggalakkan interaksi dalam kelas?
10	Adakah saya menggalakkan penglibatan yang aktif?
11	Adakah kaedah penyampaian yang digunakan bersesuaian dengan pencapaian hasil pembelajaran?
12	Adakah kertas edaran yang disediakan berguna?
13	Bagaimanakah kelajuan dan pengaturan masa sesi?
14	Sejauh manakah objektif yang diharapkan tercapai?
15	Adakah anda mempunyai sebarang cadangan yang boleh menambah baik persembahan saya?

16	Adakah anda mempunyai sebarang perkara khusus yang ingin dibincangkan dengan saya?	
Pemerhatian Umum / Ulasan Lanjut		
(tanda tangan) NAMA PENSYARAH YANG DIPERHATIKAN TARIKH:		(tanda tangan) NAMA RAKAN TARIKH:

Nota:

Sumber: Fernandez-Chung, R.M (2006), “The Effective Peer Observation”, University of Leicester, United Kingdom, Leicester.